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.

The Faculty Handbook is updated, reviewed and approved annually by the President's Cabinet.

Table of Contents

ABOUT MIDLAND COLLEGE 6
Mission Statement 6
Core Values 6
Strategic Priorities 6
Accreditation 8
State Guidelines 9
Non-Discrimination Statement 9
Discrimination, Harassment, and Retaliation on the Basis of Sex 9
Resources 14
FACULTY ROLE AND RESPONSIBILITIES 14
Academic Freedom 14
Statement of Faculty Responsibilities 14
Full-Time Faculty 17
Faculty Development 17
Faculty Evaluation and Reemployment Recommendation 18
Faculty Evaluation Procedures and Guidelines 18
Student Evaluation of Faculty 19
Sabbatical 19
Tenure 19
Class Size and Faculty Load 19
Load Calculation and Proration 22
Department Chair Responsibilities 23
Faculty Assignments and Compensation – Summer Sessions and Mini-Semesters 23
Faculty Salary Schedule 24
Faculty Minimum Qualification Requirements 25
Faculty Rank 25
Faculty Development Credit 25
Faculty Development Credit Activities: 26
Adjunct Faculty 27
Responsibilities of Adjunct Faculty 27
Adjunct Faculty Evaluation and Re-employment 28
Curriculum Committee 28

Curriculum Committee Charter 28
Specific Responsibilities 29
Procedures 30
Membership Composition 30
Faculty Senate 31
GENERAL INFORMATION FOR FACULTY 32
Absences 32
Auditing a Class 32
Campus Closures 32
Emergencies 32
Library Services 33
Bookstore 33
Canvas (Learning Management System) 34
Changes to Personal Information 34
Class Rosters 34
Student Attending Class and Not on the Roster 34
Students Not Attending Class and on the Roster 34
Students Dropping a Course 35
Student Withdrawals 35
Grade Book Options 36
Copiers and Other Equipment 36
Course Requirements and Syllabus 36
Discipline in the Classroom 36
Distance Learning 37
Distance Learning Professional Development 37
Dual Credit and Early College High School 37
Dual Credit 37
Early College High School 37
New Faculty Onboarding 38
Final Exams 38
Final Grades 39
Textbooks Selection and Changes 39
Review Schedule 39

Student Grievances and Complaints 40
Guest Lecturers 40
Intellectual Property 41
Keys/Key Cards 41
Mailboxes 41
Make-Up Exams 41
Parking 41
My MC Portal 42
Privacy of Student Records 42
FERPA - FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT 42
College Policies 43
Registration Exceptions 44
Student Travel 44
Field Trips 44
Travel Courses 44

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.

Core Values

At Midland College, our core values shape who we are and how we serve. More than just words, they define a culture that is student-centered, community-minded, and purpose-driven.

- YES! – We embrace possibilities. At Midland College, "YES" means staying open, curious, and solution-focused - turning challenges into opportunities through creative problem solving.
- STUDENTS – Our mission revolves around student success. Every decision we make centers on empowering students to thrive - academically, professionally, and personally.
- ACT – We lead through action to deliver meaningful results. We move with determination, respond with purpose, and fulfill our mission by doing what is needed - with intentionality, respect, and impact.

Strategic Priorities

- Enrollment. *Continuously increasing our impact by recruiting and serving more students and community members in credit, continuing education, and community programs.*

Midland College will be the first choice of recent high school graduates and GED completers in our service area; the primary resource for employers and community members seeking professional education and workforce development; and the provider of appropriate, well-supported dual credit coursework for area secondary students and quality early childhood instruction for children.

- Student Success. *Leading* the transformational work of student success in order to change the lives of our students, enhance our community, and meet workforce demand.

Midland College will be a place where: student success rates are comparable to those of the highest performing colleges in the country; students have consistently high levels of satisfaction; student services address both academic and non-academic needs; and priority is placed on data democratization and data transparency.

- World Class Technical Training. Building programs and facilities for *workforce preparation reflective of the status, influence, and dynamic needs of the Permian Basin.*

Midland College is a place where: graduates' exceptional training reflects real world competencies; programs and facilities respond to changing employer needs and student demand; and instruction is delivered by highly skilled faculty, enveloped by cutting edge technology, and supported by effective industry advisory committees.

