

21-22

Faculty Handbook



Midland College

Introduction

This handbook is neither a contract nor a substitute for the official college policy manual. Rather, it is a guide to and a brief explanation of college policies and regulations related to the roles and responsibilities of faculty. These policies and regulations can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate college office. College policies can be accessed online at <https://pol.tasb.org/Home/Index/885>.

Readers should note that Midland College is in the process of reviewing and adopting new policies, rescinding current policies and developing new regulations. For information regarding the status of this process, employees should contact the Human Resources Department.

The Faculty Handbook is updated, reviewed and approved annually by the Administrative Council.

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ABOUT MIDLAND COLLEGE

Mission Statement

Midland College serves West Texas through exemplary teaching and dedicated public service.

We prepare and inspire diverse students to start, strive and succeed. We strengthen community through educational leadership and collaboration.

Midland College provides quality programs and courses, relevant workforce development and continuing education, valuable personal enrichment and cultural experiences, and community and student-centered services.

Our Commitment to Diversity & Inclusion

Midland College is committed to acceptance and inclusion. We embrace the value of diversity; the dignity and worth of all individuals; and the academic, professional, and personal growth of students and employees. Since Midland College began offering its first classes in 1972, we have welcomed those from various cultures, religions, ethnicities, and creeds. We have grown and will continue to grow in every area, including fulfilling the promises of diversity and equity. We believe education transforms lives and provides opportunities for all. We are dedicated to the development of each student from where they are, with a focus on where they will be.

Core Values

Upon establishment, Midland College embraced the core values of Faith, Knowledge, Truth, Understanding, and Wisdom as evidenced by the College seal. To these, the following have been added:

- Quality - learning experiences to help students achieve their personal and professional goals
- Diversity - commitment to the dignity and worth of all individuals
- Continuous enrichment - academic, professional, and personal growth of students and employees
- Effective learning - preparation of students for roles as citizens in a rapidly changing global economy
- Academic freedom - safe environment where competing beliefs and ideas can be openly discussed and debated
- Stewardship - efficient, effective, and ethical use of public and private resources
- Collaboration - introspection and communication predicated upon a foundation of mutual trust and support

- Accountability - using a student focused, outcomes based approach to demonstrate the quality of a program (or college) to key stakeholders

Strategic Planning

GOAL 1: Start

INCREASE PARTICIPATION IN COURSES, PROGRAMS AND SERVICES

Strategic Objective 1.1: Expand community-focused education and training

Strategic Objective 1.2: Expand services focused on increasing community enrollment

GOAL 2: Strive

SUPPORT STUDENT DEVELOPMENT AND MEANINGFUL PROGRESS TOWARD EDUCATIONAL GOALS

Strategic Objective 2.1: Promote student competence in managing educational progress

Strategic Objective 2.2: Implement structural changes designed to support student progress

Strategic Objective 2.3: Build innovative, flexible student-centered support and resources

GOAL 3: Succeed

IMPROVE STUDENTS' ACHIEVEMENT OF THEIR EDUCATIONAL GOALS

Strategic Objective 3.1: Align educational programs with the dynamic expectations of partner institutions and employers

Strategic Objective 3.2: Align services with the dynamic expectations of partner institutions and employers

OPERATIONAL GOAL: Institutional Excellence

MAINTAIN THE QUALITY OF PROGRAMS, SERVICES, SUPPORT AND INFRASTRUCTURE

Operational Objective 1: Attract and retain a qualified, competent, and accountable faculty and staff

Operational Objective 2: Maintain the effectiveness of student-centered instruction and services

Operational Objective 3: Maintain the effectiveness of community improvement activities, and life-long learning and cultural experiences

Operational Objective 4: Maintain fiscal, physical and technological resources that support and strengthen programs and services

Accreditation

Midland College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award certificates and associate and baccalaureate degrees. Contact the [Southern Association of Colleges and Schools Commission on Colleges](#) at 1866 Southern

Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Midland College.

State Guidelines

Midland College meets all guidelines and standards as set forth by the Texas Higher Education Coordinating Board.

Non-Discrimination Statement

Midland College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following individual has been designated to handle inquiries regarding the non-discrimination policies:

Tana Baker

Title IX Coordinator/Compliance Officer

3600 N. Garfield, SSC 131

Midland, TX 79705

(432) 685-4781

tbaker@midland.edu

For further information on notice of non-discrimination, visit <https://www2.ed.gov/about/offices/list/ocr/docs/nondisc.html> or call **1 (800) 421-3481**.

Anti-Harassment, Including Sexual Harassment

Policy Statement:

Midland College reaffirms its commitment to providing equal opportunity in education and employment. To fulfill this commitment, MC must maintain an environment in which individuals are judged and rewarded solely on the basis of relevant factors such as ability, prior experience and accomplishments, efforts, and performance. The environment must be one in which all employees and students can pursue their work free from coercion, intimidation, and exploitation. Unlawful harassment, including sexual harassment, is a form of discriminatory misconduct that harms the environment MC seeks to maintain and is prohibited by federal and state laws.

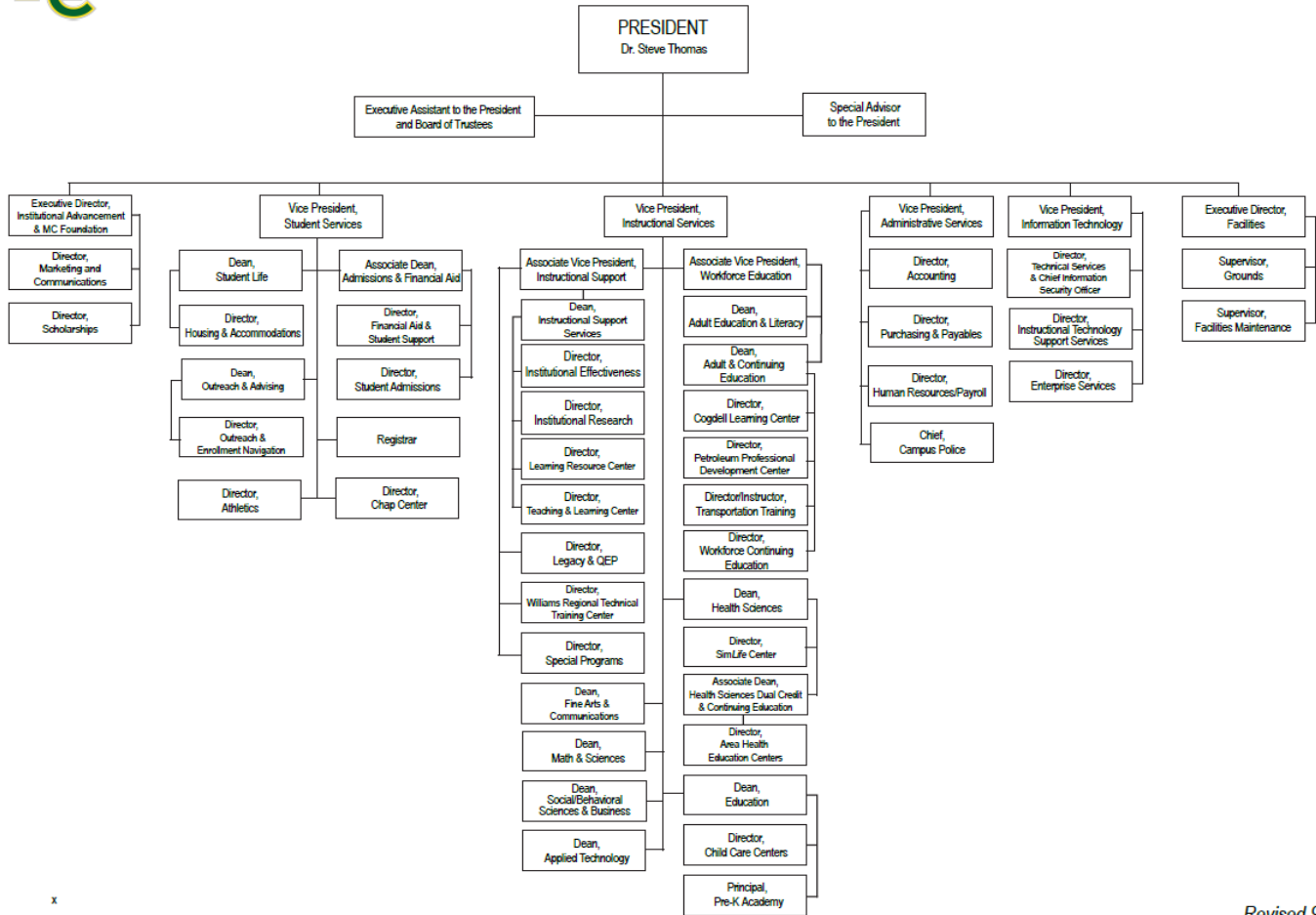
Therefore, conduct on the part of any member of the college community which inappropriately introduces unlawful harassment into a teaching, learning, or working relationship shall not be tolerated. Unlawful harassment, including sexual harassment, may result in disciplinary action, up to and including termination of employment with Midland College.

