



# **Faculty Handbook**

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## **FACULTY ROLES AND RESPONSIBILITIES**

The responsibilities of each faculty member arise from one's involvement with students, from one's professional roles, from one's role in educational affairs and participation in governance, and from one's relationship with the institution.

### **Student-related Responsibilities**

Faculty have a responsibility to deal seriously and conscientiously with the teaching assignment, including careful planning of courses, preparation of lectures, regularity in meeting scheduled classes, clearly informing students of course requirements, and fair and impartial grading according to standards established by the institution. Faculty can do this in the following way.

1. Recognize that students deserve respect as individuals and have certain rights that must be protected. This encompasses an active interest in individual academic and personal problems of students, the giving of mature professional advice, courteous treatment of students in class, and keeping in confidence personal information about students that may come to the faculty member's attention in his or her role as advisor or counselor.
2. Recognize that the faculty member serves as a model and exercises a great influence in shaping the individual. This being true, he or she must try to set a high standard in academic and scholarly excellence, personal integrity, and professional ethics.
3. Recognize that in one's influential classroom role a person is morally bound not to take advantage of his or her position by repeatedly introducing class discussions of subject matter outside the scope of the course and not within his or her field of professional competence.

### **Professional Responsibilities**

Faculty have a special responsibility to keep current with developing knowledge in his or her academic discipline through familiarity with recent publications and journals and participation in local or national professional societies and meetings where appropriate. They are responsible to seek ways of improving his or her effectiveness as a teacher, exploring new ways of presenting academic subject matter, motivating students, and improving methods of evaluating student performance. Faculty Responsibilities to assist colleagues in academic and College activities including:

1. Contributing to curriculum studies.
2. Participating in divisional and general faculty meetings for the better operation and strengthening of the educational programs of the institution.
3. Carrying a fair share of the burden of special faculty committee assignments, including participation in such bodies as curriculum committees and club sponsorships as well as sharing in joint faculty responsibilities such as registration, advising or counseling, and examination proctoring.

Faculty responsibilities to exercise an active role in protecting and enhancing the academic and professional standing of the faculty include:

1. Assisting with recruitment of competent new faculty members.
2. Giving appropriate recommendations regarding promotion for able faculty colleagues.
3. Recommending the removal of colleagues who, after a fair hearing, have been found to be incompetent, guilty of moral turpitude or gross misconduct, or lacking in personal or professional integrity.

Faculty are responsible to demonstrate respect for the right of others in the College community to hold divergent opinions, including other faculty members, students, administrators, and staff.

## **Responsibilities in Educational Affairs and Governance**

The faculty of the College have responsibility for the assurance of quality for current instructional programs. In addition, the faculty through leadership and participation in the College's Standing Committees have responsibility for the development of new instructional initiatives and/or the enhancement of current efforts.

The faculty maintain this responsibility through professional obligation and institutional procedure. The faculty are also charged with providing input and guidance to a variety of educational affairs including but not limited to educational policies. The faculty shall accomplish these responsibilities through three distinct processes:

1. First, each faculty member is required to participate in the program area and divisional structure. All curricular changes and initiatives begin with Faculty input through program area and divisional meetings which are convened by the appropriate Dean or Division Director. These recommendations are subsequently forwarded to the Curriculum Committee for approval.
2. Secondly, each member of the faculty is expected to participate in one or more of the College's Standing Committees. Through leadership and participation in the College's governance structure through the College's Standing Committees, the faculty have opportunity to influence and/or develop institutional policy and are involved in almost every aspect of the operation and governance of the College.
3. The third method for participation by faculty in educational affairs and governance of the College is through participation in the Faculty Council. The Faculty Council addresses issues specifically related to the faculty.

## **Responsibilities to the Institution**

Faculty are responsible to conscientiously fulfill all the contractual obligations for the period of time agreed upon and that he or she will give the institution reasonable notice when resigning; to make conscientious use of the funds of the institution entrusted to his or her care, such as those allocated to budgets of academic divisions or special projects and to make every effort to avoid professional and personal actions that may cause economic loss or legal embarrassment to his or her institution. Faculty are also responsible to give reasonable support to institutional activities and to commit himself or herself to a reasonable amount of service on College committees. When making a public statement of his or her views, faculty should indicate clearly that he or she does not speak as a representative of the institution but as an independent scholar and citizen.

## **Academic Standards for Galveston College**

Galveston College is committed to academic excellence. Each Galveston College faculty member explicitly agrees to adhere to the following academic standards:

- Demonstrated professional ethics and conduct, dedication to student needs, appropriate class management, commitment to relevant topics for classroom discussion, and adherence to required student contact hours
- Quality instruction through thorough preparation, effective communication skills, and the creation of a dynamic classroom environment
- Student proficiency in the course content by means of frequent written and/or oral tests, practical assessments of progress, and a final examination
- Ensure equivalency of course offerings
- Adherence to prerequisites for the course
- Provision to the students of a well-defined course syllabus, a clear statement of grading policy, and a precise statement of expectations for out-of-class assignments
- Use of clear grading policy based on a recognized system of evaluation for the discipline accompanied by accurate record keeping
- Prompt evaluation of all student assignments and tests and prompt feedback of such evaluation to students
- Dedication to the promotion of effective communication skills across the curriculum

It is from this statement, from requirements of the Board of Regents' Policies of Galveston College, and from common practice and habit at colleges and universities in general that Galveston College determines the customary duties and responsibilities by which it evaluates all faculty members.

### **Academic Freedom and Responsibility**

The following statements rest upon the belief that the common good depends upon a free search for truth and its free expression without intent to do personal harm. Each faculty member is entitled to freedom in discussing the subject that they teach. Limitations to this basic statement exist only within bounds of common decency and good taste. Each faculty member is also entitled to speak or write as a citizen of their nation, state, and community without fear of institutional censorship or discipline.

The concept of academic freedom must be accompanied by an equally demanding concept of responsibility, shared by the Board of Regents, the administration, and faculty members. The fundamental responsibilities of a faculty member as a teacher and scholar include the maintenance of competence in his or her field of specialization and the exhibition of such competency in lectures, discussions, and publications.

Exercise of professional integrity by a faculty member includes recognition that the public will judge one's profession and institution by his or her statements. Therefore, a faculty member shall strive to be accurate, to exercise appropriate restraint, to show respect for the opinion of others, and to avoid creating the impression that any speech or action is for the College District when he or she speaks or acts as a private person.

A faculty member shall be selective in the use of controversial material in the classroom and shall introduce such material only as it has a clear relationship to the applicable subject or field.

### **Faculty Assembly**

Membership in Faculty Assembly is open to all faculty members. As stated in its constitution, the purpose of the Faculty Assembly is "to serve as a channel of communication between the faculty and the administration, [and] to facilitate the achievement of the mission of Galveston College."

The Faculty Assembly consists of all full-time and qualified part-time faculty and a Faculty Senate. The Faculty Senate is composed of representatives from each of the divisions and the officers of the Faculty Assembly. The Faculty Senate serves as the voice of faculty between meetings of the Faculty Assembly. The details of the policies and procedures for this group can be found in the Galveston College Faculty Assembly Constitution and By-Laws. This document is located in the Whitecaps Portal.

All faculty are encouraged to actively participate in all Faculty Assembly and Faculty Senate meetings.

### **Curriculum Development and Revision**

Galveston College has adopted a curricular process that allows for the creation, review, and revision of curricula on an ongoing basis. The process allows for faculty input and oversight in the various procedural steps. A complete version of the Galveston College Curriculum Development and Revision Process is available on the intranet on the GC website.

Faculty should be aware that some curriculum developments or revisions could constitute a substantive change as defined by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Procedures have been established to ensure ongoing compliance with SACSCOC substantive changes policy. All faculty are responsible for being familiar with the *Procedures for Monitoring and Reporting Substantive Change* that are published in the College's *Curriculum Development and Revision Process Guide*. Faculty will not initiate any curricular change or other action that could be a substantive change without prior notification and approval, if required, from SACSCOC. All communications with SACSCOC will be done through the Vice President of Instruction's office.

## **FACULTY ASSIGNMENTS AND SCHEDULES**

### **Full-time Faculty**

The teaching load or instructional load for full-time faculty at Galveston College is based primarily on instructional load hours, student contact hours, required student/teacher ratios, program specific student enrollment, and/or student contact hours required for normal progress. Fifteen instructional load hours per semester (30 instructional load hours per academic year), is considered the normal teaching load for full-time nine-month faculty. Twelve-month faculty are expected to teach an additional 12 instructional load hours during the summer session and adhere to the same 12-month work schedule as other 12-month full-time employees. The combination of teaching hours, office hours, and other professional activities and responsibilities must total a minimum of 37.5 hours per week. Final determination regarding an individual faculty member's workload will be dependent upon specific variations and requirements of the assignment, including but not limited to the number of instructional load hours, number of student contact hours per week, program specific faculty to student ratios, the number of preparations, and the nature of the subject. Teaching assignments may include teaching during the day, the evening, the weekends, online and/or at more than one location. Teaching assignments and teaching loads are contingent upon approval by the appropriate Division Director, Dean and the Vice-President of Instruction.

### **Adjunct (Part-time) Faculty**

The maximum teaching load per semester (fall or spring) for part-time faculty is nine (9) instructional load hours. Part-time instructors shall be compensated at a rate established by the Board of Regents. On an emergency basis the Vice President of Instruction may authorize a part-time faculty member to teach more than nine instructional load hours during a given semester. Part-time faculty members employed on an emergency basis to teach more than nine instructional load hours in a long semester are (during this time term of employment) still regarded as temporary or part-time faculty. Assignments for adjunct (part-time) faculty are made on a semester-to-semester basis.

Part-time instructors may not exceed an average of 25 work hours per week (or a total of 1,300 hours) in a calendar year (January-December). This is based on the number of hours worked each week and not credit load hours. For this purposes, it is assumed that a faculty will spend approximately 1.25 hours of preparation for every 1 hour of instruction. To calculate the number of hours worked, the actual contact hours per week will need to be multiplied by 2.25. For example, an adjunct faculty teachers ENGL 1301 which meets 3 hours a week will have 6.75 work hours per week (3 hours in class + 3.75 hours preparing = 6.75 hours per week). This equates to a total of 108 work hours (48 contact hours x 2.25 = 108 work hours).

This calculation is for benefit eligibility determination only. Wages are based upon calculated workload hours which is discussed in the next section.

### **Continuing Education Instructors**

Compensation for Continuing Education instructors shall be based upon a variable amount of pay determined by the number, size, and duration of classes taught.

### **Division Directors**

The Instructional Division Director report to the Dean or directly to the Vice President of Instruction and has broad responsibilities for the overall operations of the instructional programs within their division. The position requires both teaching and administrative duties and serves as an important link between faculty and the administration. The Division Director is appointed on a year-to-year basis, and the duties of the position are performed on a 12-month basis. This position may require communications (via email or phone) and attendance on campus periodically during the summer break to ensure the timely recruitment and placement of faculty and other administrative duties before the semester begins. More details about essential job functions for this position can be found in the Division Director Job Description located on the College website.

### **Faculty Program Coordinators/Directors**

Faculty Program Coordinators/Directors are responsible for the development, quality and overall management of a specific instructional area at Galveston College. This position reports to the appropriate Division Director and requires both teaching and administrative duties. This position has specific responsibility for the operation of the academic or workforce program(s), including, but not limited to the content, quality, effectiveness of the curriculum within the program area, recruiting, and student advisement within and for the program. The Program Coordinators/Directors are appointed on a year-to-year basis, and the duties of the position are performed on a 12-month basis. This position may require communications (via email or phone) and attendance on campus periodically during the summer break to ensure the timely recruitment and placement of faculty and other administrative duties before the semester begins. More details about essential job functions for this position can be found in the Program Coordinator and Program Directors' Job Descriptions located on the College website.

## **FACULTY WORKLOAD PROCEDURES**

The basic computation of instructional load hours for full-time and part-time faculty members includes the following: a lecture hour equals one instructional load hour and a laboratory hour equals 2/3 instructional load hour. If two or more courses (lecture, laboratory, clinical, or other) are taught in the same time period, load credit will be given for only one class. In cases where the load value of two classes is different, the class having the higher load value will be used to calculate the load. Additional information concerning load calculation is given below.