- Collaboration. *Fostering* mutually beneficial partnerships with educational, governmental, business industry, and philanthropic entities.

Midland College will: embrace challenges and opportunities; plan and execute at the highest levels; consistently prioritize partner outcomes; advocate for shared objectives; and serve as convener.

- Community. *Honoring* the longstanding covenant with constituents that encourages and supports their participation in college events and enjoyment of campus resources.

Midland College will be: a place of physical beauty and reflection that nurtures the visual and performing arts; a hub of community programs and activities throughout facilities and grounds; and a space for convening community-wide events and celebrations.

- Workplace Quality. Establishing a *workplace of choice characterized by meaningful work in a collegial atmosphere defined by accountability, mutual respect, professional and personal growth, as well as individual wellness.*

Midland College will have an environment that is: safe, supportive, and adaptive; celebratory of student and employee success and proud of shared accomplishments; supportive of community and professional engagement; and recognizes the value of healthy work life balance, professional growth opportunities for all employees, and competitive compensation.

- Stewardship. *Attend*ing to operational priorities and resource maintenance in a manner that reflects community values and the college mission.

Accreditation

Midland College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate and baccalaureate degrees. Midland College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Midland College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The Midland College Health Information Management associate degree program is accredited by the Commission on Accreditation of Health Informatics & Information Management (CAHIIM).

To contact CAHIIM:

(312) 235-3255
www.cahiim.org

The Midland College Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

To contact CAAHEP:

(727) 210-2350
www.caahep.org

To contact CoAEMSP:

(214) 703-8445
www.coaemsp.org

The Midland College Respiratory Care associate degree program is accredited by the Commission on Accreditation for Respiratory Care (COARC).

To contact COARC:

(817) 283-2835
www.coarc.com

The Midland College Sonography program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).

To contact CAAHEP:

(727) 210-2350
www.caahep.org

To contact JRC-DMS:

(443) 973-3251
www.jrcdms.org

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 office has been designated to handle inquiries regarding the non-discrimination policies:

Title IX Coordinator/Compliance Office
3600 N. Garfield, SSC 129
Midland, TX 79705
(432) 685-4781
title9@midland.edu

For further information on notice of non-discrimination, visit https://www.ed.gov/laws-and-policy/civil-rights-laws/resources or call 1 (800) 421-3481.

Discrimination, Harassment, and Retaliation on the Basis of Sex

Policies DAA, DH, DHB, DIAA, FA, FFDA

Employees shall not engage in discrimination, harassment, or retaliation on the basis of sex, including sexual harassment, sexual assault and other sexual violence, dating violence, domestic violence, or stalking against other employees, prospective employees, former employees, unpaid interns, or students. Employees also may not engage in discrimination, harassment, or retaliation against other persons including board members, vendors, contractors, volunteers, or parents. A substantiated charge will result in disciplinary action up

to and including termination. Processes for reporting prohibited conduct are described below. Other forms of prohibited discrimination, harassment, and retaliation are addressed below in the Discrimination, Harassment, and Retaliation on the Basis of Other Protected Characteristics section.

Employees Who Witness Sex Discrimination, Sexual Harassment, Sexual Assault, Dating Violence, Domestic Violence, or Stalking

All employees who witness or receive information reasonably believed to constitute prohibited discrimination on the basis of sex, including sexual harassment, sexual assault or other sexual violence, dating violence, domestic violence, or stalking against or by another employee or student, regardless of where or when the incident occurred, must promptly report the incidents to the college's Title IX coordinator: [Title IX office, 3600 N. Garfield, SSC 129, Midland, TX 79705, (432) 685-4781, title9@midland.edu]. An employee may also report to the college president. In addition to the report to the Title IX coordinator, a report against the college president must also be made directly to the board of trustees. An employee who knows of or has reasonable cause to believe that child abuse occurred or may occur must also report the employee's knowledge or suspicion to the appropriate authorities, as required by law. See Reporting Suspected Child Abuse, below, for additional information.

Exceptions to the Reporting Requirements

An employee is not required to report information they received as a result of a disclosure made at a college sponsored public awareness event unless the person has the authority to institute corrective measures on behalf of the college. The Title IX regulations obligate the college to act if a person with authority to institute corrective measures on behalf of the college receives notice of an incident. Absent the victim's consent, or unless required by law, a confidential employee, described below, may only disclose the type of incident reported and may not disclose information that would violate a victim's expectation of privacy. An employee is not required to report an incident the employee learned of during the course of the college's review or processing of an incident report or that has been confirmed to have been previously reported.