The College will not tolerate conduct by a non-employee which unlawfully harasses any member of the college community on college premises or at any other location where the non-employee and the member of the college community are together because of assigned or college-sanctioned activities. Independent contractors, vendors, and others who do business with the College or on college premises are expected to ensure compliance with this policy.

Organization Chart



Midland College Organization Chart



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Revised 9/21

<https://www.midland.edu/about/media/documents/org-chart.pdf>

Resources

The following sources of information can be found on the website, www.midland.edu or by the links shown:

Academic & Exam Calendars - www.midland.edu/academics/media/documents/academic-calendar-2021-22.pdf

Catalog - <http://catalog.midland.edu/>

Maps - www.midland.edu/services-resources/main-campus-resources/map-floor-plans/campus-map.php

Locations - www.midland.edu/services-resources/locations/

Directory - www.midland.edu/directory/

FACULTY ROLE AND RESPONSIBILITIES

Academic Freedom

Midland College recognizes the principle of academic freedom. Faculty members are entitled to freedom in discussing their subject, but they should exercise caution in teaching controversial matter which has no relation to their subject matter.

Academic freedom is essential to fulfilling the objectives of an educational institution. It is fundamental to teaching for the protection of the rights of the faculty member who is teaching and of the student who is learning. Implicit in the principle of academic freedom are the corollary responsibilities of the faculty who enjoy that freedom. A faculty member should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they do not speak for the institution. Academic freedom and academic responsibility are interdependent.

Statement of Faculty Responsibilities

The Midland College faculty consists of full-time personnel whose principal assignment is teaching and learning. The faculty are knowledgeable of and promote the mission, core values, strategic goals, and policies of the College.

The faculty fulfill the responsibilities enumerated below. These constitute a full-time commitment and are organized into five areas. Three areas of faculty responsibility are inward facing and directly impact student success: **Teaching and Learning**, **Professional Development**, and **College Engagement**. The other two areas are outward facing and enhance faculty performance as well as institutional reputation: **Professional Contributions** and **Community Service**. In all areas, faculty collaborate with colleagues and maintain a professional attitude and appearance and behave in an ethical manner.

The area of **Teaching and Learning** encompasses the responsibilities of the faculty member to the students and their success. Teaching and Learning consists of the content and delivery of content in a well-managed learning environment. Faculty members provide current, accurate, relevant, and comprehensive content. The delivery of content may involve a variety of methods and modalities. Faculty members provide a well-managed learning environment through organized instructional activities, through well-communicated objectives, and through thorough evaluation of student performance with accurate and complete documentation and record keeping. The desired outcome is persistent, measurable, and specified improvement in student learning.

In the area of **Teaching and Learning**, the faculty:

1. meet their classes;
2. directly engage individual and groups of students in all instructional modalities;
3. prepare and communicate clear educational objectives;
4. maintain current and accurate course syllabi, course materials, and textbooks;
5. communicate class structure and procedures to students;

6. apply a variety of appropriate learning theories and strategies;
7. evaluate the students' academic progress fairly;
8. evaluate and provide timely feedback of student work to allow for improvement on future assignments;
9. respond to student communications in a reasonable amount of time, usually within 24 hours;
10. communicate to students the faculty's availability, which is to include 10 posted office hours per week with a minimum of two hours each Friday;
11. create learning environments that foster critical thinking;
12. maintain records and comply with college reporting procedures;
13. work to improve student retention and success in their classes;
14. administer student evaluations; and
15. create a safe, healthy, and inclusive environment where all students, employees, and visitors feel safe, welcomed, valued, respected, and treated equitably.

The area of **Faculty Development** includes faculty engagement in continual and appropriate professional activity and growth. Development activities are recognized for the role they play in the enhancement of skills and knowledge that strengthen the teaching-learning process, thereby positively impacting student performance.

In the area of **Faculty Development**, the faculty:

16. continually develop skills to enhance the teaching of a diverse student body;
17. maintain currency of knowledge in their discipline or program;
18. participate in annual goal setting and associated follow-up;
19. clearly document faculty development activities and their relationship to teaching and learning as a component of the annual faculty evaluation process;
20. review and consider student feedback during annual goal setting; and
21. address and improve in areas identified by the faculty evaluation process;

The area of **College Engagement** includes faculty participation in department, division, and college-wide activities and/or committees beyond Teaching and Learning. Faculty may be assigned and/or may volunteer for additional service to the institution.

In the area of **College Engagement**, the faculty:

22. participate in the selection of learning materials;
23. advise students on programs of study and educational resources;
24. participate in the creation and evaluation of instructional courses and programs;
25. honor and support student activities and achievements;
26. communicate scholarship, transfer, workforce, and professional opportunities to students;
27. assist in recruitment of students for the college;

28. share in collective ownership of the College image, culture, and appearance;

In the **Professional Contributions** area faculty may elect to emphasize research, writing, or participation in professional organizations. While the College is primarily a teaching institution, professional contributions foster continual individual growth and positively impact students.

In the area of **Professional Contributions**, the faculty:

29. showcase professional knowledge and skills;

30. develop and present scholarly work;

31. participate in professional organizations; and

32. maintain network of colleagues;

The area of **Community Service** includes contributions to the wider community. Faculty may elect to include activities with family and youth organizations, sports teams, and parent associations. Faculty recommend their own community service activities.

In the area of **Community Service**, the faculty:

33. represent the College in the wider community;

34. contribute to the role of the College as a community resource;

Faculty Development

Midland College encourages and supports faculty development as a means by which faculty prepare and enrich their learning environments, presentations, and improve student successes. The selection of professional growth activities is one outcome of the faculty evaluation process. Faculty can take advantage of a variety of in-house professional development offerings through the Teaching and Learning Center, or participate in external activities as a way to enhance their continued professional growth.

1. Teaching and Learning Center

The Teaching and Learning Center (TLC), located in the Fasken Learning Resource Center, is the primary resource for the provision of faculty professional development. Collaborative and innovative, the TLC contributes to faculty growth to improve student success.

2. Faculty Responsibility

Individual faculty members are responsible for their continued development as teachers and scholars. The faculty development process involves consultation between individual faculty members and their immediate supervisors, usually their division deans.

3. Faculty Development as Part of Faculty Evaluation

Professional development is tied to the annual faculty evaluation process. In conjunction with the annual faculty evaluation, each faculty member must submit a goal setting document, which will include the faculty development plan for the coming year.