- Lecture Courses - A lecture hour equals one instructional load hour, 1:1, or 100%.
- Laboratory or Laboratory/Lecture Courses - A laboratory hour equals 2/3 instructional load hour, 1:2/3, or 66.67% (.6667)
- Clinical / Practicum Courses - Normally, a clinical hour equals 1 instructional load hour, 1:1. These are clinical or practicum situations where the faculty member is continually on site with all the students and coordinates all learning experiences for all students. If the faculty member assigns students to another individual for supervision, but remains on site, this clinical or practicum would be compensated the same as a laboratory hour 1:2/3. If the faculty member is supervising preceptors or is not on site on a regular basis but coordinates the students, the preceptor, and the learning experience, these classes may be compensated the same as a laboratory hour 1:2/3.
- Cooperative Training - Faculty are compensated on a per student basis of \$150 each for internship and cooperative training courses.
- Independent Study Courses - Faculty are compensated on a per student basis for independent study courses. In addition, independent study courses must be approved in advance by the Vice President of Instruction upon the recommendation of the appropriate Division Director and/or Dean. Independent study courses are not the standard practice for community colleges and should be offered only under special circumstances to assist the student.
- Team Teaching: Faculty members who team teach a class shall be compensated in proportion to their responsibilities for the class. Example: If one faculty member is responsible for 60 percent of the class and one is responsible for 40 percent of the class, the faculty member teaching 60 percent shall receive 60 percent of the load credit towards their load and the faculty member teaching 40 percent of the class shall receive 40 percent of the load credit for the class towards their teaching load. The faculty member acting as team leader may receive an additional 20 percent of the class load credit towards their load for acting as team leader, coordinating all class activities, and acting as the instructor of record, if the class has a minimum of 25 students. The total amount of load credit for a class that is being team taught by two (2) instructors may not exceed 120 percent (1.20) of the actual load credit. If a class is being team taught by three or more instructors and the class has 37 or more students enrolled, the total amount of load credit for that class may not exceed 150 percent (1.50) of the actual load credit.
- External Learning Experiences - For student learning experiences which are external to the classroom, credit toward an instructor's workload shall be given only if the experiences are:
  1. Structured and approved as part of the course, and
  2. Expected of all students in the class.

### **Overload Assignments and Limitations**

Some situations necessitate that full-time faculty be asked to teach an overload. And, whereas it is understood that overloads require additional class preparation time, additional teaching time, and additional office time for students, the following guidelines are designed to prevent faculty effectiveness from being diminished by overloads.

1. A one-course (3-5 instructional load hours) overload assignment must be approved by the Division

- Director.
2. The assignment of a two-course or more overload (6-10 instructional load hours) requires the approval of the Vice-President.
  3. First year faculty members generally should not teach overloads.
  4. Instructional load hours should not exceed twelve (12) instructional load hours in the summer term.
  5. Overloads for full-time faculty will be compensated at a rate set by the Board of Regents.

### **Summer Employment**

All classes taught during a special or summer session by faculty members on a nine-month contract will be handled as part-time or overload assignments and compensated on a per instructional load hour basis. Employees on ten-, eleven- or twelve-month contracts may be assigned summer teaching during the contract period at no additional compensation.

### **New Course Development**

A full-time or adjunct faculty member may be compensated for new course development. Full-time faculty will only be paid this stipend if they are already fulfilling their required teaching load. The compensation for new course development is \$1,400 per 3 to 5 instructional load hour course. Compensation is prorated for development of courses that are less than three instructional load hours. A Request for Course Development must be submitted to the Division Director and to the appropriate Dean for approval. Course development that is not approved in advance by the Vice President will not be reimbursed. Program revisions and adjustments to an established curriculum are considered part of the faculty member's workload and are not eligible for additional reimbursement.

### **Class Size**

Restrictions on class size for some classes are governed by instructional design, room size, and availability of equipment. Classes not meeting the minimum enrollment of twelve (12) students will be offered based on administrative discretion.

### **Prorated Courses**

Courses that do not meet the minimum number of students to hold the class may be considered based on administrative discretion with the faculty member receiving prorated compensation. Twelve students will be considered the minimum number of students to 'make a class.' The compensation shall be determined by dividing the number of students enrolled in the course by 12 and then multiplying that percentage by the standard compensation for the course. For example, if a class has only six students, the compensation would be one half of the regular compensation for the class.

### **Faculty Work Schedules and Conference Hours**

Full-time Faculty: Each faculty member should determine, following publication of his/her teaching assignment, the best hours for student advising and student conferences, and post these outside his/her office. (Each full-time faculty member is required to maintain a minimum of 10 office hours per week for student advising and student conferences during the fall and spring semester.) Teaching assignments, teaching loads, and schedules are contingent upon approval by the appropriate Division Director, Dean, and Vice-President of Instruction. Class schedules and office hours should be posted outside the office door and should be on file with the Dean and/ or Division Director. It is important that all students have the opportunity for assistance and counseling outside of the classroom.

Part-time Faculty: For each class taught, part-time faculty should be available either before or after class for students.

### **Work Week Requirements**

The combination of teaching hours, office hours, and other professional responsibilities must total a minimum of

37.5 hours per week. Faculty are expected to participate in registration and advising activities as part of their regular contract. In addition, attendance at department meetings, division meetings, committee or council meetings, graduation, and other College events and activities are also considered a part of the standard workload. The College has adopted a Monday through Thursday teaching schedule for most disciplines. Faculty are required to be in attendance on Fridays. Fridays are used as day for meetings, professional development activities, and other College activities.

## FACULTY SUPPORT

### Classroom or Laboratory Assistants

In some circumstances, classroom or laboratory assistants may be hired. Approval for making such arrangements must be acquired from the Program Coordinator and the appropriate Dean in advance, and necessary paperwork and employment forms must be completed through the Vice President for Instruction.

### Computer Facilities

The Galveston College Information Technology Department maintains and supports the computer labs and smart classrooms on campus. If at any time an issue occurs which cannot be resolved, please contact the Help Desk at x352 or [helpdesk@gc.edu](mailto:helpdesk@gc.edu). Staff from Information Technology is present on campus 8:00 am – 7:00 pm Monday and Tuesday and 8:00 am – 5:00 pm Wednesday through Friday. During summer hours staff is available to help Monday – Thursday.

### Faculty Offices

All full-time faculty are assigned offices. Adjunct faculty are encouraged to hold office hours when possible and will be granted office space on request to the appropriate Dean's or Division Director's Office. Computers, printers, filing cabinets, and phones are available for use in office M-314. Besides faculty offices, other quiet areas can be found in the library and elsewhere. Faculty offices will be assigned by the Vice President of Instruction.

### Library/Learning Resource Center

In supporting the Galveston College Community and advancing student success by directly supporting Galveston College's vision, mission, and goals, students must know how to identify, find, evaluate, and use information effectively. The library offers innovative services and spaces that support scholarship and research to increase student success by providing information literacy sessions through library instruction and streamlining access to library resources, tools, and services. Students and faculty have access to a growing collection of books, journals, periodicals and electronic resources including databases, eBooks, and online journals. The library is located on the first floor of Regents Hall. Library staff are available to assist individual students and faculty with research.

**Faculty Library Support:** Faculty can find information about library instruction, course and curriculum support, research resources, and other faculty-focused library services on the library's [For Faculty](#) page.

**Loans and Checkout:** Faculty may borrow books for an entire semester. Reference materials and journals may be checked out for shorter periods of time.

**Reserves:** Faculty are encouraged to lend copies of required course textbooks to the library for reserve use. These items will have brief records added to the library catalog and will have minimal physical processing. Reserve books will be returned to faculty at the end of the semester unless otherwise noted. Reserve usage reports are available upon request. Books, textbooks, and DVDs may be placed on reserve within the library. The course reserve policy and faculty reserve request form can be found on the library website, [For Faculty](#) page.

**Access to the Library Collection:** EBSCO Discovery Service (EDS) known as Whitecaps OneSearch enables library patrons to search all Galveston College Library collections and electronic resources in one search. EDS provides easy access to our books, eBooks, journals, articles, and more.

**Library Purchase Requests:** The library staff welcomes faculty requests for books or other library-related materials. Purchase requests can be submitted on the library website, [For Faculty](#) page.

**Library Instruction:** Working collaboratively with the faculty, students, and college community, the Library's Information Literacy Program promotes student success through outreach and library instruction by teaching core

competencies in information literacy. The library offers various instructional services: Do-It-Yourself information literacy tutorials, individual instruction and assistance developing library-related assignments, individual research appointments, online course guides, online library instruction webinars, and virtual and in-class instructional sessions.

**Computers, Other Hardware and Usage:** The Computer Lab (R-116) is located inside the library and is open to Galveston College students, faculty, and staff with a current Galveston College Whitecaps portal or network login. The computer lab has: 24 workstations, a printer, and access to Office 365. The Cyber Cafe has six workstations. A GC ID and password are required to log on to computers; guest access is not available. The library also has laptops. Laptops are available for 24-hour checkout at the Circulation Desk. A library laptop checkout agreement form is completed upon checkout.

**Interlibrary Loans:** Books and journal articles may be requested from other libraries using the Interlibrary loan service.

**Study Rooms:** The library has six private/group study rooms to be used by GC students for discussion, study, and research sessions. Study Rooms are located in the library and are available for student, faculty, and staff reservation. Due to high demand, rooms can be reserved for up to 3 hours daily.

| LIBRARY HOURS                                                 |                  |                           |                   |
|---------------------------------------------------------------|------------------|---------------------------|-------------------|
| FALL - SPRING SEMESTERS                                       |                  | SUMMER I AND II SEMESTERS |                   |
| Monday - Thursday                                             | 7:30 am- 7:00 pm | Monday - Thursday         | 7:30 am - 7:00 pm |
| Friday                                                        | 7:30 am- 5:00 pm | Friday                    | CLOSED            |
| Saturday and Sunday                                           | CLOSED           | Saturday and Sunday       | CLOSED            |
| Library hours may vary during holidays and between semesters. |                  |                           |                   |

**Copyright Infringement and Intellectual Property:** Faculty must familiarize themselves with and abide by the special copyright infringement regulations and conventions that apply in academic settings. Fair use explicitly allows the use of copyrighted materials for educational purposes such as criticism, comment, news reporting, teaching, scholarship, and research. Consult the U.S. Copyright Office for information, <https://www.copyright.gov/>.

### Student Success Center

The Student Success Center (SSC) is located on the second floor of the Northern Building in N-200. The SSC provides free tutoring in math, science, writing and English. Assistance in other subject areas may be offered depending on demand and availability of tutors. Students may request help for subjects not offered on a regular basis by contacting the SSC Coordinator.

Tutors are available both by appointment and on a walk-in basis; schedules for walk-in tutoring are posted each semester. Study groups or individual tutoring sessions with a tutor may be set up by appointment through the SSC Coordinator.

Faculty may schedule orientation in the SSC for their classes by contacting the SSC Coordinator. Computer-based tutorials in basic math and English skills are also available. The SSC contains resource textbooks, refresher books, and pamphlets for reentry students, information about test preparation and study skills, aids for preparing for the GED, and Introductory Studies resources.

| STUDENT SUCCESS CENTER HOURS                              |                   |                   |                   |
|-----------------------------------------------------------|-------------------|-------------------|-------------------|
| FALL - SPRING SEMESTERS                                   |                   | SUMMER SEMESTERS  |                   |
| Monday - Tuesday                                          | 8:00 am - 7:00 pm | Monday - Thursday | 7:30 am - 5:30 pm |
| Wednesday - Friday                                        | 8:00 am - 5:00 pm | Friday            | CLOSED            |
| Saturday                                                  | CLOSED            | Saturday          | CLOSED            |
| Sunday                                                    | CLOSED            | Sunday            | CLOSED            |
| SSC hours may vary during holidays and between semesters. |                   |                   |                   |

### **Accessibility Center for Students with Accessibility Needs**

The Galveston College Accessibility Services Office provides students with assistance and information as required by Section 504 of the Rehabilitation Act of 1972 and the Americans with Disabilities Act of 1990. Students with accessibility needs are requested to notify the Accessibility Needs Student Success Advisor regarding assistance and/or special accommodations. Students with disabilities, impairments, or other health conditions are required to provide documentation from medical physician(s) and/or referral agency; i.e., Texas Rehabilitation Commission, Texas Commission for the Blind, etc. A variety of special support aids are available to accommodate special needs. Arrangements for appropriate exam environments including proctors, private rooms, computer access and extended time also are made through the Testing Center.

### **Student Learning Outcomes/Program Outcomes**

Student Learning Outcomes/Program Outcomes are an essential measure of the institution's effectiveness in achieving its goals as outlined in the Galveston College mission statement. Faculty have the primary ownership and responsibility for the development, implementation, and monitoring of the program-level student learning outcomes. Competencies at the course/program level are continually in the process of being identified, reviewed and adjusted as well as the assessment tools to measure such competencies. Outcomes assessment is an ongoing process intended to measure student academic achievement and adjust and adopt courses and programs as needed. Faculty must complete assignment linking in Heliocampus each term to collect assessment data. Assessment results will be used in annual program level institutional effectiveness plans.

### **Textbooks, Instructional Materials, and Inclusive Access**

Full-time faculty are required to select and recommend instructional materials for each course according to divisional policies. With a few exceptions, adoptions should be the same across all sections of the same class. Instructional Material adoptions are done on a yearly basis and changes should not be made before the spring and summer semesters unless required by external regulatory or accreditation agency.