Victims of Sex Discrimination, Sexual Harassment, Sexual Assault, Dating Violence, Domestic Violence, or Stalking

An employee who is the victim of discrimination on the basis of sex, including sexual harassment, sexual assault or other sexual violence, dating violence, domestic violence, or stalking has the right to report the incident to the college and to receive a prompt and equitable resolution of the report. Allegations may be reported to the employee's immediate supervisor, to the Title IX coordinator or the college president. The employee may also report electronically through the college's website at https://cm.maxient.com/reportingform.php?MidlandCollege&layout_id=1. An electronic report may be submitted anonymously.

Alternatively, the employee may report the incident to a designated confidential employee. A confidential employee is a person who holds a professional license requiring confidentiality, such as a counselor or medical provider, who is supervised by such a person, or who is designated as a confidential employee. An employee who is the victim of a crime has the right to choose whether to report the crime to law enforcement, to be assisted by the college in reporting the crime to law enforcement, or to decline to report the crime to law enforcement. It is important that a victim of prohibited discrimination on the basis of sex, including sexual harassment, sexual assault or other sexual violence, dating violence, domestic violence, or stalking, go to a hospital for treatment and preservation of evidence, if applicable, as soon as practicable after the incident.

Retaliation

The college prohibits retaliation against an employee for the purpose of interfering with a right or privilege under policies DIAA and FFDA; who, in good faith, makes a report or a complaint, serves as a witness, or otherwise participates or refuses to participate in an investigation, proceeding, or hearing regarding an allegation of discrimination on the basis of sex, including sexual harassment, sexual assault or other sexual violence, dating violence, domestic violence, or stalking. This prohibition does not apply to the discipline of an employee who committed, or assists in the commission, of the misconduct.

False Report of Failure to Report

An employee commits an offense if the employee makes a false report or knowingly fails to report such incidents with the intent to harm, deceive, or conceal the incidents. An employee found by the college to have committed one of these offenses will be terminated.

Policies and Procedures

Information on the colleges' policy, procedures, and related materials is available at https://pol.tasb.org/PolicyOnline?key=885. The college's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation, as well as determining if the conduct occurred is available at:

DIAA (LOCAL): https://pol.tasb.org/Policy/Code/885?filter=DIAA

FFDA (LOCAL): https://pol.tasb.org/Policy/Code/885?filter=FFDA

Discrimination, Harassment, and Retaliation on the Basis of Other Protected Characteristics Policies

DAA, DAAA, DH, DHB, DIAB, FA, FFDB

In addition to the prohibition on discrimination, harassment, and retaliation on the basis of sex addressed above, employees shall not engage in discrimination, harassment, or retaliation on the basis of other legally protected characteristics against other employees, prospective

employees, former employees, unpaid interns, or students. Employees also may not engage in prohibited discrimination, harassment, or retaliation against other persons including board members, vendors, contractors, volunteers, or parents. A substantiated charge will result in disciplinary action. Processes for reporting prohibited conduct are described below. This text includes the prohibition of all forms of harassment included in Policy DIAB(LOCAL) and FFDB (LOCAL).

Report of Actions Targeting Employees

An employee who believes the employee or another employee has been discriminated or retaliated against or harassed on the basis of a legally protected characteristic other than sex is encouraged to promptly report such incidents to the employee's supervisor or the college president. An employee is not required to report prohibited conduct to the person alleged to have committed it. If the supervisor is the subject of a complaint, the complaint may be directed to the college president or designee. A complaint against the college president may be made directly to the board.