Faculty Evaluation and Reemployment Recommendation

The maintenance of a highly professional faculty is essential to the College's mission of providing quality educational opportunities. Meaningful and impactful evaluations enhance performance and positively impact student success. The evaluation program outlined below

represents the best efforts of faculty and administrators to identify and place appropriate values upon those areas deemed most critical to effective instruction.

Faculty Evaluation Procedures and Guidelines

Faculty performance is evaluated annually. Faculty evaluation is based on five areas (Teaching and Learning, Faculty Development, College Engagement, Professional Contributions, and Community Service) as outlined in the above “Faculty Roles and Responsibilities” and “Faculty Development.”

Full-time faculty in their first two years of employment with the College will be fully evaluated. Thereafter, faculty in good standing will be fully evaluated in alternating years. All faculty not on a performance improvement plan (PIP) are considered to be “in good standing.” Faculty on a PIP are fully evaluated, at a minimum, annually. Each Dean, with the approval of the Vice President of Instructional Services, may, for cause, elect to fully evaluate a faculty member in good standing in interim years.

Full Evaluations: Full evaluations occur in alternating years with abbreviated evaluations occurring in interim years. Full evaluations consist of the following components:

1. **Goal setting:** Goal setting occurs at the beginning of each academic year.
 - a. Faculty will set two (2) goals, one with at least one goal focused on teaching and learning.
 - b. Each fall semester, the Teaching and Learning Center will host goal setting sessions to assist faculty in setting their own priorities within the larger strategic framework.
 - c. Deans will review and approve goals.
2. **Mid-Year Check-In:** Faculty will check-in periodically to update progress on goals as well as to record ongoing engagement in college and professional activities.
3. **Teaching assessment:** Faculty in good standing may select dean observation, peer to peer observation, participation in a learning community, cohort-based faculty development program, and/or a teaching demonstration. The division dean may identify the specific teaching assessment(s).
4. **Self-evaluation:** Faculty will complete a self-reflection on their progress and contributions in all five evaluation component areas, referencing the goals they set for the year. Any barriers and/or challenges should also be noted in the self-evaluation. The following components will be included in the self-evaluation:
 - a. A report and reflection on final goal completion.
 - b. A report and reflection on the completion of the classroom teaching assessment.
 - c. A review and reflection of three-year student success data with specific attention given to student evaluations, student success metrics, and course enrollments.
 - d. Transcripts for faculty development, college engagement, professional contributions, and community service. These transcripts will highlight the faculty’s activity in each of these areas throughout the year.

- e. A general evaluation of the year, including the faculty's interactions with colleagues and their overall experience as an instructor.
5. **Dean Evaluation & Conference:** Upon completion of the self-evaluation, deans will complete the dean evaluation where they will evaluate faculty in each of the self-evaluation components. By the end of February, faculty will meet with their respective division deans to review all evaluation components and discuss faculty performance.
6. **Dean Final report and Rehire Recommendation:** A full report is prepared by the dean and sent to the Vice President of Instructional Services to complete the evaluation process. Division deans report evaluation results and re-employment recommendations for the coming year to the Vice President of Instructional Services. Full evaluations consist of goal setting documentation, follow-up goal setting assessment, check-ins, self-evaluation, professional development transcript, and dean conference all contained in a single electronic document. Each will be signed by both the faculty member and the dean require written record of the conference.

Abbreviated Evaluations: Partial evaluations consist of goal setting (with Dean approval), self-evaluation, review of student success data, periodic check-ins, and an abbreviated report to the administration.

1. **Goal setting**
2. **Mid-Year Check-In**
3. **Self-evaluation**
4. **Rehire Recommendation**

Evaluation Timeline: The completion of both full and partial evaluations occurs no later than March 1st of each academic year.

Professional Development and Engagement Hours

Faculty will engage with the Teaching and Learning Center as well as with campus committees, student clubs, and student activities. Faculty will participate in a minimum of sixteen (16) engagement hours annually. The Division Dean may elect to require professional development in lieu of engagement hours. Required development will be counted toward Faculty Development Credits.

Student Evaluation of Faculty:

Students provide information that is both valid and reliable about an instructor's performance. The College utilizes the online survey system, EvaluationKIT, to administer course evaluations. Evaluations are available for student participation for approximately two weeks at the end of each course. Faculty and students are sent instructions via email from EvaluationKIT, which is administered by the College's Instructional Support Services division. Deans will include student evaluation results as an important component of the faculty evaluation. Instructors will see the results of the student evaluation only after the course ends.

Sabbatical

Professional development for faculty may be accomplished through a paid sabbatical program designed to enhance instructional effectiveness at Midland College. The Sabbatical Policy can be accessed online at <https://pol.tasb.org/Policy/Code/885?filter=DEC>.

Tenure

The College does not grant tenure.

Full-Time Faculty

Class Size and Faculty Load

I. Class Size Guidelines

The following guidelines will be used to determine the size of classes for all semesters.

- A. The minimum enrollment in a classroom section (3-0) shall be 14 students. The maximum size of a classroom section shall be 35 students. The standard enrollment in an online section shall be 10-25 students. Except when otherwise specified, faculty load should have a minimum of seventy (70) students or two hundred ten (210) student contact hours per week during both fall and spring semesters. Faculty load should not exceed a maximum of one hundred seventy-five (175) students or five hundred forty (540) student contact hours per week during fall or spring semesters.
- B. Exceptions to these minimum and maximum enrollments may be made on the basis of student need as determined by the following criteria:
 1. the number of students for which the room is equipped
 2. the mission of the College
 3. the quality of instruction
 4. the efficient use of resources
 5. graduation requirements
 6. necessary component of an on-going program
 7. courses offered only once every two years
 8. other reasons as determined by the appropriate Department Chair, Dean, and Vice President (VP).
- C. The minimum and maximum sizes of a laboratory class shall be determined on the basis of the number of students for which the laboratory is equipped and for which quality of instruction is assured.
- D. Virtual College of Texas enrollment and concurrent enrollment, students taking a credit class as a general Continuing Education or Workforce Continuing Education non-credit offering, shall be counted as enrollment for purposes of load.
- E. Early College High School student enrollments should be as equally distributed as possible throughout the various sections of a course.

II. Faculty Load Guidelines

The following guidelines apply to the teaching loads of full-time faculty.

- A. Faculty load is calculated on the basis of Lecture Equivalent Hours (LEH) whereby an LEH is one standard 50-minute contact hour of lecture instruction per week in a regular 16-week semester.
- B. At least fifty percent of the faculty member's total assigned duties must be in teaching. Full-time faculty are required to teach a minimum of fifteen LEH per week during each 16-week semester or combination of short semesters within a regular fall or spring.
- C. The standard load for full-time faculty during a fall or spring semester is fifteen (15) LEHs. Faculty must carry a portion of load distributed over the entire 16-week semester. Full-time faculty will carry a minimum of 70 students or 210 contact hours. The standard load for 12-month full-time faculty throughout the entire two summer terms (11-12 weeks) is twelve (12) LEHs. The standard load for 12-month full-time faculty throughout one summer term (5½-6 weeks) is six (6) LEHs.
- D. Teaching assignments other than standard lecture are assigned LEHs as follows:
 - 1. Clinical instruction that requires the instructor to be at the clinical site and supervising students - 1 LEH
 - 2. Science laboratory instruction that requires the instructor to be present and supervising students - 0.75 LEH
 - 3. Precepted clinical instruction that involves indirect supervision of students in a clinical setting - 0.5 LEH
 - 4. Practicums - 0.5 LEH
 - 5. Career and Technical labs - 0.75 LEH
 - 6. KINE, EDUC, ARTS labs - 0.5 LEH
 - 7. Assisted Learning in a laboratory working with students on a one-to-one basis - 0.5 LEH
 - 8. Applied music instruction - 1 LEH
 - 9. Non Course based remediation-classroom instruction – 1 LEH
 - 10. Undergraduate Research, 1-4 students - 1 LEH, 5-8 students - 2 LEHs, 9 or more - 3 LEHs
 - 11. In the case of combined classes, LEH is split between the classes
- E. During a fall or spring semester, faculty may teach up to six (6) LEHs above the standard load with the approval of the Dean. The number of preparations required, the total enrollment in all classes and the availability of adjuncts shall be considered when granting such approval. Teaching more than six (6) LEHs above standard load requires approval of the Vice President. Such approval will require a recommendation from the Dean. Teaching more than nine (9) LEHs above standard load shall be granted only when extenuating circumstances have been documented. Teaching above the standard

load for mini-semesters or summer sessions requires recommendation of the Dean and approval of the Vice President.