Whenever appropriate, faculty should choose the most economical option for students which could include E-books or Open Educational Resources. Faculty should also consider including these online resources in the Inclusive Access program which requires the student pays for these resources as part of their tuition and fees. This facilitates using financial aid to pay for these course materials which will then be available to the student (via Canvas) on the first day of class.

## **FACULTY POLICIES AND PROCEDURES**

### **Faculty Professional Development**

Galveston College operates with the fundamental assumption that each faculty member is a self-motivated professional with appropriate academic credentials who strives to be a good teacher, supports student success, and engages in college service. Galveston College addresses faculty development through regular performance evaluations and professional development activities/plans and through the Faculty Professional Development Committee.

Prior to the start of the fall and spring semesters, the Vice President for Instruction holds a Faculty Professional Development meeting for faculty which includes a professional development component as well as other relevant activities. These meetings typically will be scheduled in the afternoon of the College's General Assembly Day and attendance at these meetings is mandatory for all full-time faculty. Adjunct faculty and other professional staff are invited to attend but it is not mandatory.

Each Galveston College faculty member is invited and encouraged to participate in any or all of the numerous faculty development activities provided on campus. Sometimes, the faculty may have an opportunity to attend professional development activities or conferences not held at Galveston College. For this travel, the faculty member must apply in advance and in writing to the Division Director and/or Dean. Travel also requires the prior permission of the Vice President for Instruction. The faculty member must itemize expenses anticipated. The faculty member must save receipts for reimbursement. Reimbursement for travel is made in accordance with the Travel Policy guidelines. Galveston College will pay registration fees for professional meetings in advance. The Vice President for Instruction may allocate additional funds for other activities.

*For additional travel information, see Employee Handbook section 8.04*

### **Orientation**

Prior to the start of the fall semester, the Vice President of Instruction will hold an adjunct faculty orientation that all adjunct (new and returning) are expected to attend. Each fall semester an orientation for new full-time faculty will be scheduled. This orientation is mandatory for all new full-time faculty that were hired since the last orientation. First Friday luncheon workshops are also scheduled by the Professional Development Committee. The committee will circulate information about upcoming topics.

### **Faculty Absences**

Faculty absences should be kept to a minimum. The maximum cumulative period of absence during a fall or spring semester will be no greater than two weeks of total class time or its equivalent. During the summer session, this period should be no greater than one week of total class time or its equivalent. The College has developed several procedures to deal with unavoidable faculty absences. Every effort should be made to make up missed classes. The administrative assistant in the appropriate Division Director's or Dean's office can assist with arrangements for classrooms.

- Inform the appropriate Division Director's or Dean's Office as far as possible ahead of time.
- If the full-time faculty knows about the absence beforehand, they should request their time off via the online ADP Labor system found on the Galveston College website. If the absence is unexpected, such as illness, the faculty must submit the time off via ADP Labor on the day they return to work.
- Provide appropriate educational opportunities for students if it is impossible to avoid being absent as follows:
  - full-time faculty with approved leave must find a substitute and Galveston College will pay that substitute at the rate of \$40 per instructional contact hour
  - adjunct faculty must find a qualified substitute.
  - conduct a make-up session
  - provide work ahead of time for the students to do at home (this alternative is less desirable, particularly for absences of more than one consecutive class period)

- NOTE: Full-time and/or adjunct who are engaging in approved professional development activities/travel may request college paid substitutes as needed.
- If a faculty member must cancel class without warning due to an emergency, it is imperative that the appropriate Division Director's or Dean's Office be notified of the cancellation.
- If a faculty member needs classroom space to make up missed classes, the administrative assistant in the appropriate Division Director's or Dean's Office will help with the arrangements.

## **Faculty Evaluations**

The President of the College shall develop appropriate evaluation procedures for all College employees. Participation in such periodic evaluations shall be a condition of employment for all employees. The primary objective of the college performance evaluation process is to promote effective job performance, to maximize employee potential and to ensure that individual performance goals are linked and focused on the College's Strategic Plan.

The evaluation of faculty addresses teaching and learning, professional development, collegiality, student success, program success, and service (activities outside of the classroom and ancillary duties). Student evaluations, supervisor's classroom observation, professional development plan, the faculty self-evaluation, professional portfolio (including student learning outcomes reports), and institutional data regarding student success and/or program success will assist in documenting these components. The process will culminate in a supervisor's evaluation of the faculty member and an evaluation conference.

Performance appraisal will be done in late Fall or early Spring and the evaluation period will be for the calendar year, January through December. The evaluation must be completed by March 1<sup>st</sup> for all full-time faculty and by April 1<sup>st</sup> for all adjunct faculty of the following year. For a full description of the Faculty Evaluation process refer to the Faculty Evaluation forms posted on the Whitecaps Portal under Faculty & Staff Resources.

## **Process**

The evaluation of faculty addresses teaching and learning, professional development, collegiality, student success, program success, and service (activities outside of the classroom and ancillary duties). Student evaluations, supervisor's classroom observation, professional development plan, the faculty self-evaluation, professional portfolio (including student learning outcomes reports), and institutional data regarding student success and/or program success will assist in documenting these components. The process will culminate in a supervisor's evaluation of the faculty member and an evaluation conference.

All evaluations for full-time faculty must be submitted to the Vice President of Instruction by March 1<sup>st</sup>. All evaluations for adjunct faculty must be submitted to the Vice President of Instruction by April 1<sup>st</sup>.

## **Criteria for Evaluation**

The evaluation forms, which can be found on the Galveston College Whitecaps Portal, are the basic criteria by which the performance of individual faculty members is measured. A level or average of "Expected performance; meets expectations" on each criteria is considered satisfactory on each of the evaluation instruments.

Although these instruments form the foundation of the evaluation system, the evaluation process for full-time faculty is incomplete without the individual faculty member's professional development plan and professional portfolio, as well as institutional data regarding student success and program success. These documents form the foundation for creating a body of evidence for the professional development, assessment, and evaluation of the faculty and of instruction. The faculty evaluation forms include:

- Classroom Observation Form
- Faculty Self Evaluation /Supervisor's Evaluation
- Tenured Faculty Short Evaluation Form

### **Classroom Observation by Supervisor (Traditional, Lab and Online)**

Classroom observations for full-time non-tenured and adjunct instructors will be done on a yearly basis. At least one classroom observation of tenured instructors will occur every three years. The instructor, the Division Director, the Dean, or the Vice President of Instruction has the right to require more frequent classroom observations and/or evaluations.

### **Professional Development Plan and Faculty Self Evaluation**

The Faculty Self Evaluation portion of the evaluation form will be completed once a year by non-tenured full-time faculty members. Tenured faculty members will complete the Faculty Self-Evaluation portion of the evaluation form every three years; however, the professional development plan will be updated and submitted annually.

### **Additional Information Concerning the Professional Development Plan**

Each full-time faculty member is responsible for developing an individual professional development plan, including a set of short- and long-term goals prior to the beginning of each school year. Goals may include, but are not limited to, the following major areas: teaching and learning, professional development, student success, program success, student activities, and/or service (activities outside of the classroom and ancillary duties). The professional development plan should also include a narrative about their success toward achieving goals for the current year.

### **Evaluation Conferences**

Faculty and their supervisors will meet at least annually. The instructor and the supervisor shall review the following materials at this conference:

1. Student Evaluation of Instruction
2. Classroom Observation by Supervisor
3. Faculty Self Evaluation/Supervisor Evaluation (full-time faculty only)
4. Professional Development Plan (full-time faculty only)

During the conference, the supervisor and the instructor will discuss these components as they relate to teaching and learning, professional development, collegiality, student success, program success, and service (activities outside of the classroom and ancillary duties). Additional areas of discussion may include, but are not limited to, student advising or assigned administrative duties with the purpose of arriving at a mutual understanding of the instructor's strengths and areas where improvement may be needed. The Professional Development Plan may be modified to reflect appropriate steps to make the necessary improvements as agreed upon by the supervisor and the instructor.

The supervisor should add comments to the Evaluation Summary Form, sign the form, and return it to the instructor for a signature. If the instructor disagrees with the official evaluation summary and/or comments, the instructor should sign at the appropriate place on the Faculty Evaluation Summary form and state the reasons for the disagreement. A copy of the official signed Faculty Evaluation Summary form shall be given to the instructor in a timely manner with copies on file with the Division Director and the original being on file in the personnel file in the Office of Human Resources.

### **Disposition of Evaluation Materials**

For adjunct faculty the following instruments will be turned into the Vice President of Instruction's office *every year*:

1. Classroom Observation form

For full-time non-tenured faculty, the following instruments will be turned into the Vice President of Instruction's office *every year*:

1. Faculty Self Evaluation/Supervisor Evaluation form
2. Classroom Observation form
3. Professional Development Plan

For full-time tenured faculty, the following instruments will be turned into the Vice President of Instruction's office *every three years*:

1. Faculty Self Evaluation/Supervisor Evaluation form
2. Classroom Observation form
3. Professional Development Plan

For full-time tenured faculty the following instruments will be turned into the Vice President of Instruction's office for *year 2 and 3* following the full evaluation:

1. Tenured Faculty Short Evaluation Form
2. Professional Development Plan

### **Student Evaluations**

Students are asked to evaluate instruction at regular intervals during their enrollment. Faculty should strongly encourage their students to complete the course evaluations. Faculty can access evaluation reports by students after the semester has ended.

## STATEMENT ON ACADEMIC AND PROFESSIONAL PREPARATION

In accordance with the policies and procedures of Galveston College, the rules and regulations of the Texas Higher Education Coordinating Board, and the *Principles of Accreditation* of the Commission on Colleges of the Southern Association of Colleges and Schools, all full- and part-time faculty, regardless of location or mode of delivery, teaching at Galveston College must meet the following appropriate criteria for academic and professional preparation.

### **For Faculty Teaching Baccalaureate Upper-Level Courses**

All full-time and part-time faculty members teaching upper-level baccalaureate courses must have completed at least a minimum of 18 graduate semester hours in the teaching discipline and hold a doctorate or master's degree, or hold a minimum of a master's degree in the discipline (i.e., with a concentration in the teaching discipline).

### **For Faculty Teaching Lower-Level General Education, Academic, and/or Transfer Courses**

All full-time and part-time faculty members teaching credit lower-level general education, academic, or transfer courses must have completed at least a minimum of 18 graduate semester hours in the teaching discipline and hold a master's degree, or hold a minimum of a master's degree in the discipline (i.e., with a concentration in the teaching discipline).

### **For Faculty Teaching in Workforce Education Occupational, and/or Technical Areas**

All full-time and part-time faculty members teaching in Workforce Education, occupational, and/or technical areas that are components of associate degree programs not usually resulting in college transfer, or in the continuation of students at a senior institution must possess appropriate academic preparation or appropriate academic preparation coupled with work experience.

The minimum academic degree for faculty teaching in an associate degree Workforce Education, occupational, and/or technical areas must include a baccalaureate degree in the teaching discipline, or an associate's degree and demonstrated competencies in the teaching discipline (i.e., certifications, licensure, and/or appropriate work experience). (*Note: In certain disciplines, a current license or certification may be required for employment and/or continued employment (Ex: Nursing).*) In certificate programs or programs that are less than the associate degree, the minimum academic degree for faculty teaching in Workforce Education, occupational, and/or technical areas must be at the same level at which the faculty member is teaching. This must be coupled with demonstrated competencies in the teaching discipline and appropriate work experience.

If a workforce, occupational, and/or technical course or area is designed for transfer or if the majority of the students in the course or program transfer to a senior institution, the minimum academic preparation is the same as for faculty who teach academic and transfer courses or programs.

### **For Faculty Teaching Remedial or Developmental Education**

All full-time and part-time faculty members who teach in remedial or developmental education programs must hold at least a baccalaureate degree in a discipline related to their assignment or a degree in a closely related area with a strong concentration in the discipline being taught. In addition, faculty teaching basic skills should also have teaching experience in the discipline related to their assignment, graduate training in remedial or developmental education, and/or specialized training or experience in teaching underprepared adult learners.

### **Exceptional Circumstances**

Although Galveston College gives primary consideration to the highest earned degree in the discipline, in exceptional circumstances, the institution may also consider competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and successful student learning outcomes.

In these limited and exceptional circumstances, instructors whose professional preparation and experiences justify an exception to the above criteria may be considered. In such instances, documentation shall include a full statement of qualifications and a signed letter of recommendation from the Division Director and/or the Dean for the semester when an exception is requested. All exceptions to the faculty credentials guidelines must be approved the Vice President of Instruction.

### **Required Documentation**

Required documentation to document academic and professional preparation includes a completed Application for Employment, official transcripts from all institutions attended, and a current vita or resume. In addition, if professional certification or licensure is a condition of employment or continued employment or has been used to document qualifications, copies of all appropriate and current certifications and/or professional licenses must be on file. Lastly, individual faculty members are encouraged to submit any additional documentation regarding professional development activities and other professional accomplishments, such as publications or professional presentations.