Report of Actions Targeting Students

Employees who suspect a student may have experienced discrimination, harassment, or retaliation on the basis of a protected characteristic other than sex are obligated to report their concerns to an appropriate college official. All allegations will promptly be investigated. An employee who knows of or has reasonable cause to believe that child abuse occurred or may occur must also report the employee's knowledge or suspicion to the appropriate authorities, as required by law. See Reporting Suspected Child Abuse, below, for additional information

The college's policies that include definitions and procedures for reporting and investigating discrimination, harassment, and retaliation on the basis of a protected characteristic other than sex are available at:

DIAB (LOCAL): https://pol.tasb.org/Policy/Code/885?filter=DIAB

FFDB (LOCAL): https://pol.tasb.org/Policy/Code/885?filter=FFDB

Reporting Suspected Child Abuse

Policies DH, DHB

All employees are required by state law to report any suspected child abuse or neglect, as defined by Texas Family Code §261.001, to a local or state law enforcement agency, the Texas Department of Family and Protective Services (DFPS), or an appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility in which the abuse occurred). An employee who is considered a professional under Texas Family Code §261.101(b) must report child abuse or neglect or indecency with a child if the employee has reasonable cause to believe the conduct occurred or may occur within 48 hours after first suspecting the abuse or neglect. Alleged abuse or neglect involving a person responsible for the care, custody, or welfare of the child (including a day care teacher) must be reported to DFPS. The information

provided here describes the legal requirement that college employees report suspected child abuse or neglect. Employees are also required to make a report if they have reasonable cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child, elderly person, or a person with a disability.

Reports to the DFPS can be made to the Texas Abuse Hotline at 800-252-5400 or, if not urgent, on the web at https://www.txabusehotline.org/Login/Default.aspx. An employee's failure to make the required report may result in prosecution as a Class A misdemeanor. The offense of failure to report by a professional may be a state jail felony if it is shown the individual intended to conceal the abuse or neglect. An employee may not delegate to or rely on another person or administrator to make the report.

Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. The college will not take any adverse action in response to good faith reports of child abuse or neglect or participation in an investigation regarding an allegation of child abuse or neglect. Employees who have reasonable cause to believe that a child has been or may be abused or neglected should also report their concerns to the Title IX coordinator. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the Title IX coordinator before making a report to the appropriate agency. Reporting the concern to the Title IX Coordinator does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation is prohibited.

The college has established a procedure for addressing sexual abuse and other maltreatment of children, which may be accessed at https://cm.maxient.com/reportingform.php?MidlandCollege&layout_id=1w. As an employee, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused or otherwise maltreated. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child.

Maltreatment is defined as abuse or neglect. Anyone who has reasonable cause to believe that a child has been or may be abused or neglected has a legal responsibility under state law for reporting the suspected abuse or neglect to law enforcement or to (DFPS) and follow the procedures described above.

Resources

The following sources of information can be found on the website or via the following links:

- Academic & Exam Calendars
- Catalog
- Campus and Building Maps
- Locations
- Directory
- Organization Chart

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**, **Faculty 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 shall:

1. meet their classes;
2. directly engage individuals and groups of students in all instructional modalities and environments; including dual credit.
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. record and post assignment grades in Canvas within one week of their due date;
10. respond to student communications in a reasonable amount of time, usually within 24 hours;
11. communicate to students the faculty's availability, which is to include 10 posted in-person office hours per week with a minimum of two hours each Friday. For full-time faculty approved to work remotely and those teaching only online courses, 15 posted virtual office hours per week with a minimum of two hours each Friday are required;
12. create learning environments that foster critical thinking;
13. maintain records and comply with college reporting procedures;
14. work to improve student retention and success in their classes;
15. participate in designated college and department student learning assessments;

16. encourage student participation in course evaluations; and
17. 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 shall:

1. continually develop skills to enhance the teaching of a diverse student body;
2. maintain currency of knowledge in their discipline or program;
3. participate in annual goal setting and associated follow-up;
4. clearly document faculty development activities and their relationship to teaching and learning as a component of the annual faculty evaluation process;
5. review and consider student feedback during annual goal setting; and
6. 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 shall:

1. participate in the selection of learning materials;
2. advise students on programs of study and educational resources;
3. participate in the creation and evaluation of instructional courses and programs;
4. honor and support student activities and achievements;
5. communicate scholarship, transfer, workforce, and professional opportunities to students;
6. assist in recruitment of students for the college;
7. attend institutional events, which may include, but are not limited to graduation ceremonies, in-service activities, and/or required meetings as determined by the division dean, Vice President of Instruction (VPI), and/or President.
8. 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 shall:

1. showcase professional knowledge and skills;
2. develop and present scholarly work;
3. participate in professional organizations; and
4. 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 shall:

1. represent the College in the wider community;
2. contribute to the role of the College as a community resource.

