



Glen Oaks

COMMUNITY COLLEGE

Faculty Handbook & Academic Policies and Procedures



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Dear Glen Oaks Faculty,

Thank you for choosing to be a faculty member at Glen Oaks Community College where together we transform lives and advance communities. The work that you do is critical and if it weren't for you and our classes, Glen Oaks would not exist. Whether you teach on campus, online, or at an alternate location, you provide access and equity to students of any age and background. What you do is important, and how you do it is even more important.

We rely on you to embrace the fact that we are a community college and to build a community of learners in each of your classes. Engaging students with our curriculum is certainly the first step, but engaging learners to develop a community in your classes is next. As we all move forward to learn and grow, I thank you for taking the time to purposefully construct engaging learning activities that challenge and inspire our students. Remember, there are two important elements to education – the inputs and the outputs. As we see with the Higher Learning Commission's criteria for accreditation, teaching alone does not complete the full picture of what we do. We must continuously assess our effectiveness and make changes as warranted by student data to ensure we are meeting the needs of our learners and truly fulfilling our promises.

Whether you have been at Glen Oaks for a few weeks or several decades, I appreciate you and thank you for your commitment to making Glen Oaks the premier educational destination for our students. Please review this handbook carefully and reach out to me or your Academics Office at any time with questions, suggestions, or general feedback:

- Email: academics@glenoaks.edu
- Dawn Wood, Executive Assistant to the VP: dwood@glenoaks.edu, (269) 294- 4220
- Clarice Green, Assistant to the Vice President of Academics/Faculty: cgreen@glenoaks.edu, (269) 294-42

Thank you,

A handwritten signature in black ink, appearing to read "Adam L. Cloutier".

Adam L. Cloutier, Ed.D.
Vice President of Academics



Institutional Mission, Vision, Values

The mission, vision, and values drive who we are, what we do, and what we aspire to accomplish. These three form the foundation for all academic things and help us advance what we do in the classroom and for our community.

Vision

Transforming Lives and Advancing Communities

Mission

The mission of Glen Oaks Community College is to provide opportunities for academic and lifelong success through excellence in teaching and comprehensive support services that meet our community's diverse educational needs.

Values

"Glen Oaks CARES"

The core values guiding Glen Oaks Community College's internal and external interactions:

- **Communication and Civility:** Glen Oaks values the open and responsible exchange of ideas. We uphold the importance of interacting in ways that demonstrate caring, civility, and respect while encouraging improved models for using technology to connect and improve the linkages among individuals and groups.
- **Access and Academic Success:** Glen Oaks values having an open door to all students and believes that appropriate support is vital to the success of all students. Holding students and ourselves to high expectations, we celebrate learning within an educationally transformative environment: one that embraces diverse perspectives and creates meaningful connections between students, faculty, and student affairs professionals.
- **Responsiveness and Service:** Glen Oaks values targeted actions to address area needs and internal needs within available resources. Recognizing that existing needs change dynamically, we value the role of the college in helping our communities prepare for the future as they develop, succeed, and prosper.
- **Ethical Conduct and Transparency:** Glen Oaks values acting on the basis of mutual respect. We hold ourselves accountable to the communities we serve and seek to model integrity in all we do. Information related to the college and its performance is understood as public and is made accessible and transparent.
- **Sustainability and Stewardship:** Glen Oaks values habits and skills to improve our ability to acquire, develop, use, and manage resources to sustain the college's mission. We exercise appropriate control over the college's human, financial, academic, support services, and physical plant as essential to effective public stewardship.

POLICY AUTHORITIES

The policies and procedures for the Academics Division presented in this handbook derive from authoritative sources including:

- Collective bargaining agreements (CBA) for the [Faculty Senate \(SMEA\)](#) and [GOSSE](#) units.
- GOCC Board of Trustees Policies, available by request from the President's Office.
- The [GOCC Employee Handbook](#) is maintained by the Human Resources department.
- Applicable legal and regulatory requirements of local, state, and federal government units

Faculty and staff are urged to become familiar with Board of Trustees policies, the Employee Handbook, and the collective bargaining agreement(s) that are relevant to their area of responsibility.

Whenever there are discrepancies between this Handbook and legal, regulatory, collective bargaining, Board of Trustees, and Human Resources authorities, the appropriate authoritative documents take precedence over this Handbook.

INSTRUCTIONAL INFORMATION AND SUPPORT

Support Personnel/Departments

The Academics Office is in the Administrative Office within the A-building. The phone number is 269-294-4303 and the office's email is academics@glenoaks.edu. Office hours are 8:00 am – 4:00 pm Monday – Friday in the Fall and Winter semesters and 7:00 am – 5:00 pm Monday – Thursday in the Summer semester. The following support personnel are here to support you and our learners:

- Emergency: Call 911
- Campus Safety or Maintenance Issue:
 - Maintenance Barn: highly important - call 269.294.4227; can be addressed within 24-hours submit a [help desk ticket](#) or email helpdesk@glenoaks.edu
 - Director of Buildings and Grounds & Public Safety Director, Larry Diekman, ldiekman@glenoaks.edu, 269.294.4312
- Classroom Technology Issue: call x313 or x314 from the classroom
 - IT Support Specialist, Christian Monsivaes, cmonsivaes640@glenoaks.edu, 269.294.4313
 - Network Administrator, Robert Stuck, rstuck@glenoaks.edu, 269.294.4314
- Other Technology Issues
 - Help Desk, C331: submit a [help desk ticket](#) or email helpdesk@glenoaks.edu
 - Resources: Canvas, classroom technology, email, myGOCC, Simple Syllabus, Watermark,
- Academic Coordinators: The following faculty members can assist with items including technology, assessment, and curriculum:
 - Adjuncts and Instructional Support, Dr. Ren Hartung, rhartung@glenoaks.edu, 269.294.4349, G212
 - Program Assessment and Review, Dr. Rebecca Burch, rburch@glenoaks.edu, 269.294.4339, D253
 - Curriculum Improvement and Implementation, Michael Sandelin, msandelin@glenoaks.edu, 269.294.4350, G213
 - Note: It is highly encouraged that all new faculty review the content in the [Faculty Resources Canvas course](#) as it provides useful information about teaching and learning,

active learning, FERPA, faculty support, policies and procedures, assessment, professional development, Etrieve, Simple Syllabus, the Learning Commons, Student Services, maintenance, and security.

- Anne Fries:
 - Executive Assistant to the Dean of Health Sciences, (269) 294-4333, afries@glenoaks.edu, D255
 - Resources: clinical rotation site information, lab supply orders, student requirements for clinical rotations
- Clarice Green:
 - Assistant to the Vice President of Academics/Faculty, (269) 294-4303, cgreen@glenoaks.edu, Administrative Office
 - Resources: class cancellation notifications, course masters, fieldtrip scheduling, internships, office and classroom supplies, room reservations, syllabi, textbooks, Watermark
- Dawn Wood:
 - Administrative Assistant to the Vice President of Academics, (269) 294-4220, dwood@glenoaks.edu, A29
 - Resources: booking and scheduling conferences and travel, pay calculations and reports, room reservations, scheduling appointments with the VP of Academics, teaching schedules
- [Learning Commons](#):
 - (269) 294-4295, learningcommons@glenoaks.edu, first level of the E-building
 - Resources: library resources, makeup testing, tutoring, library instruction
- Christina Steele: Director of Allied Health, (269) 294-4332, csteele@glenoaks.edu, D244
- Sara Birch: Dean of Health and Natural Sciences, (269) 294-4287, sbirch@glenoaks.edu, D255
- Lanre Ajayi: Dean of Advanced Technologies and Public Services, (269) 294-4354, lajayi336@glenoaks.edu, A33
- Dr. Adam L. Cloutier: Vice President of Academics, (269) 294-4250, acloutier@glenoaks.edu, A31

Faculty Expectations

While not exhaustive and certainly not a replacement for common sense, the following items are expected of all faculty:

1. Syllabi: Complete your syllabi before the start of the semester and share it with your class(es) on or before the first day of the semester.
2. Office hours: Publish office hours in your syllabi, on your office door, and on your Google Calendar.
3. Attendance: Take attendance daily in the first two weeks and submit it in Watermark as directed by Registration/Financial Aid.
4. Assessment:
 - a. Complete assessment plans on time.
 - b. Submit assessment data on time.
 - c. Make improvements to your courses based on student data.
5. Grades: Submit grades on time.

6. Extra Credit: While faculty have academic freedom, you should have clear expectations detailed in your syllabi and it should be planned in the semester and not just at the end of the semester as this would erode the integrity of what we do and who we are.
7. Late Work: You have the freedom to accept it or not, but it should be outlined in the syllabus and enforced. While flexibility is nice, allowing students to do all the work in the 14th week is not acceptable.
8. Emails: Reply to emails within 48 hours except for holidays, breaks, and weekends.
9. Participation: Attend graduation and actively participate in shared governance, faculty forums, and in-services.
10. Feedback:
 - a. Assignment Feedback should have substance and be within one week.
 - b. Discussion Feedback should also have substance and be provided within one week.
11. Actively support student success or departments positioned to support students – including the utilization of Watermark so that other GOCC professionals can do their jobs.
12. Report absences in advance or as soon as possible.
13. Wear pants to class ... actually, this is a joke based on a conversation with a faculty member. However, what is expected is that faculty will dress in a manner representative of their field, and that reflects professionalism for them and the college.

Mailboxes

Mailboxes are in the Administrative Office (A27). Faculty are issued mailboxes labeled with the individual faculty member's name. Adjunct faculty only teaching online are not issued a mailbox; however, the Assistant to the Vice President of Academics/Faculty will inform online teaching faculty when we receive mail for them and the best way to receive it. Contact the Assistant to the Vice President of Academics/Faculty with questions about campus mailboxes.

All faculty are advised to check their mailbox each time they are on campus since official communications may be sent via physical mail. Part-time faculty only teaching online courses are encouraged to visit the campus every one to two weeks to retrieve physical mail. If this is not possible because you reside a considerable distance from the campus, contact the Assistant to the Vice President of Academics/Faculty to explore alternative options for your mail including the mail being scanned or possibly sent to your home.