## **RANK, TENURE AND SABBATICAL**

### **The Faculty Orientation, Rank, Tenure, Emeritus and Sabbatical Committee**

The Faculty Orientation, Rank, Tenure, Emeritus and Sabbatical (FORTES) Committee, previously known as the Rank, Tenure, and Sabbatical Committee, serves as a function of the Faculty Council. Members are elected by the full-time faculty during the fall faculty assembly. Committee members are composed of at least five tenured faculty representing both workforce and academic instructional areas. If no one is available to serve from an instructional area, then the faculty assembly may recommend an alternative representative. Committee members serve three-year terms.

### **About this Document**

This document is provided to guide faculty members through the process of applying for a rank change, applying for tenure, or requesting sabbatical leave. It attempts to anticipate many of the commonly asked questions that arise but may not be completely comprehensive. If you have a question about a form or process described in this manual, please do not hesitate to ask a representative from the FORTES Committee.

Applications for Rank, Tenure, Sabbatical and Distinguished Professor are available on the Whitecaps Portal under Faculty and Staff Resources (lower right side) click on GC Forms and then Rank and Tenure.

## **RANK**

### **Rationale**

The Board of Regents has approved the awarding of rank to full-time members of the faculty and has authorized the President of the College to develop criteria and procedures for awarding such rank in consultation with the Faculty Council. The system of rank is established to recognize and encourage advancement in the teaching profession through the acquisition of knowledge and/or professional skills. The awarding of rank is independent of all salary considerations.

### **Criteria**

Criteria are established for faculty who teach primarily university transfer courses and/or programs of study (hereafter referred to as academic to follow the academic track) and for faculty who teach primarily non-university transfer courses or programs of study (hereafter referred to as workforce who follow the workforce track.) Faculty teaching in workforce programs which require a master's degree for employment must opt to be considered for rank according to criterion established for faculty teaching in academic courses and programs. Rank advancement criteria differ by academic and workforce tracks.

All faculty are hired at the rank of instructor. Before being eligible to apply for a change of rank, faculty must have completed a minimum of one evaluation cycle. All postsecondary credits and/or degrees must be earned from colleges and universities accredited by one of the recognized accrediting agencies in the United States, and tenure must be earned through Galveston College.

What follows are the criteria for achieving the rank of Assistant Professor, Associate Professor, and Professor via academic and workforce tracks, as well as the descriptions for Distinguished Professor and Professor Emeritus.

### Assistant Professor

(Academic)

Faculty must have earned twelve (12) graduate hours\* beyond those hours required for the master's degree **AND** have three (3) years of satisfactory postsecondary teaching experience;

- **OR** be awarded tenure;
- **OR** have an earned doctorate (not necessarily in the teaching field).



*\*Graduate hours must be in a discipline related to the teaching field, beyond those hours required for the master's degree.*

### Assistant Professor

(Workforce)

Faculty must have earned fifteen (15) hours in a discipline related to the teaching field **AND** have three (3) years of satisfactory postsecondary teaching experience;

- **OR** be awarded tenure;
- **OR** have an earned master's degree (not necessarily in the teaching field)



### Associate Professor

(Academic)

Faculty must have earned twenty-four (24) graduate hours in a discipline related teaching field beyond those hours required for the master's degree **AND** have nine (9) years of satisfactory postsecondary teaching experience **AND** be awarded tenure;

- **OR** have an earned doctorate (not necessarily in the teaching field) with at least twelve (12) graduate hours in a discipline related to the teaching field **AND** have six (6) years of satisfactory postsecondary teaching experience **AND** be awarded tenure.



### Associate Professor

(Workforce)

Faculty must have a bachelor's degree with at least eighteen (18) postsecondary hours in a related teaching field **AND** nine (9) years of satisfactory postsecondary teaching **AND** be awarded tenure;

- **OR** have an earned master's degree (not necessarily in the teaching field) with at least twelve (12) graduate hours in a discipline related to the teaching field **AND** six (6) years of satisfactory postsecondary teaching **AND** be awarded tenure.



### Professor

(Academic)

Faculty must have thirty-six (36) graduate hours\* beyond the hours required for the master's degree **AND** fifteen (15) years of satisfactory postsecondary teaching experience **AND** be awarded tenure;

- **OR** have an earned doctorate (not necessarily in the teaching field) with at least thirty (30) graduate hours in a discipline related to the teaching field **AND** ten (10) years of satisfactory postsecondary teaching experience **AND** be awarded tenure.



Professor  
(Workforce)

Faculty must have a bachelor's degree plus thirty (30) graduate hours **AND** fifteen (15) years of satisfactory postsecondary teaching experience **AND** be awarded tenure;

- **OR** have earned a master's degree with at least thirty (30) graduate hours in a discipline related to the teaching field **AND** ten (10) years satisfactory postsecondary teaching experience **AND** be awarded tenure.



**Distinguished Professor**

The rank of Distinguished Professor may be awarded by the Board of Regents upon recommendation of the President without regard to the normal standards established for rank to a person who has brought distinction to them self and to the College by outstanding/unusual scholarly teaching, research, publication, and/or achievement.

**Professor Emeritus**

The rank of Professor Emeritus may be granted to a retiree with a minimum of twenty (20) years of service to Galveston College having earned the rank of Assistant Professor, Associate Professor, or Professor. The title of Professor Emeritus shall only be conveyed by an official action of the Board of Regents and shall be independent of any retirement benefits. Awarding of this distinction recognizes an individual retired faculty member's service and dedication to Galveston College and to teaching and learning.

**Rank Change Procedure**

The awarding a rank to a full-time faculty member shall be made as follows:

1. The faculty member shall submit a completed petition for rank form, a letter of recommendation from an immediate supervisor, and unofficial transcripts to the FORTES Committee.
2. The FORTES Committee shall verify that the faculty member making the petition meets the established criteria related to the rank for which petition is being made. Petitions not meeting the established criteria will be returned to the faculty member with accompanying explanation.
3. The FORTES Committee shall forward those petitions which are complete and which satisfy the established criteria, along with their recommendation, to the Vice President of Instruction by the 4<sup>th</sup> Friday of October (fall petitioners) and 4<sup>th</sup> Friday of February (spring petitioners.)
4. After review, the Vice President of Instruction shall forward those petitions which are complete and which satisfy the established criteria, along with their recommendation, to the President for consideration.
5. After considering the petition and the recommendations of the FORTES Committee and the Vice President of Instruction, the President shall forward those petitions which are complete and which satisfy the established criteria, along with their recommendation, to the Board of Regents for its consideration.
6. After the Board of Regents have made their decision, the College President will communicate the decision in writing to the faculty member making the petition and to the FORTES Committee.
7. The Office of Human Resources and the Office of the Vice President of Instruction will update the personnel records for any faculty member undergoing a change in rank.

### **Distinguished Professor and Professor Emeritus Procedure**

The awarding of the Distinguished Professor rank or the Professor Emeritus rank shall be made as follows:

1. The college member or nominating representative shall submit a completed application form and supporting documentation to the Rank, Tenure, and Sabbatical Committee.
2. The FORTES Committee shall verify that the faculty member applying for respective Professor Emeritus or Distinguished Professor meets the established criteria related to the title for which application is being made. Applications not meeting the established criteria will be returned to the college member who submitted the application with accompanying explanation.
3. The FORTES Committee shall forward those applications which are complete and which satisfy the established criteria to the Vice President of Instruction for review. The Vice President for Instruction, following approval, will forward the application to the President by the 4<sup>th</sup> Friday in October (fall petitioners) and the 4<sup>th</sup> Friday in February (spring petitioners).
4. The President shall forward these petitions to the Board for its consideration at the November Board meeting (fall petitioners) or the April Board meeting (spring petitioners).
5. After the Board of Regents have made their decision, the College President will communicate the decision in writing to the college member making the application and to the FORTES Committee.
6. The Office of Human Resources and the Office of the Vice President of Instruction will update the personnel records for any College employee undergoing a change in title.

### **Frequently Asked Questions**

*Question:* As a new faculty member am I automatically assigned a rank?

*Answer:* Yes. All new full-time faculty are hired in at a rank of "Instructor." However, the faculty member may petition for a change in rank after one evaluation cycle has been completed (see the [Rank Change Procedure](#) for dates and deadlines.)

*Question:* Do I have to be a full-time faculty member in order to be eligible for rank?

*Answer:* Yes. Faculty rank is available only to full-time faculty members.

*Question:* Are tenure and rank the same thing?

*Answer:* No. Rank is a title for which a full-time faculty member may petition after completing one initial evaluation cycle (once each semester). Tenure involves a multi-year process which begins when the faculty member is hired and which culminates at the end of their fifth year when they formally apply for tenure. However, tenure is a criteria for some of the faculty ranks.

*Question:* Do I have to be tenured in order to petition for rank?

*Answer:* No. Tenure is not a requirement for petitioning for rank, although tenure is a criteria for some of the faculty ranks.

*Question:* Who grants the rank title to a faculty member?

*Answer:* The Board of Regents grants the faculty rank title to a faculty member.

*Question:* As a full-time faculty member am I required to petition for rank?

*Answer:* No. There is no requirement that you petition for rank. However, full-time faculty are encouraged to do so.

*Question:* Do years of service accumulated as a part-time faculty member count toward postsecondary teaching experience in rank consideration?

*Answer:* No. While part-time teaching is valuable experience, rank is based only on full-time, postsecondary teaching experience at Galveston College or another accredited institution.

*Question:* As a full-time faculty member, how can I check my current rank? *Answer:* Your current

rank is listed on the college website under <https://www.gc.edu/facultystaff/>. It is also listed in the college catalog.

*Question:* The criteria refers to “beyond those hours required for the master’s degree” (academic track) or “beyond those hours required for the degree” (workforce track). What exactly are these hours?

*Answer:* These would be any graduate or post-secondary credit hours completed that were not required for conferral of the degree. This would include additional hours taken while the degree was being completed as well as credit hours taken after conferral of the degree. In both cases the additional hours are considered as enhancing and supporting the betterment of the faculty member and their potential for improving the learning environment at the college and for their students.

*Question:* Is there any financial or material benefits derived from rank?

*Answer:* No. There are no financial or material benefits derived from rank.

## TENURE

### **Rationale**

The idea of academic freedom, which emerged in the early 1900s when prominent faculty members were being fired for voicing unpopular views, recommended that “after the expiration of a probationary period, teachers or investigators [researchers] should have permanent or continuous tenure, and their service should be terminated only for adequate cause.”

A common misconception is that tenured professors are virtually impossible to fire. This is *not* the case; tenured faculty can and should be terminated if we do not do our jobs. Tenure does, however, require that institutions follow due-process to ensure that professors are not fired because of their politics. Such a requirement helps the college as well; few would suggest getting rid of an experienced faculty member without careful deliberation.

The tenure-track system makes colleges and universities better for the following reasons:

1. **Tenure attracts talent.** In most disciplines, a person can make more money in the private sector than in education. The possibility of tenure gives the professor a certain level of job security in exchange for making less money; thus, tenure helps public education compete with business for talent. Colleges offering tenure-track positions have a competitive edge over those who do not.
2. **Tenure promotes stability among faculty.** To earn tenure, professors typically have a five to seven year probationary period in which they are scrutinized by their peers and administrators. Having made this investment of their time, instructors tend to stay at a given institution, reducing faculty turnover. This is particularly important at two-year colleges, where tenured faculty are often very connected to their communities.
3. **Tenure helps improve the quality of higher education.** A successful democracy depends on an educated populace. If we fail to teach our students how to intelligently question the status quo, our society risks sinking into mediocrity and/or mindless following of demagogues. Tenure enables professors to encourage students to question conventional wisdom without fear of reprisal from above.

### **Eligibility**

A faculty member must meet the following minimum eligibility standards prior to submitting an application for tenure:

1. The candidate must be a full-time employee of the District and meet any minimal legal requirements.
2. The candidate must have served as a full-time faculty member at Galveston College for a period of not less than five years (10 long semesters).
3. The candidate must not be employed in a position funded from special sources of a temporary nature.