Full-Time Faculty

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 should 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.

4. College Engagement Hours

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.

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, three of which are required and two that are optional. The required categories include 1) Teaching and Learning, 2) Faculty Development, and 3) College Engagement. The optional categories include 4) Professional Contributions, and 5) Community Service as outlined in the above "Faculty Roles and Responsibilities" and "Faculty Development."

Faculty evaluations take place in February each year. The Faculty Evaluation cycle spans the entire calendar year, as opposed to the academic year. For example, the evaluation period for the February 2023 evaluation included January 2022 – December 2022.

The Faculty Evaluation process includes the following components:

- **Classroom Teaching Assessment.** All first- and second-year faculty will be required to complete a classroom teaching assessment as part of their annual faculty evaluation process. This is optional for all other faculty, at the discretion of the dean. The classroom teaching assessment should be completed in the fall semester or early in the spring semester. Faculty, in consultation with the dean, can choose from the following Classroom Teaching Assessments to complete: 1) dean observation, 2) peer observation, or 3) teaching demonstration.
- **Faculty Self-Evaluation.** This includes two (2) goals set in consultation with the dean. These goals must fit within one of the five faculty evaluation categories, with one of two goals required to focus on the Teaching & Learning category. The self-evaluation should be completed around the beginning of February each year.
- **Supervisor Evaluation.** After receipt of the faculty's self-evaluation form, supervisors will then complete their supervisor evaluation. This includes ratings and comments in the three required faculty evaluation categories, the two optional faculty evaluation categories, the faculty's goals, and general characteristics such as professionalism and collegiality, interactions with students, and interactions with colleagues. Supervisors are encouraged to meet with their faculty to review the completed supervisor evaluation at

the end of the evaluation process. The supervisor evaluation should be completed before the beginning of March.

- **Faculty Activity Transcript.** Throughout the year, faculty should keep record of any activity relevant to the five faculty evaluation categories. For example, if an instructor attended a TLC faculty development session, they should record that in their Faculty Activity Transcript marked as "Faculty Development." If an instructor publishes an article, they should record that in their Faculty Activity Transcript marked as "Professional Contributions."

The full Faculty Evaluation process, including due dates, descriptions, and available templates, can be found in the Faculty Evaluation Process article in the online MC Knowledgebase.

Student Evaluation of Faculty

Students provide information that is both valid and reliable about an instructor's performance. The College utilizes an online survey system to administer course evaluations. Evaluations are available for student participation for approximately two weeks at the end of each course. Faculty and students are provided instructions via email from the College's Institutional Planning Office. 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.

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 standard enrollment for a classroom section (3-0) shall be 10-35 students. The standard enrollment for an online section (3-0) shall be 10-25 students. The minimum enrollment in classes with an embedded lab (e.g., (2-4)) shall be ten students. Except when otherwise specified by the division dean and Vice President of Instruction, faculty load should have a minimum of fifty (50) students or one hundred fifty (150) student contact hours per week during both fall and spring semesters.

Exceptions to these minimum and maximum enrollments for sections and/or standard load may be made by the Vice President of Instruction on the basis of student need as determined by the following criteria, which includes, but is not limited to:

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. the course is needed for certificate or degree completion within the semester
6. necessary component of an on-going program
7. cohort-based programs
8. courses offered only once every year

B. 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.

C. 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.

D. 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 50 students or 150 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. Non-precepted clinical instruction that requires the instructor to be at the clinical site and supervising students - 1 LEH

2. Science, Health Science, and Career and Technical labs - 0.75 LEH
3. Precepted clinical instruction that involves indirect supervision of students in a clinical setting - 0.5 LEH
4. Practicums – as determined by the division dean
5. KINE, EDUC, ARTS, CSME labs - 0.5 LEH
6. Assisted Learning in a laboratory working with students on a one-to-one basis - 0.5 LEH
7. Applied music instruction - 1 LEH
8. Non-Course based remediation-classroom instruction – 1 LEH
9. Undergraduate Research, 1-4 students - 1 LEH, 5-8 students - 2 LEHs, 9 or more - 3 LEHs
10. In the case of combined classes, LEH is split between the classes

E. The standard load during a fall or spring semester is fifteen (15) LEH. With approval of the division dean, a faculty member may have a load, including teaching and non-teaching assignments, of up to 24 LEH (nine (9) LEH above the standard load). The number of preparations required, the total enrollment in all classes, and the availability of adjuncts shall be considered when granting such approval. Exceptions require a recommendation from the division dean and approval of the Vice President of Instruction, and 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 division dean and approval of the Vice President of Instruction.