- F. Teaching during a mini-semester is considered an overload and is compensated as such. The maximum teaching load for a mini-semester is three or four (3 or 4) LEHs.
- G. A faculty member will be assigned no more than three (3) different preparations unless the faculty member requests it or unless more preparations are needed to meet the minimum faculty load requirements.
- H. Full time faculty will be given priority over adjunct faculty to ensure that the full-time faculty minimum load requirements are met.
- I. Faculty load may be evaluated over the time period stipulated in the memorandum of appointment rather than on a semester to semester basis. When faculty load requirements are not met during this period, a faculty member may elect, with administrative approval, to teach an additional course during the mini-semester or summer without compensation.
- J. Temporary work or additional LEHs may be assigned to faculty to compensate for insufficient load.
- K. Full-time faculty may be assigned non-teaching duties, including duties as Department Chair, in addition to or in lieu of their teaching load. Typically, such assignments involve release time. However, when it is not deemed detrimental to teaching and learning, such assignments may be made in addition to the teaching load. Factors to be considered include enrollment, number and type of preparations, the availability of lab or clinical instructors or assistants.

Department Chair Responsibilities

The Department Chair is a full-time faculty member who has been assigned program coordination duties either in addition to or in lieu of agreed upon load LEH.

The essential responsibilities of the Department Chair are to:

1. Coordinate and ensure the quality and currency of educational offerings under his/her supervision.
2. Ensure that curricula are developed, evaluated, and revised by qualified faculty.
3. Participate in the selection and evaluation of faculty.
4. Ensure the accuracy of publications related to offerings under his/her supervision.
5. Identify and request needed instructional resources.
6. Act as the first point of contact for student and faculty issues.
7. Oversee the development of course schedules.
8. Participate in the development of departmental budgets.
9. Ensure compliance with requirements of state agencies and accrediting bodies, as applicable.

Faculty Assignments and Compensation – Summer Sessions and Mini-Semesters

Teaching assignments outside of the faculty member's period of appointment will be eligible for additional compensation.

Note: For purposes of faculty load, as defined in the individual memorandum of appointment, mini-semesters may be considered to be part of the faculty member's period of appointment.

- a. Full-time faculty in good standing will be offered the first option to teach on a rotating basis. Adjunct instructors will be scheduled to teach after full-time faculty assignments have been made.
- b. All full-time faculty teaching during summer sessions will hold a minimum of one office hour per day and may be expected to participate in committee work, staff meetings, and other duties.
- c. Minimum class sizes during summer sessions and mini-semesters shall be determined by the Vice President of Instructional Services.
- d. Compensation for eligible teaching assignments outside of the faculty member's period of appointment shall be based on salary schedules adopted for this purpose. Faculty may be offered reduced salary for less than minimum enrollment.

Faculty Salary Schedule

I. Placement on Faculty Salary Schedule

Initial faculty placement on the salary schedule is determined by years of equivalent experience and Faculty Development Credits (FDCs) beyond the Minimum Qualification Requirements (MQR). The maximum placement on the salary schedule is step 10. Years of equivalent experience and FDCs beyond the MQR require evaluation and approval of the Department Chair (if applicable), Division Dean, Vice President of Instructional Services and Director of Human Resources.

Newly appointed faculty have 60 days from the hire date to submit documentation to be used in evaluating FDCs earned prior to employment.

II. Initial Placement

For purposes of initial placement on the faculty salary schedule, the following are equivalent to one year of experience as a full-time faculty member at Midland College.

1. One year of full-time teaching at an accredited Institution of higher education; or
2. One and one-half years of full-time or three years of part-time related career experience; or
3. Two years of Midland College non-teaching employment, related non-college teaching, or part-time college teaching.

III. Salary schedule organization.

After initial placement, pay for full-time faculty on nine, ten, ten and one-half, or eleven month contracts is based exclusively on salary level and steps on the salary schedule. There are nine salary levels as follows:

1. <ASSOC;
2. MQR;
3. MQR, and 12 FDCs;
4. MQR, and 21 FDCs;
5. MQR, and 30 FDCs;
6. MQR, and 39 FDCs;
7. MQR, and 48 FDCs;
8. MQR, and 57 FDCs;
9. MQR, and 66 FDCs or earned doctorate in teaching field.

IV. Progression on the Salary Schedule

Faculty progress one step on the salary schedule at the beginning of the fiscal year unless it is the employee's first year and he/she was hired in June, July or August until the maximum step is reached. When a faculty member reaches the maximum step, annual salary increases cease unless an exception is granted by the President. During times of financial exigency, step progression may be suspended.

Accrued FDCs are the basis for progression across levels on the salary schedule.

Recommendations for awarding salary level advancement for the upcoming year must be submitted by April 15. Requests must be approved by the Dean and Vice President of Instructional Services.

Faculty Minimum Qualification Requirements

Faculty Minimum Qualification Requirements (MQR) varies by faculty assignment and is defined by the required education, licensure or other credentials and experience stated in the job description. Faculty qualifications are consistent with SACSCOC *Guidelines for Faculty Credentials*.

Faculty Rank

Midland College has developed a system of titles to honor faculty rank. Titles and qualification requirements are as follows:

1. Instructor: Minimum Qualification Requirements;
2. Assistant Professor: Minimum Qualification Requirements and 21 Faculty Development Credits and five years' equivalent experience;
3. Associate Professor: Minimum Qualification Requirements and
 - a. 39 Faculty Development Credits and nine years' equivalent experience, or
 - b. Earned Master's and nine years' equivalent experience;
4. Professor: Minimum Qualification Requirements and
 - a. 57 Faculty Development Credits and 13 years' equivalent experience, or
 - b. Earned doctorate in teaching field and 13 years' equivalent experience.

Faculty Development

Midland College encourages and supports faculty development as a means by which faculty prepare and enrich their learning environments, presentations, and improve student successes. The selection of professional growth activities is one outcome of the faculty evaluation process. Faculty can take advantage of a variety of in-house professional development offerings through the Teaching and Learning Center, or participate in external activities as a way to enhance their continued professional growth.

1. Teaching and Learning Center

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2. Faculty Responsibility

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3. Faculty Development as Part of Faculty Evaluation

Professional development is tied to the annual faculty evaluation process. In conjunction with the annual faculty evaluation, each faculty member must submit a goal setting document, which will include faculty development plan for the coming year.

Faculty Development Credit

Participation in structured educational activities or directly related career experiences as a part of the faculty evaluation and faculty development program results in the attainment of Faculty Development Credits (FDCs). FDCs are used to recognize both college credit and non-credit activities.