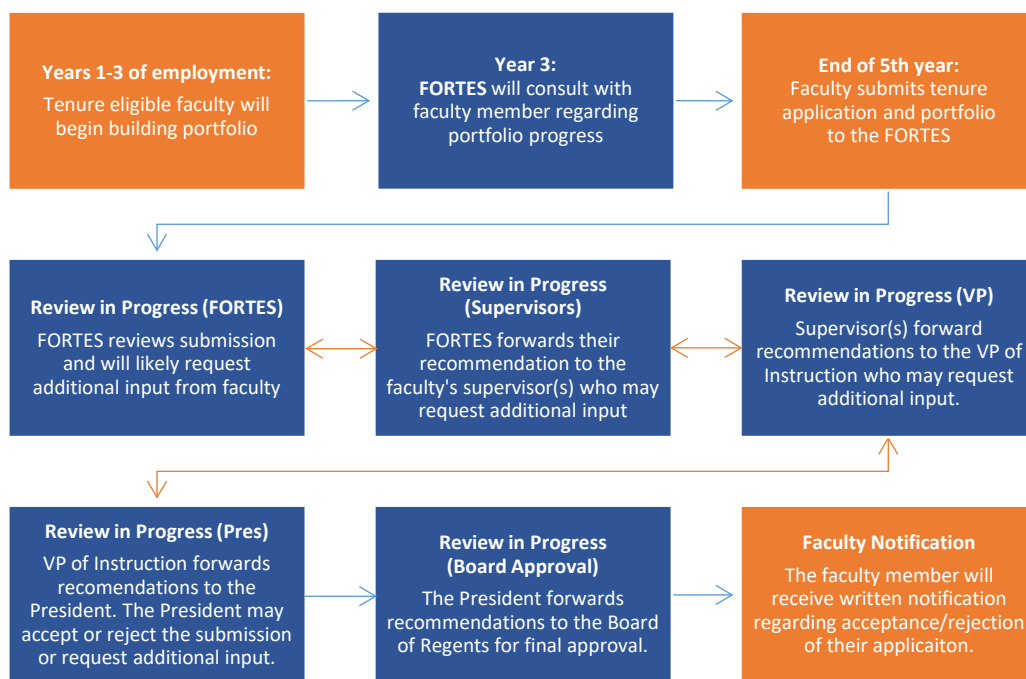
### **Tenure Procedure**

1. Tenure requires an application process and must be approved by the Faculty, Orientation, Rank, Tenure, and Sabbatical (FORTES) Committee, the appropriate supervisor(s), the Vice President of Instruction, the President, and the Board of Regents.
2. In January of the applicant's third year of employment at the college, eligible faculty should arrange to meet with the FORTES Committee to review their portfolio to date. At this time the FORTES will advise the applicant on areas that their portfolio may need to be strengthened and make other recommendations as needed. The purpose of this meeting is to provide faculty with guidance so that they might submit a strong tenure portfolio at the end of their fifth year of employment.
3. At the start of the semester following the fifth year of full-time employment, eligible faculty will receive a notice from the FORTES chair, inviting them to submit a tenure application and portfolio to the FORTES. The faculty member shall complete this step normally by the last day of the fall semester, following the fifth year of service to the College. Faculty hired during the spring semester shall normally complete this step by the end of August after their fifth year of full-time employment. It will be the responsibility of the applicant to meet all deadlines as set forth in the Tenure Procedure and/or as set forth by the FORTES Committee.
4. The FORTES Committee will review each application for tenure, making both a quantitative and qualitative evaluation of each candidate and their portfolio. The Committee may request additional information that it deems pertinent to the consideration of a specific application. In addition, the Committee may request personal

interviews with the faculty applicant, the appropriate supervisor(s), the Vice-President of Instruction, faculty peers, and/or other college and non-college personnel.

5. The FORTES Committee will normally conduct its evaluation of each application for tenure during the months of January/February for fall hires, and August/September for spring hires. Recommendations will then be forwarded on to the next level
6. Once the application and portfolio have been reviewed by the FORTES Committee it will be forwarded on to the faculty's supervisor and ultimately the Vice President of Instruction. At any level, the application may be returned to the FORTES Committee for further questions or clarification, and the FORTES Committee may solicit additional information from the faculty applicant. If the application is returned to the FORTES Committee, the FORTES Committee will have up to ten (10) business days to review and/or clarify any questions, and then the application will be returned to the supervisor or Vice President.
7. After receiving the application(s), the recommendations of the FORTES Committee, the recommendations of the faculty's supervisors, the Vice President of Instruction will review the application(s), the recommendations of the FORTES Committee, the recommendation of the Division Director, the recommendation of the Dean, and forward the tenure application to the President along with his/her recommendation, or return the application(s) to the FORTES Committee, the Division Director, or the Dean for further review and/or clarification.
8. After receiving the application(s), the recommendations of the FORTES Committee, the recommendations of the Division Director, the recommendation of the Dean, the recommendation of the Vice President of Instruction, the President will review the application(s), the recommendations of the FORTES Committee, the recommendation of the Division Director, the recommendation of the Dean, and the recommendation of the Vice President of Instruction. The President may accept or reject the recommendations as presented or may seek further clarification from the FORTES Committee, the Division Director, the Dean, or the Vice-President. If the recommendation is for the granting of tenure and the President concurs with this recommendation, the President shall forward this recommendation to the Board of Regents.
9. After the Board of Regents has reviewed the application(s) for tenure, the recommendations, as presented, and have rendered a decision, the President shall communicate the decision of the Board in writing to the applicant.
10. The dates set forth in this procedure are subject to change from year to year, as determined by the FORTES Committee and/or the President of the College.
11. The FORTES Committee, the administration, and/or the Board shall review periodically the functioning of the tenure system and update the system, as appropriate, using such committees and/or individuals as desirable for consultation and advice.

**Figure 1: Overview of the tenure procedure**



### **Application Guidelines**

1. The FORTES Committee will consider applications for tenure once each fall/spring semester.
2. Faculty members in tenure track positions are expected to apply for tenure following their fifth year (10 long semesters) of employment. If for some reason an applicant does not apply for tenure during the expected time frame, he or she has one year to apply for tenure and meet the tenure criteria, unless otherwise approved.
3. Those instructors who applied for tenure, but who were not approved may be permitted to reapply for tenure during that year with the expectation that the tenure requirements will be met.

### **Procedural Timeline**

#### **First Year of Appointment**

1. Begin building your tenure application notebook(s) based on the required tenure portfolio\*
2. Student Evaluations are conducted each semester.
3. At least one classroom observation shall be conducted during the year by the appropriate supervisor.
4. Complete the Faculty Self Evaluation each semester.
5. Develop a Professional Development Plan (PDP) for the year / multiple years.
6. Begin developing a professional portfolio.
7. Participate in an annual evaluation conference with your supervisor.

*\*Candidates for tenure should build their tenure materials based on the guidelines set forth in the section on the tenure portfolio. Candidates should also note that the professional portfolio and/or the tenure portfolio may contain materials produced outside of the 10 long semesters (5 years) required for consideration of tenure.*

#### **Second Year of Appointment**

1. Continue building your tenure application notebook(s) based on the required tenure portfolio.
2. Student Evaluations are conducted each semester.
3. At least one classroom observation shall be conducted during the year by the appropriate supervisor.
4. Complete the Faculty Self Evaluation each semester.
5. Evaluate prior year's PDP and develop a PDP for the current year / multiple years.
6. Continue to develop and add to your professional portfolio.

7. Participate in an annual evaluation conference with your supervisor.

#### Third Year of Appointment

1. Continue building your tenure application notebook(s) based on the required tenure portfolio.
2. Student Evaluations are conducted each semester.
3. At least one classroom observation shall be conducted during the year by the appropriate supervisor.
4. Complete the Faculty Self Evaluation in January.
5. Evaluate prior year's PDP and develop a PDP for the current year/multiple years.
6. Participate in an annual evaluation conference with your supervisor.
7. Consult with the Rank, Tenure, and Sabbatical Committee to review your progress to date, and receive recommendations on areas that you might strengthen your portfolio.

#### Fourth Year of Appointment

1. Continue building your tenure application notebook(s) based on the required tenure portfolio.
2. Student Evaluations are conducted each semester.
3. At least one classroom observation shall be conducted during the year by the appropriate supervisor.
4. Complete the Faculty Self Evaluation in January.
5. Evaluate prior year's PDP and develop a PDP for the current year / multiple years.
6. Continue to develop and add to your professional portfolio.
7. Participate in an annual evaluation conference with your supervisor.

#### Fifth Year of Appointment

1. Continue building your tenure application notebook(s) based on the required tenure portfolio.
2. Student Evaluations are conducted each semester.
3. At least one classroom observation shall be conducted during the year by the appropriate supervisor.
4. Complete the Faculty Self Evaluation in January.
5. Evaluate prior year's PDP and develop a PDP for the current year / multiple years.
6. Continue to develop and add to your professional portfolio.
7. Participate in an annual evaluation conference with your supervisor.

#### Sixth Year of Appointment

1. Complete Application for Tenure.
2. Submit Application for Tenure along with all supporting documentation (see Tenure Portfolio) to the FORTES based on the timeline established by the FORTES Committee.

### **Tenure Portfolio**

As part of the tenure procedure, below is a list of the minimum items which must be submitted to the FORTES Committee. The tenure portfolio you submit is not limited to the items below. You may include anything you feel may be relevant to the FORTES Committee, your supervisor(s), the Vice President of Instruction, the President, or the Board of Regents in consideration of your tenure application. Remember that the FORTES Committee must make both a qualitative and quantitative evaluation of each application. Please see the Criteria for Tenure Rubric so that you can provide adequate evidence in support of your tenure application. Portfolios should be submitted electronically (preferably using the College's Learning Management System) and organized as follows:

#### **Top Level:**

1. Cover letter
2. Completed and notarized tenure application
3. Curriculum Vitae
4. Reflective narrative describing your teaching experiences and curriculum development. The narrative should describe your progress and growth as an instructor and include information relevant to your professional development, course development and improvements, measurement and application of student learning outcomes, plus participation in program development and college activities including any leadership roles you may have taken.

#### **Teaching and Learning (40%):**

1. A brief statement of teaching philosophy
2. Sample syllabi (for each course and semester taught)  
*The purpose of this is to highlight the progression of your teaching during the five years of employment.*
3. Sample assignments and exams (Work completed by the student and graded)  
*The purpose of this is to see the types of assignments you give, and the feedback provided to students.  
Please submit a variety of assignment types for each course taught including the two best and two worst for each academic year.*
4. Student evaluations of instruction for each course and semester
5. Grade Distributions from all courses taught
6. Supervisor evaluations
7. Classroom observations

**Student and Program Success (25%):**

1. Student learning outcomes and data as applicable for your program
2. Copies of your self-evaluations
3. Copies of your Supervisor's Classroom Observation Evaluations
4. Copies Supervisor's Evaluation and Summary of Evaluation Conference
5. Accountability measures and reports, if applicable (e.g. pass rates for accreditation exams or licensure)
6. Program Profiles and Program Evaluation Reports (as applicable)
7. Letters of support from students if available (unsolicited only)
8. IE reports with use of results

**Professional Activity/Professional Development (20%)**

1. A list of all professional development activities that you have undertaken (including advanced hours, certifications, or degrees received)
2. Professional Development Plans for each year of service
  - a. Goals for the year, including how they are to be measured. Include goals for teaching and learning, professional development, and service to the college/community.
  - b. Means for accomplishing the goals
  - c. Pertinent courses, workshops, or other resources needed to accomplish the goals
  - d. Evaluation of progress in accomplishing last year's Professional Development Plan
  - e. Reflective narrative
3. Publications and presentations/performances

**Service to the College and Community (15%):**

1. A list of college service (i.e., committees, outreach, etc.), community service, and highlighting leadership roles that you have assumed within these activities.
2. A list of community activities outside of the college
3. Letters of support from colleagues, and/or peers. (minimum of 3 letters)

**Criteria for Tenure (Rubric)**

The FORTES Committee may consider additional criteria depending on the teaching assignment or discipline.