F. Teaching during a mini-semester is considered an overload and is compensated as such. The maximum teaching load for a mini-semester is four (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 be assigned, with administrative approval, to teach an additional course during the mini-semester or summer without additional compensation.

J. To compensate for insufficient load, faculty may also be assigned non-teaching duties 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.

Load Calculation and Proration

All course sections, including face-to face, embedded lab, hybrid and online courses, require a minimum enrollment of 10 students. If a course fails to meet this minimum enrollment, the payment for that course must be prorated, unless it meets an exception outlined in the Faculty Handbook.

For full-time faculty members, their faculty load will be determined based on the minimum enrollment of each course section. Unless an exception outlined in the Faculty Handbook is met, full-time faculty must meet the minimum number of enrolled students (10) to receive full Lecture Equivalent Hours (LEH) for that course. If a course does not meet the minimum enrollment, the load for that course will be prorated based on the number of enrolled students when course enrollments are finalized due to non-payment and non-participation drops.

Part-time adjunct faculty must also meet the minimum number of enrolled students (10) to receive full course pay as outlined in the Salary Schedule. For courses that do not meet the minimum enrollment, the pay for that course will be prorated based on the number of enrolled students when course enrollments are finalized due to non-payment and non-participation drops.

Except when otherwise specified by the division dean and Vice President of Instruction, full-time faculty should meet either the minimum number of students (50) or minimum number of contact hours (150) during the fall or spring semester to be eligible for overload pay beyond their standard 15 LEH (Lecture Equivalent Hours).

For faculty on twelve-month contracts, in semesters where the standard teaching load is adjusted (e.g., summer terms or other non-standard sessions), the minimum student count and contact hour requirements for overload eligibility will be prorated accordingly. These prorated minimums are based on a ratio of 10 students and 30 contact hours per 3 LEH. For example, if the standard load for a given semester is 12 LEH, the minimum requirement for overload eligibility would be 40 students or 120 contact hours; if the standard load is 6 LEH, the minimum would be 20 students or 60 contact hours.

If either condition is met, course overload pay will be $825 per LEH. If neither condition is met, a full-time faculty member will not receive course overload pay or additional compensation for exceeding the maximum enrollment in any course.

Per-student overload pay will be calculated per section, at 1/10th of the course cost, as follows:

- For face-to-face courses, overload pay will be provided for each student over the maximum enrollment of 35 when course enrollments are finalized due to non-payment and non-participation drops.

- For online courses, overload pay will be provided for each student over the maximum enrollment of 25 when course enrollments are finalized due to non-payment and non-participation drops.

The maximum per-student overload payment for any course is capped at the full course cost.

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;
10. Oversee labs, if 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, mini and summer 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. 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. FDCs beyond the MQR require evaluation and approval of the department chair (if applicable), division dean, Vice President of Instruction and Executive 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 and for determining equivalent experience for faculty rank, 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, eleven, or twelve-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. FDCs are reported by faculty via a faculty development plan submitted to their supervisor for evaluation and approval.

Recommendations for awarding salary level advancement for the upcoming year must be submitted by April 15. Requests must be approved by the division dean and Vice President of Instruction.

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.

Initial faculty rank is based on a maximum allowable ten years of equivalent experience and cannot exceed the rank of Associate Professor.

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 one or more of the five areas 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 coursework or work experiences earned prior to employment and above the minimum qualification requirements. These FDCs must be approved by the division dean and the Vice President of Instruction.

If the 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 one 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 two FDC;
3. Leadership within a professional organization - up to three FDC.
4. 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).

5. 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).
6. Structured and accredited learning experiences up to one FDC (one contact hour = 1/16th FDC).
7. 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 shall:

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 designated college and department student learning assessments;
15. encourage student participation in course evaluations.

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 Instruction 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.

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 and Core Curriculum 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 Instruction.

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 VPI and communicate VPI 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-23-01.
- 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 VPI for review or further action.
- Committee meetings are governed by Robert's Rules of Order.