The standard of measurement for the FDC is the college credit hour. Successful completion of approved college course work of one credit hour (equivalent to 16 hours of class time) equals one FDC. Sixteen hours of non-credit professional development equals one FDC.

In order to be eligible for FDCs, an activity, must be determined to be related to the twenty-six Instructional, Professional, and Service Components enumerated in the Faculty Role and Responsibilities. Further, faculty members and administrators must agree in advance upon the types of activities necessary for professional growth and development. Faculty members must justify the ways approved activities improve instruction.

When considering initial placement on the salary schedule, FDCs may be granted to a new faculty for course work or work experiences earned prior to employment and above the minimum qualification requirements. These FDCs must be approved by the Dean and the Vice President of Instructional Services.

If a FDC activity is repeated, the content of that activity must have changed for it to count towards FDC accrual.

Faculty Development Credit Activities:

A variety of different activities can be considered for faculty development purposes. Activities may include participation in sessions offered through the MC Teaching and Learning Center, professional meetings, publication, additional post-graduate training, and studies in learning theory, professional performance, and exhibition of works. The following are examples of activities which may be considered for FDCs with assigned values. This list is not exhaustive or restrictive.

1. College credit – College credit earned beyond the degree level required by the MQR will be granted faculty development credit at the rate of a FDC per one semester credit hour.
 - a. A maximum of six hours will be awarded for master’s thesis hours.
 - b. A maximum of 12 hours will be awarded for doctoral dissertation
2. Conferences:
 - a. Participation up to one FDC
 - b. Presentation up to one FDC
 - c. Leadership up to one FDC
3. Publications:
 - a. Book (original material up to nine FDCs)
 - b. Chapter (original material up to three FDCs)
 - c. Professional journal article (original material up to three FDCs)
 - d. Non-peer reviewed article (original material up to one FDC)
4. Visual/Performing Arts:
 - a. Formal recital/major production (up to three FDCs)
 - b. Performances (up to one FDC)
 - c. Solo Art Exhibition (up to three FDCs)
 - d. Single Art Works included in a competitive (juried) exhibition (up to one FDC)
5. Structured and accredited learning experiences up to one FDC (one contact hour = 1/16th FDC)
6. Approved career experience related to teaching discipline (48 hours = one FDC)

Documentation of Faculty Development Credit includes:

1. A request for a FDC activity, supported by documentation sufficient for evaluation of content, time involved, and participant involvement;
2. Confirmation of the completion of the activity as evidenced by:
 - a. transcript showing grade of “C” or better for college courses;
 - b. agenda, brochure, presentation notes as proof of conference leadership or visual/performing arts presentation;
 - c. publication;

3. Certification of completed structured and accredited learning activity (CEU certificate, for example);
4. Evidence of conference participation or individualized learning experience.

Adjunct Faculty

Responsibilities of Adjunct Faculty

Adjunct faculty are defined as all persons employed in a part-time teaching capacity. The adjunct faculty member is directly responsible to the appropriate department chair and division dean. The adjunct faculty member's duties are performed in support of and promotion of the College's mission, core values, strategic goals, and policies. Specifically, the adjunct faculty member will:

1. meet their classes;
2. present content that is both current and accurate;
3. prepare and communicate clear educational objectives;
4. participate in the selection and use of learning materials;
5. communicate class structure and procedure to students;
6. apply a variety of appropriate learning theories and strategies;
7. evaluate the students' academic progress fairly;
8. communicate evaluation results of students' work in a timely manner;
9. maintain contact with students outside of class in a manner appropriate to student needs, including responding to emails in a reasonable amount of time, usually within twenty-four hours;
10. create learning environments that foster critical thinking;
11. maintain records and comply with college reporting procedures;
12. create a safe and healthy classroom environment;
13. create an inclusive environment where all students, employees, and visitors feel safe, welcomed, valued, respected, and treated equitably; and
14. participate in the evaluation of instruction.

Adjunct Faculty Evaluation and Re-employment

Student evaluations are administered in all classes taught by adjunct faculty each semester. The evaluation of adjunct faculty incorporates an annual conference which provides an opportunity to review the results from student evaluations. During the conference, the adjunct faculty member's performance is reviewed in terms of the Adjunct Faculty Responsibilities. Division Deans record their assessment on the Adjunct Faculty Review Form.

Conferences with adjunct faculty are generally held during the spring or summer. The Adjunct Faculty Evaluation Report summarizes adjunct faculty evaluation results and records the reviewer's rating of the faculty member's performance. These reports are forwarded to the

Vice President of Instructional Services by August 11th. ***Adjunct faculty are employed on a course by course basis and evaluations from previous courses may be used when making employment decisions.***

Student Evaluation of Faculty:

The College's faculty evaluation system relies upon student evaluation as one source of information. Students can provide information that is both valid and reliable about an instructor's classroom performance. The College utilizes the online survey system, EvaluationKIT, to administer course evaluations. Evaluations are available for student participation for approximately two weeks at the end of each course. Faculty and students are sent instructions via email from EvaluationKIT, which is administered by the College's Instructional Support Services division. Instructors may see the results of the evaluation after the course ends.

Curriculum Committee

Curriculum Committee Charter

The Curriculum Committee makes recommendations to the administration regarding curricula and academic standards ensuring that:

- Degree, certificate, transfer and continuing education programs embody coherent courses of study compatible with the College mission;
- Developmental studies offerings are designed to enable student readiness for college level curricula;
- Courses have rigor and an appropriate amount and level of credit;
- Credit awarded is of sufficient and comparable quality; and
- Faculty have primary responsibility for the content, quality and effectiveness of the curriculum.

The Curriculum Committee's purview includes all of the College's credit courses and programs and continuing education programs irrespective of course modality or location, or admission status or student intent.

Specific Responsibilities:

The Curriculum Committee:

- Reviews and makes recommendations regarding changes in programs and courses submitted by the instructional divisions including academic completion requirements; the amount and level of course credit; course title(s), number(s), description(s), and prerequisites;
- Reviews and makes recommendations regarding General Education requirements;
- Reviews and makes recommendations regarding the structure, content and learning outcomes of new programs;
- Reviews and makes recommendations regarding changes in degree requirements and general academic requirements;
- Reviews and makes recommendations regarding the evaluation, awarding and accepting of credit not originating from Midland College;

- Reviews and makes recommendations regarding the evaluation and awarding of credit by examination and credit for nontraditional learning experiences;
- Provides a forum for addressing all curriculum matters; and
- Performs other duties as assigned by the Vice President of Instructional Services (VPIS).

The Curriculum Chair (referred to hereafter as “Chair”) will:

- Manage the work of the Committee;
- Vote in the event of a tie;
- Maintain records of all requests and actions of the Committee;
- Collaborate with Instructional Deans to appoint representative faculty members; and
- Submit Committee decisions to the VPIS and communicate VPIS decisions to the Committee.

Procedures:

- Requests and information for the Committee are submitted in completed original form using the Curriculum Committee Request Summary. Requests are identified by Division or Department abbreviation, the first year of the applicable academic year and numbered sequentially, e.g., SBS-21-01.
- Proposed changes include the signatures of all faculty and Chairs involved with the change(s) and the Division Dean; statements of disagreement may be attached.
- The Chair may submit for review and approval items such as general academic requirements and procedures.
- Committee meetings are scheduled at least monthly during fall and spring semesters. Special meetings may be called by the Chair when warranted.
- A quorum for all official business consists of (a) three-fourths of the voting members (b) sufficient faculty members present to constitute a voting majority and (c) at least one person from each division.
- Presentation of proposals are made by the proposers or their designees. By simple majority vote of members present, the Committee will approve, deny or return to its point of origin for further work any request presented.
- When warranted, proposals are submitted via email to the voting members of the Committee for an electronic vote. The response to an email submission must be consistent with the quorum rules of the Committee. The Chair will determine the need for an electronic vote, maintain records of that vote and report the results back to the Committee.
- All Committee actions are forwarded to the VPIS for review or further action.
- Committee meetings are governed by Robert’s Rules of Order.