| Criteria                                                                       | Possible Sources of Evidence                                                         | EVALUATION                               |                                   |   |                                            |   |      |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------|-----------------------------------|---|--------------------------------------------|---|------|
|                                                                                |                                                                                      | Far Exceeds Expectations                 | Meets Expectations: good evidence |   | Needs Improvement/NA Insufficient evidence |   |      |
| Demonstrates command and competence in subject matter(s) and across discipline | <i>Publications, presentations, letters of recommendation, classroom evaluations</i> | 5                                        | 4                                 | 3 | 2                                          | 1 | 0/NA |
| Communicates effectively (both orally and in writing)                          | <i>Supervisor evaluation, student evaluations</i>                                    | 5                                        | 4                                 | 3 | 2                                          | 1 | 0/NA |
| Effectively organizes classes and teaching materials                           | <i>Supervisor evaluation, classroom evaluations, syllabi, course work samples</i>    | 5                                        | 4                                 | 3 | 2                                          | 1 | 0/NA |
| Improves courses and teaching materials                                        | <i>Syllabi, course work samples, personal narrative</i>                              | 5                                        | 4                                 | 3 | 2                                          | 1 | 0/NA |
| Evidence of teaching strategies to evoke student interest in the subject       | <i>Sample assignments, syllabi, student evaluations</i>                              | 5                                        | 4                                 | 3 | 2                                          | 1 | 0/NA |
| Actively involves students in the teaching/learning process                    | <i>Student evaluations, classroom evaluations</i>                                    | 5                                        | 4                                 | 3 | 2                                          | 1 | 0/NA |
| Applies new knowledge to teaching, teaching materials, and teaching techniques | <i>Professional development, sample assignments, syllabi, self-evaluations</i>       | 5                                        | 4                                 | 3 | 2                                          | 1 | 0/NA |
| Demonstrates <b>use</b> of student outcomes to improve teaching and learning   | <i>Self-evaluation, sample assignments, syllabi</i>                                  | 5                                        | 4                                 | 3 | 2                                          | 1 | 0/NA |
| Adheres to high standards for student performance                              | <i>Grade distribution reports, program outcomes</i>                                  |                                          |                                   | 3 | 2                                          | 1 | 0/NA |
| Maintains proper standards regarding honesty and integrity                     | <i>Supervisor evaluation</i>                                                         |                                          |                                   | 3 | 2                                          | 1 | 0/NA |
| Interacts with students in a professional manner                               | <i>Student letters of support, student evaluations, assignment feedback</i>          |                                          |                                   | 3 | 2                                          | 1 | 0/NA |
| <i>(Baseline of 39 points required for Teaching &amp; Learning)</i>            |                                                                                      | Points Received: of 49 (Possible Points) |                                   |   |                                            |   |      |
|                                                                                |                                                                                      | Percent Earned:                          |                                   |   |                                            |   |      |

| Student & Program Success (25%)                                                                               |                                                                  |                                          |                                   |   |                                            |   |      |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------|-----------------------------------|---|--------------------------------------------|---|------|
| Criteria                                                                                                      | Possible Sources of Evidence                                     | EVALUATION                               |                                   |   |                                            |   |      |
|                                                                                                               |                                                                  | Far Exceeds Expectations                 | Meets Expectations: good evidence |   | Needs Improvement/NA Insufficient evidence |   |      |
| Implements appropriate strategies and actions to assess student learning outcomes                             | Self-evaluation, sample assignments, syllabi                     | 5                                        | 4                                 | 3 | 2                                          | 1 | 0/NA |
| Demonstrates successful student outcomes in the courses and programs taught                                   | Program outcomes, grade distributions                            | 5                                        | 4                                 | 3 | 2                                          | 1 | 0/NA |
| Contributes to successful program outcomes                                                                    | Program outcomes                                                 | 5                                        | 4                                 | 3 | 2                                          | 1 | 0/NA |
| Shows willingness to advise and/or tutor, and/or recruit students, and assist in job placement as applicable. | Professional development plan, supervisor evaluation             | 5                                        | 4                                 | 3 | 2                                          | 1 | 0/NA |
| Administratively serves the department/program (i.e. budgeting, scheduling, evaluation, program outcomes)     | Professional development plan, supervisor evaluation, narrative. | 5                                        | 4                                 | 3 | 2                                          | 1 | 0/NA |
| Baseline 20 points = 80%                                                                                      |                                                                  | Points Received: of 25 (Possible Points) |                                   |   |                                            |   |      |
| Percent Earned:                                                                                               |                                                                  |                                          |                                   |   |                                            |   |      |
| .....                                                                                                         |                                                                  |                                          |                                   |   |                                            |   |      |
| Professional Activity/Professional Development (20%)                                                          |                                                                  |                                          |                                   |   |                                            |   |      |
| Criteria                                                                                                      | Possible Sources of Evidence                                     | EVALUATION                               |                                   |   |                                            |   |      |
|                                                                                                               |                                                                  | Far Exceeds Expectations                 | Meets Expectations: Good evidence |   | Needs Improvement/NA Insufficient evidence |   |      |
| Evidence of professional activity within disciplinary area (external)                                         | publications, presentations/ performances                        | 5                                        | 4                                 | 3 | 2                                          | 1 | 0/NA |
| Evidence of participation in professional organizations (include leadership positions)                        | Professional development plan, conferences attended              | 5                                        | 4                                 | 3 | 2                                          | 1 | 0/NA |
| Evidence of professional development activity (internal or external)                                          | Course work, seminars, workshops, professional meetings          | 5                                        | 4                                 | 3 | 2                                          | 1 | 0/NA |
| Shares professional development activity with colleagues and students                                         | Workshops, presentations, letters of support                     | 5                                        | 4                                 | 3 | 2                                          | 1 | 0/NA |
| Interacts with colleagues in a professional/collegial manner                                                  | Letters of support, supervisor evaluations                       | 5                                        | 4                                 | 3 | 2                                          | 1 | 0/NA |
| Baseline 20 points = 80%                                                                                      |                                                                  | Points Received: of 25 (Possible Points) |                                   |   |                                            |   |      |
| Percent Earned:                                                                                               |                                                                  |                                          |                                   |   |                                            |   |      |
| .....                                                                                                         |                                                                  |                                          |                                   |   |                                            |   |      |

| Service to the College and the Community (15%)                                                                                                     |                                                                   |                                                 |                                    |   |                                            |   |      |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------|------------------------------------|---|--------------------------------------------|---|------|
| Criteria                                                                                                                                           | Possible Sources of Evidence                                      | EVALUATION                                      |                                    |   |                                            |   |      |
|                                                                                                                                                    |                                                                   | Far Exceeds Expectations                        | Meets Expectations : good evidence |   | Needs Improvement/NA Insufficient evidence |   |      |
| Demonstrates involvement with student activities                                                                                                   | <i>College service, letters of support</i>                        | 5                                               | 4                                  | 3 | 2                                          | 1 | 0/NA |
| Shows evidence of service to college through appropriate departmental activities                                                                   | <i>Supervisor evaluation, college service, letters of support</i> | 5                                               | 4                                  | 3 | 2                                          | 1 | 0/NA |
| Shows evidence of participation in college committees and activities and a willingness to assume leadership roles within the committee or activity | <i>Committee participation, letters of support</i>                | 5                                               | 4                                  | 3 | 2                                          | 1 | 0/NA |
| Demonstrates involvement with community activities                                                                                                 | <i>Community involvement list</i>                                 | 5                                               | 4                                  | 3 | 2                                          | 1 | 0/NA |
| <b>Baseline 16 = 80%</b>                                                                                                                           |                                                                   | <b>Points Received: of 20 (Possible Points)</b> |                                    |   |                                            |   |      |
|                                                                                                                                                    |                                                                   | <b>Percent Earned:</b>                          |                                    |   |                                            |   |      |

Scoring:

- 1 = Need improvement, does not meet standards, performance below bare minimum
- 2 = Needs improvement, insufficient evidence, below expectations, minimum performance.
- 3 = Meets expectations with sufficient evidence.
- 4 = Exceeds expectations with ample, wide-spread evidence, sometimes goes beyond expectations.
- 5 = Exceeds expectations with wide-spread evidence and exceptional performance, clearly outstanding, exceeds expectations.

Underlined scoring matches that applied in Faculty Self Evaluation Forms.

## **Sabbatical**

### **Rationale**

Sabbatical is granted to a faculty member or administrative employee following approval from the applicant's director or immediate supervisor, the Faculty Orientation, Rank, Tenure, Emeritus and Sabbatical (FORTES) Committee, the vice president of instruction, the college president and the College Board. An application for the granting of Sabbatical is available at the college's Intranet site. In addition, a proposal is required of the applicant, which explains the purpose of the sabbatical and the intent. Sabbatical is granted under the following conditions, according to the Employee Handbook: Upon application, for study, research, writing, field observations or other suitable purposes. Opportunities for additional training, for improving skills and for maintaining currency in the field are understood as legitimate reasons for Sabbatical Leave.

The Ranks, Sabbatical and Tenure Committee recommends retention of office space and other college privileges for the faculty member requesting sabbatical.

### **From the Employee Handbook**

#### **6.13 SABBATICAL LEAVE**

Sabbatical Leave is authorized for the primary purpose of increasing the value of the recipient's contribution to the College by providing the individual a significant opportunity for professional growth. Sabbatical leave may be granted, upon application, for study, research, writing, field observations or other suitable purposes. Opportunities for additional training, for improving skills and for maintaining currency in the field are understood as legitimate reasons for Sabbatical Leave.

Sabbatical leave is defined as release time with salary (but with benefits other than accrual of sick and vacation leave) for either the equivalence of one long semester or one academic year. Applications for Sabbatical Leave shall be submitted to the FORTES Committee for review. Upon recommendation from the President, leave may be granted by the Board for renewal, growth, development, and enrichment. Faculty and administrative employees with six or more consecutive years of service in the District shall be eligible for consideration for such leave. No more than six percent of the faculty members of the College may be on faculty development leave at any one time. Education Code §51.106

Prior to granting a sabbatical leave, the District shall require a signed commitment from the employee regarding duties with the District after the leave is taken. The employee requesting a sabbatical leave shall agree to serve the District an amount of time equivalent to twice the leave taken. If the employee desires to resign from the District during the sabbatical leave or during the amount of time the employee agreed to serve, the employee shall be required to remit to the District any and all salary and benefits paid for the employee on a pro rata basis during the leave or return time the employee agreed to serve. DEC Local

A faculty member or administrator on Sabbatical Leave may accept a grant for study, research, or travel from any institution of higher education, from a charitable, religious, or educational corporation or foundation, from any business enterprise, or from any federal, state, or local governmental agency. An accounting of all grants shall be made to the governing board of the institution by the faculty member. A faculty member on faculty development leave may not accept employment from any other person, corporation, or government, unless the governing board determines that it would be in the public interest to do so and expressly approves the employment. §51.105 (b)

### **Eligibility**

Before going through the formalities of applying for sabbatical leave, each applicant should determine whether or not he or she is eligible. Full-time faculty or administrative employees with six or more years of consecutive service are eligible for sabbatical. While on sabbatical leave, a faculty member cannot accept full-or part-time employment elsewhere for remuneration beyond assuring normal full salary and unusual expenses resulting from the leave. This restriction does not apply to occasional honoraria. Any questions concerning the eligibility of an applicant should be directed to the Faculty Orientation, Rank, Tenure, Emeritus and Sabbatical (FORTES) Committee.

### **Sabbatical Duration and Remuneration Criteria**

Each year, some applications of exceptionally meritorious quality as determined by the appropriate director, dean and FORTES Committee may be recommended for increased leave time or remuneration. The final decision will be made by the President and the Board of Trustees.

### **Application Procedure**

- Applications for sabbatical leave must be submitted by the Applicant by **October 1** of the year prior to the academic year in which the leave will be taken to the **dean, director or immediate supervisor**.
- The appropriate Dean, Director or immediate supervisor will review the applications for the quality of the proposal, appropriateness of the plan, and, where appropriate, the extent to which the faculty member has explored opportunities for external funding. **Director, dean or immediate supervisor** will then transmit applications with their recommendations to the Rank, Sabbatical and Tenure Committee by **October 15**.
- The **FORTES Committee** will review the applications and forward them with their recommendations to the Sabbatical Subcommittee of the Vice President for Instruction by **November 1**.
- The appropriate **vice president** will review the application(s) and make recommendations to the President by **November 15** to approve, defer, or not approve sabbatical requests.
- The President's recommendation will be communicated to the Board of Trustees at its January meeting and applicants will be notified of their action no later than **February 15**.

### **Criteria for Selection**

The FORTES Committee and other parties will use the following criteria in reviewing applications:

|                                |
|--------------------------------|
| Objective or purpose of leave  |
| Rigor and clarity of approach  |
| Proposed use of results        |
| Contribution to: Individual    |
| To: Department                 |
| To: College                    |
| To: Professional/Academic Area |

- Quality of Proposal: The proposal should contain a description of the project, project objectives and the possibilities for outside support. It should indicate clearly what results can be expected from the work. If a book is planned, the current or potential interest of publishers should be identified.
- Value of the Sabbatical to the Department and the College: The application should indicate the ways the sabbatical will contribute to future programs within the department and the college.
- Value of the Sabbatical to the Individual: The application should describe the ways the sabbatical will strengthen the future teaching or research of the applicant. It should also include any important personal reasons for a sabbatical leave at the time requested.
- Value of the Sabbatical to the Field or Profession: The application should indicate clearly any expected contributions to the applicant's profession that will accrue.

### **Report on Sabbatical Experience**

Each applicant who is granted a sabbatical leave is expected to prepare a brief report after the completion of his or her experience. The report is to be forwarded to both the appropriate Director and/or Dean and the Program Coordinator if applicable by the end of the semester following the completion of the sabbatical leave. See example below.

For example:

|                                                                                                                                         |                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| The report for a <b>fall</b> semester sabbatical should be filed with the instructor/professor's dean, director or immediate supervisor | within the first 45 days of the next long semester. |
| The report for a <b>spring</b> semester sabbatical should be filed with the instructor/professor's dean or director                     | within the first 45 days of the next long semester. |

Besides an overview, the report should contain:

- A restatement of the plan outlined in the application.
- An explanation of major variations from the approved application.
- Any outcome or results based on the sabbatical experience.