Membership Composition

Voting Members shall consist of:

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

Non-Voting Members:

- Provost;
- Vice President of Instruction
- Registrar;
- Chief of Staff;
- Associate Director, Financial Aid-Compliance & Reporting;
- VP, Student Services;
- Associate Vice President, Workforce Education;
- Director, Dual Credit Service Center;
- Dean, Advising & Retention;
- Coordinator, Student Support Services;
- Certification Officer;
- Faculty Senate President

For further information about the Curriculum Committee contact the Vice President of Instruction's office at (432) 685-6493.

Faculty Senate

The Faculty Senate shall serve in an advisory capacity to the College administration on matters brought forth by the MC President and other topics of faculty interest consistent with College policy and applicable law.

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

A student who meets the admission requirements of the college may enroll in a credit course as an audit (non-credit) student during late registration, with the approval of the division dean. An audit student may attend class, but will receive neither a final grade nor credit for the audited course. At the beginning of the course, the student and instructor will mutually determine the degree of participation. Audit students will normally meet the same prerequisites to enroll in a course as a credit student. Audit students are governed by all other class policies and all other policies of Midland College. Audit students are required to pay full tuition and fees, but no late registration fee.

Campus Closures

The College may close campuses because of severe weather, epidemic, or emergency conditions. The College President may choose to pay employees during an emergency closure for which the workdays are not scheduled to be made up at a later date.

In the event of a severe weather closure, the College has Extreme Weather Procedures in place for communicating information quickly.

When it becomes necessary to delay or cancel classes, a notice will be posted on the College's website and the following television stations will be notified:

- Channel 2 (KMID/ABC)
- Channel 7 (KOSA/CBS)
- Channel 9 (KWES/NBC)

Emergencies

All employees should be familiar with the safety procedures for responding to emergencies, including a medical emergency. Employees should locate evacuation diagrams posted in their

work areas and be familiar with shelter in place, lockout, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Fire extinguishers are located throughout all College buildings. Employees should know the location of these devices and procedures for their use.

In the event of an emergency, the College has Emergency Notification Procedures in place for communicating information quickly.

Emergency Notification Methods include:

- Messages posted on the College website
- Emergency Broadcast System
- External Media Advisories
- Emergency Alert (i.e., Chap Alerts, text messages, email, telephone and social media pages)
- College Emails

Library Services

The Midland College Library, which is located on the first floor of the Murray Fasken Learning Resource Center, is a circulating academic library to support transfer and CTE education programs.

While we welcome members of the public to use our space and resources when appropriate, the Library is primarily meant to assist students, faculty, and staff via our physical and electronic resources. We offer 36 desktop and 17 laptop computers for use within the building, which can access our catalog and databases via the Library's page on the MC web site. Further, all computers include Internet access, full MS Office suite applications, and even Respondus Lockdown browser for patrons.

We also offer a range of services for faculty and students including Library instruction (both face-to-face or prerecorded videos), access to a free black-n-white copier/printer, access to study spaces for individual or group work, and library programming through each semester for academic development or relaxation. We also participate in TexShare and Interlibrary Loan programs for all patrons. Finally, we are developing a Reserve section in the library that will be used for class-related support material (ranging from books to study kits) that faculty can leave for students to use within the building.

All Midland College students, faculty, and staff have complete access to the Library's collection by checking out material with their MC or TexShare credentials – physical ID and/or ID number required.

Bookstore

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.

Location: Scharbauer Student Center

Telephone: (432) 685-4546

Website: http://www.midlandcollegebookstore.com

Canvas (Learning Management System)

The College uses Canvas as the primary Learning Management System. Instructors should use Canvas for online courses and 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 databases are completely separate.

Class Rosters

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

Student Attending Class and Not on the Roster

Faculty should refer students attending the class and not listed on the roster to their Pathways advisor for assistance. It is important that the student be 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

Attendance in a face-to-face class or the completion of a participation assignment in an online class before census, is required for students to be marked as participating. 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/Participated. 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 that all census rosters be returned by the stated deadlines. The Financial Aid Office cannot make necessary

adjustments to ensure accurate disbursements of federal funds until faculty have submitted this information. A delay could prevent students from receiving their federal funds.

Students marked non-participating will receive an email, warning them of a potential drop. In this email, they are given 1-2 days to prevent the pending drop.