Membership Composition:

Voting Members shall consist of:

- Instructional Deans overseeing credit programs;
- One faculty member representing each instructional division;
- One faculty member from each baccalaureate program;
- Two faculty members at large; and
- AVP, Instructional Support Services/Committee Chair (in the event of tie).

Non-Voting Members:

- Registrar;
- Accreditation Liaison;
- Associate Director, Financial Aid;
- Research Associate;
- VP, Student Services;
- Associate Vice President, Workforce Education
- Dual Credit Liaison;
- Pathways Advisor;
- Coordinator, Instructional Support Services;
- Director, Institutional Effectiveness;
- Associate Dean, Health Sciences;
- Director, Institutional Research; and
- Dean, Instructional Support Services.

For information about the Curriculum Committee contact Michael Dixon at 685-4616 or mdixon@midland.edu.

Faculty Senate

The Faculty Senate represents all full-and part-time faculty at the College and serves in an advisory role to the administration. The Faculty Senate is comprised of representatives from each of the College's instructional divisions and is responsible for determining its specific membership composition; officer positions, qualifications and duties; and its organizational protocols.

The Faculty Senate communicates its concerns and recommendations to the Administrative Council through the Vice-President of Instructional Services.

The current Faculty Senate president is Joseph Bontke and may be contacted at 685-6869 or jbontke@midland.edu.

GENERAL INFORMATION FOR FACULTY

Absences

Faculty are responsible for meeting their scheduled classes. If absent during working hours, faculty must inform the chair or dean of arrangements for classes. These may include securing a substitute or other appropriate accommodations. Full-time faculty must also submit “Midland College Weekly Leave Request” forms.

If the reasons for an absence are sudden and unexpected, every attempt should be made to contact students, the department chair and division dean.

Auditing a Class

Consult the Catalog for information regarding Class Auditing.

Extreme Weather Procedures

Information regarding closing or late starts due to extreme weather will be posted on the College website by 6:00 a.m. Further, faculty who have signed up for the emergency alert system will receive text information as soon as decisions have been made.

Bookstore

General Merchandise: The bookstore seeks to maintain inventories of relevant reference materials, gift selections and apparel. Faculty members may contact the bookstore manager to suggest inventory items. Returns may be made within three days of purchases if a receipt is presented and merchandise is in original condition.

Office Supplies: Office supplies may be procured at the bookstore with an account number obtained from division secretaries. Special orders for supplies may be arranged through e-mail memos sent to the bookstore manager. Departments may receive a 25 percent discount on supplies for departmental use and staff and faculty a 10 percent discount on supplies for personal use. Supplies needed for student course work may be listed and submitted as attachments to textbook orders.

Location: Scharbauer Student Center
Telephone: (432) 685-4545
Website: <http://www.midlandcollegebookstore.com>

Canvas (Learning Management System)

The College uses Canvas as the primary Learning Management System. Instructors may use Canvas for online courses or as an ancillary tool for traditional classroom courses. All instructors should contact their division secretary to have a New User Account set-up.

Changes to Personal Information

Faculty should contact the office of Human Resources immediately to report any changes in personal information such as name, address, telephone number, family-status change, direct deposit, deductions, etc. Faculty should also contact the division office to update information as Human Resources and division office data bases are completely separate.

Class Rosters

Class rosters provide a list of students currently enrolled in a course. Faculty should watch for both, students attending that are not on the roster, as well as, students that are on the roster and not attending/participating.

Student Attending Class and Not on the Roster

Refer students attending the class and not listed on the roster to their pathways advisor for assistance. It is important that the student is sent before the census date for enrollment. A student is not considered enrolled in the class if he or she is not on the class list that is available through My MC Portal.

Students Not Attending Class and On the Roster

Schools disbursing federal grants and loans, must drop students failing to participate by the census date. Attendance in face-to-face classes and the completion of a participation assignment prior to census in an online class meet participation requirement. Participation is documented using the electronic class census roster available on My MC Portal.

Access for faculty to certify the census rosters opens at noon the day after the official census date. Each student should be assigned a “mid-term” (census participation grade) of either “9A” – Attended/Participated or “9N” – Never Attended/Participate. Upon final review and verification of participation, instructors should submit the Certification roster electronically. Deadlines are provided in emails from the Registrar’s Office. It is imperative all census rosters are returned by the stated deadlines. The Financial Aid Office cannot make necessary adjustments to ensure accurate disbursements of federal funds until you have submitted this information. A delay could prevent students from receiving their federal funds.

Students are not able to reinstate in courses that are dropped due to nonparticipation unless an error has occurred. If you notice a student was mistakenly assigned the 9N grade, please notify the Registrar.

The schedule for Census dates is listed below:

Course Length	Census Date
16-weeks	12 th Class Day
8-weeks	6 th Class Day
Summer Courses (5-6 weeks)	4 th Class Day
Mini-Semesters (3-weeks)	2 nd Class Day
Non Standard	Varies-See Your Faculty Schedule Spreadsheet which includes start/end dates and Census dates. (will be sent to you via email by the Registrar’s Office)

Students Dropping a Course

Students who drop a class prior to the census day will not be listed on the attendance record or grade book and will not receive a grade. Students who withdraw from a course after the official

census date, will receive a grade of “W” for the course. Course drops after census most often count in the State’s six-drop rule and may have negative financial aid consequences.

Student Withdrawals

Student withdrawals occur when a student drops all courses after the census date resulting in zero hours for a current (in progress) term. Students must complete the withdrawal form (located in their My MC Portal) and will receive a grade of “W” for all courses. College withdrawals are exempt from the State’s six-drop rule. However, there may be financial aid implications.

Grade Book Options

Faculty may create a Grade Book using the Export to Excel function on the Class List report available in the My MC Portal. Procedures are available on the first page of the Faculty tab in the My MC Portal.

Copiers and Other Equipment

The Faculty Pool in Room 145 in the Technology Center Building has copiers for faculty use. This Faculty Pool also has staff that will duplicate handouts, tests, etc. Faculty may choose this service or may choose to make their own copies. The staff from the Faculty Pool request at least 48 hours to complete work requests. Check with Faculty Pool personnel for hours of operation at the beginning of each term.

There are also copiers for faculty use located in the following buildings:

- Abell-Hanger Science Faculty
- Advanced Technology Center
- Allison Fine Arts
- Dorothy and Todd Aaron Medical Science
- Davidson Family Health Science
- F. Marie Hall Academic
- Fox Science
- Murray Fasken Learning Resource Center

Fax machines and scantron machines are also available in designated areas for faculty use. Check with the division secretary for exact locations of this equipment. Copy and fax machines are for college business only and are not to be used for personal business.

Course Requirements and Syllabus

Course requirements for each course taught are explained in the common course syllabus for that course. In their syllabi, individual instructors explain particular requirements, grading scales, etc. for the courses they teach.

Syllabus preparation is protection for faculty and serves as valuable information for the students. Students must be provided a handout/syllabus the first day of class. Faculty should contact their division dean for information on how to prepare a syllabus. Master course syllabi are available on the website at www.midland.edu/about/public-info/syllabi.php.

Discipline in the Classroom

Students must follow the student code of conduct listed in the MC Catalog and Student Handbook. If discussions with the department chair and division dean do not resolve the problem, then the problem is referred to the Vice President of Student Services.