#### **Funds for the Sabbatical Leave**

Since monies are limited and it is the wish of Galveston College to grant sabbaticals as possible each year, the following guidelines have been established:

- When a faculty member is on sabbatical, his or her annual salary will be included in the department's budget.
- The department, in consultation with the appropriate director or dean, will determine whether replacement funds, if any, are required.

## **SAFETY**

### **General Safety**

Faculty members are responsible for practicing and requiring their students to practice recognized safety procedures appropriate for the particular class under instruction.

Faculty must not conduct activities or allow any student to conduct such activities if there is any question of violating recognized safety procedures or regulations involving the physical plant, equipment, apparel, or physical ability of the student. Faculty must report immediately any suspected safety hazard in the physical plant or equipment to the appropriate Dean and/or Director of Facilities and Security.

### **Campus Evacuations**

At the first sound of the campus fire alarms, all campus building occupants (including classroom, labs, offices, restrooms, snack areas, and bookstore) MUST calmly evacuate the premises and proceed to a parking area away from the building. This procedure also applies to all fire drills. Designated Area Safety Liaisons will ensure all areas of the College are evacuated. Faculty, supervisors, and security will assist with the evacuation process. All College employees MUST follow this procedure and the directions of the assigned Area Safety Liaison:

- Leave by the nearest designated exit and alert others to do the same.
- Carry out all personal items in your possession, i.e., books, purses, etc.
- Assist the handicapped in exiting the building.
- DO NOT USE ELEVATORS (with the exception of fire drills).

Once outside, proceed to a clear area up wind that is at least 300 feet away from the affected building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles.

### **Self-Determination Policy**

No student will attempt to attend classes and no employee will report to work if, in his/her opinion or on the warning of law enforcement officials, travel conditions in their area are unsafe or if other circumstances would place their lives or health in jeopardy. Students who choose not to attend classes while the College remains open will be responsible for all course make-up work and fulfilling course requirements/assignments as directed by the instructor. If the College remains open and an employee determines not to report to work, the employee must notify the supervisor and must submit a Leave Request in ADP for the work time missed in accordance with the College's absence and leave procedures.

### **Field Trips**

The details of arrangements for any field trips must be confirmed in advance with approval from the appropriate Division Director or Dean and appropriate forms completed. Planning well ahead is recommended.

### **Class Emergency Procedure**

Any class emergency that arises such as the illness of a student should be immediately reported to the college telephone operator. The operator has been given authority to call for emergency vehicles such as the EMS and/or college security.

### **Student Discipline/Conduct**

According to its Student Code of Conduct, Galveston College views college-level students as adults who subscribe to a basic standard of conduct that requires that they not violate any municipal, state, or federal laws. A student's enrollment in the college is a privilege and carries with it obligations to participate in and contribute to the educational mission of the College and to avoid any behavior that is contrary to the mission. Therefore, no student may disrupt or otherwise interfere with any educational activity being performed by a member of the college.

community. In addition, no student may interfere with his/her fellow students' right to pursue their respective academic goals.

Expected student conduct and responsibilities are described in the Galveston College Student Handbook, and students are expected to use these as guidelines for their behavior. An instructor may establish additional reasonable behavioral guidelines for their class. Any student failing to abide by appropriate standards of conduct during scheduled College activities may be asked to leave that day's class or activity by the instructor or another college official. If the problem persists, the instructor should consult with the appropriate Division Director or Dean concerning disciplinary action.

If a student refuses a request to leave the classroom voluntarily, Security can be summoned to remove the student so that the scheduled activity may resume without further disruption. The faculty member should promptly report the incident verbally and in writing to his or her instructional supervisor. If a faculty member who is having a disciplinary problem with a student feels that the student is a threat to the faculty member's safety and/or the safety of the other students, the faculty member should immediately alert Campus Security. Further disciplinary action may be pursued according to College policy regarding student conduct and student disciplinary procedures.

## STUDENT-RELATED POLICIES AND PROCEDURES

### Academic Conduct

In all cases, conduct yourself and require that your students conduct themselves in the courteous and civil manner befitting the serious pursuit of higher education.

### Academic Integrity

Galveston College faculty will require that students abide by the highest standards of conduct in all academic matters, including tests, quizzes, and assignments, both in class and outside class.

Faculty should require that no student give or receive help that prevents anyone's work from representing his/her own performance and should explain what plagiarism is and require that student work be free from it. Plagiarism may be briefly defined as using another's words or ideas as one's own. Guidelines appropriate for the students are as follows:

- A student may not use anyone else's words without using quotation marks and acknowledging the source of those words.
- A student may not use anyone else's ideas (including from electronic sources) without acknowledging the source of those ideas

Each syllabus will have the following academic integrity statement:

Galveston College expects students to do their own schoolwork at all times. Any student guilty of dishonesty in academic work is subject to consequences as defined in the course syllabus or departmental handbook and may include any of the following: a grade of zero, course failure, or removal from the program. A faculty member may begin such action if a student is accused of “cheating on academic work.” Cheating or academic dishonesty includes, but is not limited to:

1. Copying from another person's test paper or academic work;
2. Using, during a test, materials not authorized by the person giving the test;
3. Collaborating without permission with another person during an examination or in preparing academic work;
4. Knowingly using, buying, selling, stealing, transporting or soliciting, in whole or in part, the contents of a test prior to its being fully administered or without permission;
5. Substituting for another student or permitting another person to substitute for oneself to take a test or prepare other academic work;
6. Stealing and deliberately using ideas or writings of others without giving written credit to them (plagiarism); and
7. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization;
8. Submitting one's own work which has been previously published or submitted for another class. Reusing or re-purposing previously submitted work is referred to as self-plagiarism and is considered cheating.

Students who are unsure whether something may be plagiarism or academic dishonesty should contact their faculty to discuss the issue prior to the assignment due date and before submitting the assignment.

Faculty members should include as part of the course syllabus a written statement of grading policy indicating the consequences of academic dishonesty. Faculty should warn students that among the serious penalties cited in the *Galveston College Catalog* for dishonest academic behavior are loss of credit for exam, course failure and/or dismissal from the college..

### Attendance

Students are expected to attend all lectures and laboratory periods and an accurate record of each student's attendance should be kept by each instructor for the duration of the course. Any student who has missed 10% of the total clock hours of instruction, not excused by the instructor, may be withdrawn from a class by the instructor with a grade of "AWN" (Administratively Withdrawn). Accurate documentation of student participation in independent study classes, self-paced classes, and distance learning classes should be kept.

Any student who misses 10 percent of the total clock hours of instruction (or an equivalent measure for online or hybrid classes), not excused by the instructor, may be denied credit for the course. NOTE: An excused absence will not factor against a student's attendance record in any class. An example of an officially excused absence is pre-approved participation in a school-sponsored activity. However, even when an absence is excused, the student is still responsible for any material covered in class during the time missed.

Students are expected to report to class on time. At the discretion of the instructor, tardiness may be treated the same as an absence.

If an AWN is processed before a student completes the drop procedures, the AWN will become the grade of record. Faculty are required to comply with College policies. Unenforced attendance policies may cause the College to be liable for overpayment to ineligible students receiving financial aid funding.

Programs with special attendance requirements mandated by local, state or national accrediting or professional agencies will observe the agency attendance requirements which affect student certification, registry or licensure, as well as those of the College.

Under Texas Education Code 51.911, a student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time as established by the student and instructor.

### **Military Students Information**

Students who are withdrawing due to military obligations and who have or who will receive imminent orders MUST contact the Director of Admissions/Registrar's Office, before withdrawing from Galveston College. Galveston College has a military withdrawal policy that provides special grade and tuition options dependent on the specific circumstances of the military situation.

### **Attendance Reports**

Instructors are required to keep accurate attendance records for each student in all classes. Attendance should be entered into the Whitecaps Portal so that the College has a permanent record of the student's attendance. Attendance for online, asynchronous classes can be taken once a week or anytime an assignment is due. If a student stops attending class or stops participating in an online class, the College has to be able to record the date that the student last attended.

It is important that the students who are attending a class are registered for that particular class. Only students officially enrolled in a particular section are allowed to attend. (Exceptions can be made the first week of classes)

#### Official Class Rosters

After the official reporting date (ORD or census date), faculty will verify the accuracy of their class rosters online and submit them to the Office of Admissions. Class rolls are accessed at the White Caps Portal. To verify their rosters, faculty do the following:

1. Log on to the Whitecaps Portal
2. Select "Roster Verification" under the Faculty Tasks section
3. Select the roster to be verified
4. After reviewing the roster, check the certification statement and select "Submit" to certify the roster
5. After verifying the roster, click "Continue" to review any additional rosters to be certified

## **Early Alert Notifications**

Galveston College policy is that proactive involvement from everyone at the College is necessary to ensure student success. The College's philosophy is that faculty and staff are the frontline to identify struggling students and to refer them through the Early Alert process in myGC. Faculty should submit a referral in Early Alert as soon as they identify a student that is struggling whether with attendance, grades or participation. The earlier that the faculty submits the referral the more likely advisors are to contact the student early enough to retain the student in that class. Early Alert referrals are not limited to just the first few weeks of class. Often students start to struggle after the mid-point of the semester (mid-term exam, spring break, etc.). Faculty should refer those in Early Alert as soon as possible.

The Early Alert program can be accessed through myGC. In myGC, click the "Faculty" tab and choose a course to work with. Pull up the course roster, hover over a student and click the "View Full Profile" option. A link to submit an Early Alert will be on the top right of the student's profile page. For step-by-step instructions on the Early Alert program, please contact Admissions.

## **Auditing Courses**

On a space available basis only, students may register to audit a course on the first day of class. Permission to audit a course may be granted by the appropriate Dean and/or the Vice President for Instruction. Such permission allows the audit student to listen and observe, but does not have to complete assignments, enter into class discussions, or take part in laboratory work unless agreed to by the instructor. On the official class rolls "AUDIT" will appear adjacent to the name of the student who is auditing that course.

The student who is registered in a course on an audit basis cannot change from audit to credit status after the census. Although full tuition and fees will be charged, students auditing a course will not receive a grade in that course. However, the transcript will indicate that the student has audited the course.

## **Student Privacy Rights: FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights regarding their education records. They are:

- The right to inspect and review the student's records. The student may request to review his/her records by submitting a written request with student signature to the Registrar or other school official having custody of such records.
- The right to seek amendment of the student's records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy right. Requests for amendment of records must be in writing and must describe the specific portions of specific record(s) the student wishes to have amended, text or instructions as to the change desired, and the reasons why the change is justified.
- The right to restrict the disclosure of Directory Information.
- The right to file a complaint with the Department of Education's Family Policy Compliance Office concerning alleged failures by the college/university to comply with the requirements of FERPA. For more information about FERPA, visit the following website:  
<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

## **Student Records**

Galveston College has established policies and procedures to comply with the "Family Educational Rights and Privacy Act of 1974" and the "Texas Open Records Law" (State Senate Bill 1071 and House Bill 6).

A brief summary of this policy is as follows:

- Student records are released only for use by faculty and professional staff for authorized College-related

purposes. The release of student records for off-campus use occurs only with the student's knowledge and consent, or where required by law, or upon subpoena.

- Review of Record — Any student who desires to review his record may do so upon written request to the appropriate office immediately responsible for the record.
- Challenge to Accuracy of Records — Any student who desires to challenge accuracy of his record should contact the Director of Admissions/Registrar.
- Formal Review — If the Informal Review does not clarify the question of accuracy of the student's record, the student may request a Formal Review. The President will appoint an institutional official, committee, or other party who does not have a direct interest in the outcome of the hearing to hear challenges concerning the student's record. A written decision will be sent to all interested parties at the conclusion of the hearing.

### **Classroom Structure and Dynamics**

While each faculty member has a unique style of teaching that best suits his or her own subject matter, personal preference, and gifts, certain professional practices transcend individuality and are fundamental to every successful educational experience. Each faculty member should follow these practices, which are subject to evaluation during the Class Visitation segment of the Faculty Performance Evaluation.

- Provide each student with a well-defined course syllabus that includes an outline and a clear grading policy.
- Go over the syllabus and grading policy with your students so that they know what is expected of them and how their grades will be determined.
- Prepare thoroughly for class meetings.
- Whether you choose to use a lecture or discussion format, focus on subject matter appropriate to the course.
- Provide regular feedback to students on their performance by evaluating and returning assignments promptly.

### **Children on Campus**

Liability issues and the potential for disruption of normal business operations are the rationale for the College's procedure disallowing employees to bring children into the workplace. Although the College at-large strives to be a family-friendly environment, it must be recognized that it is not appropriate to bring children to work. Employees may not bring their older children to the workplace to volunteer to do work assignments in the parents' or relatives' classroom or office.