- If they choose to stay in the class, Federal Financial Aid will not pay for it.
- They are warned that they have already fallen behind, and could fail the course.

Students who do not reply to the email will be dropped from the course with a full refund.

If a student was mistakenly assigned the 9N grade, faculty should notify the Registrar immediately.

The schedule for Census dates is listed below:

Course Length	Census Date
16-weeks	12th Class Day
8-weeks	6th Class Day
Summer Courses (5-6 weeks)	4th Class Day
Mini-Semesters (3-weeks)	2nd 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
- 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 here: Course Syllabi.

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 Dean of Student Life.

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.
- Live Online-Interactive videoconference in which synchronous (live) instruction occurs fully online via Canvas, Teams, or another platform.

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 distance learning professional development, contact the Teaching & Learning Center at tlc@midland.edu or 685-6705.

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.

New Faculty Onboarding

All new full-time faculty are expected to participate in the New Faculty Experience (NFE) program hosted by the Teaching & Learning Center. The New Faculty Experience orients and equips new faculty with the tools, resources, and knowledge necessary to be successful at Midland College, introducing them to general institutional knowledge, available student programs and support, and opportunities for faculty professional development.

The NFE process is multi-faceted and includes:

1. Participation in a 1.5-day New Faculty Experience orientation, during which new faculty will meet key campus leaders and colleagues, establishing connections with individuals who can provide guidance and support as they transition into their roles.
2. Scheduled meetings with the Human Resources and Information Technology departments to ensure new faculty have completed all necessary requirements prior to the start of the semester.
3. A new employee checklist.
4. A Midland College SharePoint site focused on resources for new faculty.

Topics and competencies covered through the NFE include, but are not limited to, support with the learning management system (Canvas), navigating course rosters and My MC Portal, lesson planning, classroom management, instructional technology, faculty evaluation, and student engagement strategies.

The NFE is an important introduction to the valuable resources and support available for enhancing the integration of all new faculty at Midland College. It allows faculty to establish crucial touchpoints with TLC staff, faculty colleagues from across campus, and support services for faculty and students.

Faculty are encouraged to maintain ongoing communication with TLC staff and faculty colleagues, particularly those met during the NFE, until they feel confident in their roles and knowledgeable about required processes, procedures, and available resources. For more information on the New Faculty Experience program, contact the Teaching & Learning Center at tlc@midland.edu or (432) 685-6705.

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. The Final Exam Schedule applies to 16-week classes. Final exams for 8-week classes should be given on the Wednesday or Thursday during the last week of the term. In the event of a schedule conflict, faculty are expected to make reasonable accommodations for the student.

Final 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 deadlines 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 division dean or department chair. Final approval must be given by the division dean.

Textbooks Selection and Changes

Midland College is committed to providing students with no-cost or low-cost textbooks and instructional materials. The effective use of peer-reviewed Open Educational Resources (OER) reduces the financial burden on students, promotes equitable access to education, and empowers faculty to continually adapt and customize curricula and instructional materials to support student learning. When appropriate OER materials are unavailable or do not adequately support course learning outcomes, faculty should make every reasonable effort to select instructional materials that provide the greatest educational value while minimizing costs to students.

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 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 provide a rationale 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.

Student 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

For guidelines regarding intellectual property rights, consult the board policy manual 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 Testing Services as a makeup test site. Once the student and instructor coordinate the make-up exam parameters, the instructor provides an exam or password to Testing Services 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. For more information, go to: https://www.midland.edu/enrollment-aid/testing-services.php.

Parking

Any vehicle parked on College property must be registered with the Midland College Police department and display a valid parking permit on the vehicle. A vehicle registration permit may be obtained at the Midland College Police department located in the Scharbauer Student Center. Employees must provide a license plate number for the vehicle being registered along with a valid driver license number.

Employees are required to park in the areas designated by the College issued parking permit. Restricted parking areas are clearly marked and employees are prohibited from parking in areas reserved for visitors, no parking areas, marked fire lanes, areas reserved for the disabled, or any area not specifically designed for vehicle parking.

All questions regarding parking should be directed to the Midland College Police Department.

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)
- Enter 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) affords 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 division 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 Instruction 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*.

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 Vice President of

Instruction 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 Vice President of Instruction 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 Instruction before any deposits or other monies can be collected from participants.