Distance Learning

The College offers the following types of Distance Learning courses:

- Online--Instruction occurs via the internet using a learning management system (LMS) to deliver online instruction and to support regular and substantive interaction between the students and instructor. Face-to-face class meetings are minimal (no more than 15 percent of instructional time) or do not occur at all.
- Hybrid--A course in which the majority (more than 50 percent but less than 85 percent) of planned instruction occurs when the instructor and student(s) are not in the same place.
- MCNet--Videoconferencing in which synchronous (live) instruction occurs with two or more classrooms connecting via two-way video and audio.
- IVC--Interactive videoconference in which synchronous (live) instruction occurs fully online via Canvas, Teams, or another platform.

Quality Matters

The College implements the Quality Matters (QM) Program to ensure course quality for online and hybrid courses. All faculty who teach an online or hybrid course must complete the required QM training and incorporate the QM Standards in course design. Online and hybrid courses are reviewed by college Peer Reviewers and must meet minimum QM requirements.

Distance Learning Professional Development

Faculty who teach distance learning courses are encouraged to participate in distance learning related professional development. Multiple opportunities for distance learning professional development are offered during the academic year in a variety of formats including: on-campus sessions, live and recorded webinars, and online courses.

For more information about Quality Matters and Distance Learning Professional Development contact Will Torres at 685-6702 or by email, wtorres@midland.edu.

Dual Credit and Early College High School

Dual Credit

Dual Credit courses enable student to earn high school and college credit simultaneously. The courses have been agreed upon between the school district and Midland College. Dual credit courses may be taught at a College site, on the high school campus, online, via interactive television or through a combination of those methods.

Early College High School

Early College High School @ Midland College, located on the College campus, is a joint effort between the Midland Independent School District (MISD) and Midland College to provide students with the opportunity and support necessary to achieve their goal of post-secondary

education. Upon completion of four years, it is expected that students will receive a high school diploma from MISD as well as an associate's degree from the College. Early College High School students are treated as regular college students.

Faculty Mentoring Program

The Faculty Mentoring Program is under the direction of the Faculty Senate. New or recently new faculty members will be mentored by faculty members who have a minimum of three years' experience at the College, are proficient with Quality Matters, and have committed to one year of mentoring. There are two main goals of this program:

- I. Socialization
 - a. Become acquainted with the Midland College campus
 - b. Receive social support
 - c. Establish professional relationships
- II. Career Development
 - a. Become a more effective teacher
 - b. Forming collaborative efforts
 - c. Maintain professional identity and service

For more information about this program contact Terry Gilmour at 685-6816 or tgilmour@midland.edu.

Final Exams

Final examinations will be scheduled by the administration and are required in all courses. These examinations should be prepared to cover the work of the entire semester and should be a valid test of the student's ability and growth. Two hours are allowed for the final exam. The examinations must be clearly marked to indicate the subject and section.

Faculty are expected to administer the final exam during the designated times. A final exam schedule is distributed electronically at the beginning of each fall and spring semester. Final exam schedules are also posted on the MC website at <https://www.midland.edu/academics/academic-calendars.php>.

Grades

A grade is assigned for each credit course which a student completes. A passing grade may be earned only if the student is enrolled for the duration of the course. The instructor of record determines all grades for a course. The method of determining a grade is included in the syllabus that is presented to students at the beginning of the course. See the online catalog for grades and their corresponding rating values at <http://catalog.midland.edu/content.php?catoid=13&navoid=2301#grades>.

All final grades are entered electronically through My MC Portal. The deadline dates are listed in the Academic Calendar under each appropriate session and the Registrar's Office will send an email with deadline dates.

After grades are final, grade changes are initiated by faculty and submitted electronically through My MC Portal.

A student who does satisfactory work in a course but does not finish due to extenuating circumstances may be eligible to receive an Incomplete (“I”) grade. An Incomplete grade is granted after the student has had a conference with the instructor and an Incomplete Contract has been completed and signed. The contract states the conditions that must be fulfilled. The time permitted for the work to be completed can be no later than the end of the next regular semester. After the work is completed, a final grade will be assigned by the instructor or the division dean if the instructor is unavailable. If the allowable time expires without completion of required work, a grade of F will be assigned for the course.

In exceptional cases, the deadline may be extended. An Incomplete may only be extended once. An extension will only be granted after a conference between the student, faculty member, and the dean or department chair. Final approval must be given by the division dean.

Grievances and Complaints

Students are strongly encouraged to discuss their concerns regarding a grade directly with the involved faculty.

Course grade complaints shall be confined to the following:

1. The course grade was assigned in an arbitrary and capricious manner;
2. The course grade did not adhere to the grading standards prescribed in the course syllabus;
3. The instructor made an error in the course grade calculation or reporting; or
4. A clerical error was made in the transmittal of a final course grade to the registrar’s office or by the registrar’s office.

If no resolution is reached, students may follow the complaint process as detailed in the catalog at <http://catalog.midland.edu/content.php?catoid=14&navoid=2579> and beginning with the Level One Grade Complaint Form. Level One complaint forms shall be timely filed within ten days of the final course grade publication. All other time lines shall require filing or responding within five days instead of ten days. (Local policy FLDB Student Complaints – Course Grade Complaints)

Guest Lecturers

Faculty members may invite guest lecturers to their classes, provided prior approval has been obtained from their division dean, preferably one week in advance. The faculty member is responsible for ensuring that the presentation is accurate and pertinent to the course. The guest lecturer should exercise appropriate judgment and restraint and respect opposing opinions. The College provides no compensation for guest lecturers.

Intellectual Property

The Board recognizes the importance of intellectual property rights of the faculty, staff, and students of the College. For guidelines regarding property rights, consult the policy on the website.

Keys/Key Cards

Faculty may obtain keys/key cards from their division secretary to allow them access to their office, building, or other rooms which are necessary to perform normal job requirements. Faculty must guard use of any college key/key cards and are responsible for safeguarding

college property. They must return all college keys/key cards when no longer employed at the College. Keys must not be duplicated, transferred, or loaned to anyone.

Mailboxes

Mailboxes for faculty are located in designated rooms in each building. Faculty should check with the division secretary for mailbox location. Faculty should check mailboxes often as this is an important means of communication.

Make-Up Exams

If a student has missed an in-class exam, the instructor may use the Testing Center as a make-up test site. Once the student and instructor coordinate the make-up exam parameters, the instructor provides an exam or password to the Testing Center and the student makes an appointment using the proctored exam reservation form to take the exam. There is no cost for the Make-Up Exam. Email testing@midland.edu for information.

Motor Vehicles and Parking

Faculty will need to obtain an employee vehicle registration permit from the campus police in order to park in designated employee parking. Parking spaces for employees are designated by signs at the end of every row and/or by yellow striping on the pavement. The maximum speed limit on campus streets is 20 miles per hour, unless otherwise posted. The parking lot speed limit is 10 miles per hour.

The campus police department is located in the Scharbauer Student Center room 136.

My MC Portal

My MC Portal allows faculty members access to current electronic records. Faculty may use the service to:

- Access current course roster
- Certify Census Day Roster (Certification Rosters)
- Entry of Final Grades
- Submit the Incomplete Grade Contract
- Submit Grade Changes
- Check current course availability

Privacy of Student Records

FERPA - Family EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Midland College receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school

official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Midland College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Midland College who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Midland College.

Upon request, Midland College also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of education concerning alleged failures by Midland College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

College Policies

College policies FJ (Legal) and (Local) address the privacy of student records as does the Student Records information in the Catalog. Faculty should become familiar with these policies and the implications for their work.

The following is provided to assist faculty with their responsibilities regarding the privacy of student records and information.