This procedure does not apply to the children of employees attending Kids College or organized athletic, musical or art events where they are the responsibility of their school or visiting organization. Children are not allowed in the classrooms, the Learning Resource Center or the Student Success Center at any time unless they are enrolled in a Galveston College program or part of a College approved event (i.e. career fair, campus tours, etc.). For additional information see Employee Handbook 3.13

### **Confidentiality**

The following actions will be taken to protect and defend student and employee identifying information from unauthorized access, theft, and/or disclosure. Departmental files containing hard copies of identifying information are to be kept locked when not in use. Monitoring and controlling access of these files will be the responsibility of the department supervisor. Printed documents that have been identified as trash, but which contain student and employee identifying information will be placed in a locked bin for future shredding or immediately shredded using a mechanical crosscut.

A valid photo ID will be required any time identifying information related to a student and/or employee is collected or changed. This includes but is not limited to payments received using a credit or debit card, information collected for financial aid, information collected for registration / admission (parking permits and College ID badges), and information collected for background checks, drug tests, communicable diseases or proof of vaccination (bacterial

meningitis vaccine for athletes).

Faculty are required by law as well as by campus policy to respect and preserve students' rights to confidentiality in academic matters. The Family Educational Rights and Privacy Act of 1974 (FERPA) restricts the release of information to anyone other than the student without the student's written permission. Copies of FERPA with specific detailed guidelines are available in Student Services.

Because a student's right to confidentiality must be protected, faculty members should practice circumspection in handling and discussing student work.

- Student assignments must be handled carefully to avoid loss. Faculty may not leave student papers, exams, quizzes, etc. in any public area. Grades may not be posted either in public or on web site.
- Reasonable efforts must be made to assure that no unauthorized person has access to records of a student's performance.
- Faculty should obtain the student's written permission before discussing that student's academic matters with any unauthorized person, including the student's parent(s) if the student is 18 years of age or older.
- Faculty may not discuss a student's grade or level of performance in the presence of other students.
- Faculty who call students for conferences must make every effort to secure a meeting space in which discussion with the student may be held in private.

### **General Examinations**

Student proficiency in the course content should be encouraged by means of frequent and appropriate examinations. With few exceptions, students should take in-class examinations at the scheduled examination time however, faculty can make arrangements to have the exam administered in the Testing Center. Any faculty concerns regarding particular instances may be discussed with the Program Coordinators, Division Directors and/or Dean.

### **Make-up Examinations**

Consideration of individual excuses or requests for make-up examinations are at the discretion of the individual faculty member, subject to the following considerations: exceptional and unavoidable circumstances or notification in advance that a student will be absent because of conflicts with business, travel, or hospitalization. Such reasons as personal travel or lack of preparedness are not acceptable as justification for a make-up examination. Faculty are responsible for making arrangements with the Testing Center for administering make-up tests.

### **Final Examinations**

The preparation and administration of examinations is the responsibility of the instructor who teaches the course. The number and kind of examinations will be determined by the nature of the specific course. Mid-semester and final examinations are usually the minimum required of any course. In an effort to evaluate student learning, a final exam or final experience is required in each course as provided for in the course syllabus. A final exam is defined to include a test, a final project, a portfolio, or other final experience. Faculty are responsible for scheduling this exam during the last week of their class. For face-to-face classes, the exam should be scheduled during regular class time.

## ACADEMIC INFORMATION

### Class Hours and Credit Hours

The semester credit hour provides the basis for measuring the amount of engaged learning time expected of a typical student enrolled not only in the traditional classroom settings but also in laboratories, internships, studios, clinical, field work, experimental learning and in distance and correspondence education. Credit hours are the common currency for academic credit used by colleges and universities to calculate, record, and interpret the number of credits students earn to fulfill degree, certificate, and other similar academic requirements. The value of a credit hour can be determined by contact time, the educational experience, and out-of-class preparation by the student.

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement, for the various modes of instruction offered at Galveston College, in accordance with the following guidelines:

1. For traditionally-delivered courses during traditional long semesters, meet not less than one (1) hour each week during a traditional long semester, approximately sixteen (16) weeks. This includes not less than one (1) hour each week for approximately fifteen (15) weeks of direct faculty instruction, a minimum of two (2) hours out-of-class student work each week for each credit hour; plus additional contact hours for a final examination or final experience.
2. Face-to-face courses that are offered in less than a 16-week semester will consist of the same number of class contact hours as outlined in item 1 and shall have the same learner outcomes and quality of instruction as regular length semester courses.
3. At least an equivalent amount of work as outlined in item 1 above is required for other academic activities including laboratory courses, internships, clinical, field work, studio work, and other academic work that lead to the award of credit.
4. Online, hybrid and other nontraditional modes of delivery, may not meet the contact hours assigned above. In such instances, the semester credit hour is based upon the learning outcomes and estimated contact hours required to successfully meet those outcomes. Faculty will review these courses to ensure that the learning outcomes and quality of instruction is equivalent to courses offered in a traditional manner.
5. In determining the amount of coursework to achieve learning competencies and outcomes, the college will take into account and consideration alternative delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.
6. These definitions and this policy pertain to all courses offered by the College regardless of location or mode of delivery.

### Explanation of Grading System

The grades awarded in all courses are indicative of the quality of work done. Their significance in most courses is as follows:

|          |                             |                                |
|----------|-----------------------------|--------------------------------|
| <b>A</b> | <b><i>Excellent</i></b>     | 4 grade points per credit hour |
| <b>B</b> | <b><i>Good</i></b>          | 3 grade points per credit hour |
| <b>C</b> | <b><i>Average</i></b>       | 2 grade points per credit hour |
| <b>D</b> | <b><i>Below Average</i></b> | 1 grade point per credit hour  |
| <b>F</b> | <b><i>Failed</i></b>        | 0 grade points per credit hour |

|                     |                                                                                                                                                                                                                                                                                                  |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CR A/B/C</b>     | Gives credit for the course. CR credit is the equivalent of at least a grade of C but is not computed in the scholarship index or a student's GPA.                                                                                                                                               |
| <b>NC D/F</b>       | Not computed in the scholarship index or a Student's GPA.                                                                                                                                                                                                                                        |
| <b>I Incomplete</b> | The grade of "I" is given only when circumstances beyond the student's control have prevented completion of the work of a course within the official dates of a session. See Removal of Incomplete Grade, below.                                                                                 |
| <b>AWN</b>          | An "AWN" grade is used for approved administrative withdrawals. Examples of administrative withdrawals include determination by the instructor that the student never attended the class, processing errors, catastrophic illness of the student, or other reasons beyond the student's control. |

**W Withdrawal** A “W” grade is not calculated into a student’s GPA or awarded credit. W’s are recorded on the transcript and are initiated by the student between the census date and the last day to withdrawal.

## **Grading**

Students who do not maintain academic standards of C level work or better are subject to probation, suspension, and denial of opportunity to attend Galveston College. Faculty should keep students informed of their academic progress and make every effort to see to it that students whose performances are below expectations receive the help they need.

## **Assigning Course Grades**

Grades awarded in all courses are indicative of the quality of student work done. For a more complete explanation of grading, grade interpretation, and enrollment and withdrawal regulations see section Academic Information in this handbook.

Grades must reflect accurately the student's command of the course content. While such elements as promptness, technique, and missing assignments may be considered at the faculty member's discretion in the awarding of a student's final course grade, such elements as student effort and progress are not appropriate for consideration.

## **Reporting Course Grades**

Galveston College utilizes a web-based grade reporting system. Each faculty member (following guidelines provided by the Galveston College Registrar) is responsible for the submission of his/her grades at the completion of each course taught each semester/session by the designated deadline. For information and instructions regarding the posting of grades, see the document below.

## **Change of Grade**

The faculty member has the sole and final responsibility for any grade reported for his/her assigned course. Any change of grade (except removal of an Incomplete) after the grade is on record in the Office of Admissions and Records may be made only after the reasons for such a change have been submitted by the Change of Grade Form by the faculty member concerned and have been approved by the appropriate Dean. Any change in grade must be requested within **30 days** after the original grade was issued.

## **Incomplete Grade (I)**

The grade of Incomplete is only given by Galveston College faculty in exceptional cases, when circumstances beyond the student's control have prevented completion of the work of a course within the official dates of a session. Please consider the situation seriously. Some students have had difficulty finding the faculty members who promised to help them complete the course. If a faculty member issues a grade of Incomplete, he/she is obligated to complete a Petition for Incomplete and submit to the Office of Admissions.

## **Removal of Incomplete Grade (I)**

No grade except Incomplete may be raised by completion of other extra work or by special examination. The student may get the “I” changed to a passing grade by satisfactorily performing the work prescribed by the faculty member in a manner determined by the faculty member with the approval of the Dean.

The student should make arrangements with the faculty member within a reasonable time for the completion of the work required to remove the “I”. Incomplete work must be completed by the end of the next long semester. Work not completed by the end of the next long semester will be changed to a grade of “F”. Students should not re-enroll or re-register (for credit) in a course for which an Incomplete has been received to remove the Incomplete.

## **Grade Appeal Process**

Any student at Galveston College has the right to appeal academic decisions or actions which he or she considers manifestly unjust or improper. The primary responsibility for assigning grades in a course belongs to the individual course instructor, and in the absence of compelling evidence of discrimination, differential treatment, or procedural irregularities, the judgment of the instructor responsible for the course must remain determinant. A student who believes that an improper or incorrect grade was assigned should first take informal steps to resolve the situation.

The request for a grade adjustment must occur within 30 calendar days of the end of the term in which the grade was issued. Detailed information about each step of the grade appeal process is published in the current College Catalog located on [www.gc.edu](http://www.gc.edu).

## **Course Syllabus**

Faculty are required to prepare, publish, and update a syllabus for each course in the official Galveston College approved format. Every faculty member has the responsibility to display the most accurate information for each course they are teaching. Updates to syllabi should be completed by the start of each semester and faculty are expected to ensure the Galveston College approved HelioCampus syllabus is the only syllabus used for credit classes. Additional information may be distributed (electronically or printed) to students but this information should not replace nor contradict the official syllabus. Faculty are required to post an official syllabus online in Canvas through HelioCampus and/or distribute an official formatted syllabus to each student on the first class day for face-to-face classes.

The syllabus should contain the following information:

1. Instructor Name
2. E-mail Address
3. Contact Phone Number
4. Office Hours/Location
5. Course Name and Number
6. Class Days, Times, and Location
7. Course Catalog Description
8. Computer Requirement
9. Required Textbook(s) / Optional Textbook(s) [if applicable]
10. Learning Outcomes
11. Evaluation Criteria/Grading Criteria
12. Course Outline/Assignment Schedule
13. Attendance Policy
14. Academic Integrity Statement
15. Computer Usage Policy
16. Special Services (Students with Disabilities)
17. Incomplete/Late Work Policy
18. Special Instructions (if applicable)

Faculty can add additional information or items to their syllabus. Students will use the syllabus as a guideline throughout the course so faculty should be as thorough as possible so that the students clearly understand the expectations of the course and the instructor.

### **Source of Information Automatically Included on Syllabus**

Many of the items above are maintained in databases and are automatically pulled for the syllabus. If any of that information is not correct or you need to make a change, the following explains who to contact to make those changes.

- Course/Section Information:
  - Pulled from Colleague - Entered by Admissions
  - Subject, Course, Section, Course Descriptions, Class meeting times/location, Instructor of Record

- Catalog Description:
  - Pulled from Colleague
  - Changes can be submitted to the Vice President of Instruction's office
- Required Books, Material and Supplies:
  - Entered by Faculty Member
- Learning Outcomes:
  - Pulled from HelioCampus
  - Changes should be submitted to the Office of Institutional Effectiveness & Research
- Instructor Information:
  - Pulled from Colleague – Corrections can be sent to Human Resources
  - Name, campus phone number, and email address
- Faculty office location and office hours:
  - Entered by Faculty Member
- Additional course information:
  - Entered by Faculty Member
- Standardized Statements:
  - Updated by the Office of Institutional Effectiveness and Research
  - Includes:
    - Computer Requirement
    - Attendance Policy
    - Academic Integrity
    - Computer Usage
    - Special Services

### **Distance Education Courses**

Faculty that teach distance education courses (online, hybrid, etc.) must recognize the importance of ensuring that the student who registers in a distance or correspondence education course is the same student who participates in and completes the course and receives the credit. At Galveston College this is accomplished by using the College's course management system that require students to have secure logins and passwords. Faculty are encouraged to require a portion of the students' final course grade come from activities completed in a monitored/proctored environment (proctored exams, on campus labs, etc.).

### **Learning Management System**

Galveston College's Learning Management System is located at [www.gc.edu](http://www.gc.edu) at the "Canvas" link. All online courses, hybrid courses, and web-enhanced courses are taught using this system. Faculty can use Canvas to post supplemental information, presentations, reviews, and such for their face-to-face classes also. Training and further information about the site is available through the Director of Educational Services.