Correspondence with students - When using the U.S. Postal Service be sure to enclose student information in a sealed envelope. Postcards may not be used since the students' information is not protected. Correspondence to students may be sent using the College's e-mail system because it is encrypted. Faculty must use the College's assigned e-mail address since it is more secure. When sending e-mails to a "group" of students, address the "group" list as a bcc: (blind carbon copy) address so that individual e-mail addresses are not disclosed to all recipients.

Disposal of confidential information – Documents that contain personally identifiable information (confidential information such as applications, transcripts, bills, tests, papers, class rosters, etc.) should be shredded or placed in the receptacle approved for the collection of material to be disposed of in a secure manner.

Posting grades –Instructors may post grades only if the instructor assigns an identifier to the student that only the faculty member and the student know. This identifier must not be a form of any other identifier (cannot use a partial social security number or student ID). Posting grades is not necessary due to the immediate access to grades for students using My MC Portal and/or Canvas.

Return of Assignments –Care should be taken when returning assignments to students. Personally identifiable, graded papers should not be left out where they can be viewed by others. A possible solution is for graded papers to be left with an assistant or secretary who would require picture identification in order to release the information to the students.

Recommendation Letters –Written permission of the student is required for a letter of recommendation if the letter will contain any protected information (Social Security number, grades, and grade point average).

Registration Exceptions

Students may enroll in a class according to the dates listed on the academic calendar.

1. Instructor and Dean permission is required for enrollment in a closed class.
2. Before census date of the course, instructor permission is required for late enrollment.
3. In the case of a Midland College registration/payment error, enrollment after census date may be required. In these rare cases, approval by Vice President of Instructional Services and Vice President of Student Services is required.

Student Travel

Field Trips

Travel expenses paid from college funds for travel by students must be authorized, depending on the nature and purpose of the travel. Student travel expenses will be subject to budget

approval and availability of funds, and must be included in the College's annual budget under the appropriate departmental category. Any travel expenses authorized by this policy must be supported by and accounted for by appropriate receipts.

Faculty and staff who organize and conduct field trips must adhere to the requirements specified in the 'Academic Field Trip Requirements and Guidelines' section of the *Travel Course and Field Trip Handbook*.

All students traveling on behalf of a College club or organization must sign the *Student Release Form for Midland College Field Trips* prior to the departure dates. The form can be found on the Shared drive in the folder titled *Travel Course and Field Trip Handbook*.

Textbooks Selection and Changes

Review Schedule

- I. **Selection of Textbooks** Selection of textbooks is the responsibility of the faculty with approval of the appropriate Department Chair and Division Dean. Faculty members are expected to use the books designated in the course syllabus. After a textbook is selected, it is normally to be used for a minimum period of three years.
- II. **Changes of Textbooks** All changes must be approved by the appropriate Department Chair and Division Dean. Only under extenuating circumstances are changes to be requested prior to the three-year period mentioned above. To change a textbook, the faculty member must submit a form giving reasons for the requested change. When possible, the bookstore manager, should receive recommended textbook changes at least a semester in advance of the desired change.
- III. **Desk Copies of Textbooks** Desk copies of textbooks will not be furnished by the bookstore to faculty. Desk copies should be requested directly from the publisher. When desk copies are purchased from College funds, they remain the property of the College.
- IV. **Complimentary Copies of Textbooks** Faculty members accepting complimentary books from publishing companies or other sources, do so, on behalf of the College. When the books are no longer useful for instruction, instructors may contact the Fasken LRC to have the complimentary copies picked up. Complimentary books that cannot be shelved in the FLRC and that are marketable, will be sold to a used book representative. Proceeds from the sale of such books will be placed in an account entitled Faculty Scholarship Fund for Deserving Students.

Travel Courses

Proposals for credit-bearing travel courses (i.e. courses sponsored by the College and offered fully or partially out-of-state) will be subject to review and approved by the International Studies office and Vice President of Instructional Services office. To ensure timely submission of required forms and documentation and to allow adequate time for the approval process, complete program proposals for new travel courses or courses run by a new program leader must be submitted to the International Studies office no later than five months prior to the travel course start-date. Program proposals for successful 'repeat' travel courses can be submitted to the International Studies office no later than two months prior to the travel course start-date. Proposals will be approved or disapproved with a written explanation, or

have revisions requested. All college sponsored travel courses will be supported and accounted for by the appropriate forms and documentation. Proposals must receive final written approval by the Vice President of Instructional Services before any deposits or other monies can be collected from participants.

For more information about field trip and travel course requirements, review the *Travel Course and Field Trip Handbook* or contact the International Studies office at 685-6828 or mmakowsky@midland.edu.

SUPPORT SERVICES

Building Maintenance

Cell# for On-Call Person(432) 553-3992
Joe Butts, Executive Director Facilities & Grounds.....(432) 685-4569

Grounds Maintenance

Grounds Supervisor(432) 685-5512 Office
Grounds Foreman(432) 685-4570 Office
.....(432) 553-2691 Cell

Information Technology Services

Shawn Shreves, Vice President of Information Technology.....(432) 685-4690
Karen Hilbert, Secretary to V.P.(432) 686-4826
Tom Glenn, Director of Enterprise Services & Strategic Analytics.... (432) 685-4696
Daniel Ortega, Director & Chief Information Security Officer.....(432) 685-4551
Charles Velasquez, Network Manager.....(432) 686-4824
Jennifer Goolsby, Director of Instructional Technology(432) 686-4747
Help Desk-help@midland.edu(432) 685-4788

Audio Visual Equipment

To request Audio Visual equipment, submit a ticket through the HelpDesk system at <https://support.midland.edu/ehelpdesk/home.glml>. If you need assistance submitting a ticket contact the division secretary.

For specific Audio Visual equipment questions or assistance contact Corey Allison at 685-4553.

Library Services

Howard Marks, Director(432) 685-4726
Brianna Barnard, Automation/Technical Services Librarian(432) 685-4557
Eric Wheeler, Electronic Resources Librarian(432) 685-4558

The Library is located in the Fasken Learning Resource Center (FLRC), housing over 59,300 books, 1,685 audiovisual holdings, 1200 bound journals and 209 periodical subscriptions. The new digital magazine FLIPSTER features over 20 digitized popular titles. The primary purpose of FLRC materials is supporting instruction.

Our extensive collection is primarily for student, staff, and faculty use. Checkout is available through current MC ID cards. Using Speedy Search, most electronic library resources, including e-books and e-journals, can be found. The online catalog enables author, title, subject and keyword searches. FLRC labs provide word processing and printing.

The library's website <https://www.midland.edu/services-resources/library/index.php> includes research tutorials, online holdings catalog, policies and services, and links to virtually all academic subjects. Over 181,164 full-text e-books are available through publishers such as Ebsco and Gale. Numerous full-text journal databases serve academic and technical disciplines.

FLRC staff welcome your recommendations for learning resources to support your courses and programs. Instructors may request their material(s) be placed on reserve for restricted use. Interlibrary loan is available to faculty and students. Once located, items are typically shipped within two weeks.

Midland College Police Department

Ashley Borgstedte, Interim Chief of Police(432) 685-6835 Office
.....(432) 238-0496 Cell

Midland College Police Department Emergency Number is 686-4911

Note: After 5:00 p.m. on week days, and all weekend, call (432) 685-4734. Police officers are on duty from midnight Sunday night until midnight Friday night. At all other times security officers are on duty. Police officers will rotate being on-call every weekend to assist the on-duty security officer if needed.

Student Services

Julia Vickery, Vice President of Student Services(432) 685-4503
Nereida Huffman, Dean of Outreach and Advising(432) 685-4679
Wendy Kane, Dean of Student Life(432) 685-4695
Katelyn Workman, Associate Dean of Admissions and Financial Aid.....(432) 685-4508
Crystal Velasquez, Registrar.....(432) 685-4675

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