Please note that it is unacceptable for faculty to leave papers or exams in their mailbox for students to pick up. This may be a violation of the students' right to privacy and create security problems. Also, faculty should not instruct an entire class to leave their papers with an academic assistant, nor should valuables (including textbooks) be left in the college mailbox.

Email

Google is the official email platform for the college. For help setting up your account or changing your password, contact the [Help Desk](#). It is expected that you will regularly check your Glen Oaks email account as a good amount of college communication occurs via email and that students are directed to contact their instructor(s) with questions or concerns. Employee email addresses (and office phone numbers) are available in the [Glen Oaks directory](#) online.

Telephone/Voicemail

Full-time faculty may be contacted via phone by calling their direct extension numbers on campus. Employee email addresses and office phone numbers are available in the [Glen Oaks directory](#). Voice messages may be left for faculty members through the voicemail phone system. For assistance with setting up and managing voice mailboxes, please contact the [Help Desk](#).

Messages may be left for part-time faculty through academic administrative assistants. Part-time faculty may call the office assistants on nonscheduled days to retrieve messages.

Absence Reporting Hotline

If you need to miss class for any reason, contact the Absence Reporting Hotline (269-294-4299) to report your absence. If it is an emergency, call 911 or address the emergency and then report the absence as soon as possible. Faculty with a scheduled absence or personal day should contact the respective dean to discuss student achievement in the class, student learning outcomes, and possible alternative solutions including substitutes.

Faculty Office Areas

Full-time faculty are assigned offices and are expected to hold office hours in their offices unless alternate plans are approved by the appropriate academic dean. In addition, the following workspaces on campus are available for part-time faculty to hold office hours, work, and collaborate:

- F452: This is a faculty/staff lounge. It contains a large conference table and chairs, a refrigerator/freezer, a microwave, a water cooler, and a sink. There is a copy machine nearby.
- G118: This is a faculty/staff lounge. It contains a small conference table, whiteboard, phone, sink, water cooler, and Keurig (bring your own K-cups). There is a copy machine nearby.
- Learning Commons: There are multiple study rooms that can be reserved for office hours or a location in which to work. [Contact the Learning Commons](#) for details on how to reserve space.

Emergency Operations Procedures

In case of an emergency, call 911 immediately. In addition, it is the responsibility of each instructor to become familiar with emergency procedures found in the [Emergency Operations Plan \(EOP\)](#). All faculty are presented with the College's public and internal EOP procedures upon hire or when plans are updated. If you have misplaced your copy, please contact the Assistant to the Vice President of Academics/Faculty to obtain a new copy. Furthermore, faculty should:

- Be familiar with exits to the building(s) in which they teach.
- Communicate safety procedures to students at the beginning of each semester.

Supplies

Basic instructional and office supplies are stocked in the vice president's office supply cabinets in the administration office suite in the A-building. If you need specific supplies, ask the Assistant to the VPA/Faculty for assistance. Limited supplies are also available in the copy/supply room in the F-wing (F458) and the part-time faculty offices in D402.

Copy Rooms

Copy Rooms are available in the Administrative Wing, 4th Floor of the E and F wings, 2nd Floor of the D-wing and the G-wing.

Oak Store (Bookstore)

[The Oak Store](#) is the College's bookstore. In addition to textbooks, the Oak Store sells merchandise, snacks, and supplies. Faculty can obtain classroom supplies and textbooks from the Assistant to the Vice President of Academics/Faculty and should work with the Assistant to the Vice President of Academics/Faculty according to the academic textbook selection process to procure class materials per federal regulations.

Locks/Keys

Keys to locks for classrooms and offices and codes to classroom keypads are issued by Human Resources. If you need a key or code access to a classroom, laboratory, preparation area, or computer classroom, please contact your academic dean for approval. Do not, under any circumstance, give code combinations to a student or anyone you do not know for certain is a part-time faculty member.

Parking

Parking on campus is free. The College has employee parking near the front of the main parking lot just west of the A-building. There are also some faculty/staff parking reserved spaces near the E/F-building around the auto and welding labs and next to Schueler Court and the maintenance buildings. Handicap employee parking can be found in all these locations as well as just outside the Dresser Business Development Center and next to the student suites.

Teaching in a High School

Glen Oaks partners with multiple high schools in the county and in neighboring counties. These partnerships provide access to a college education and equity to students who in many cases would not have these opportunities without these partnerships. Faculty teaching at another location are representatives of the College while there and are expected to adhere to all College and site-specific policies and procedures. Just like on the main campus, classrooms should be left as they are found with the board erased, technology turned off, and the instructor station clear and clean of papers.

Faculty must meet with their classes for the full duration of the scheduled class. If an absence is necessary and known and approved in advance, the instructor should communicate class cancellation or substitute details with the high school and the students. As a reminder, faculty should consult their dean before considering substitutes, canceling classes, or when a request to start late or end early is necessary.

High School Contacts

In the event of an emergency, contact 911. For other needs, contact the main office, principal, your dean, or the Vice President of Academics. It is recommended that you program contacts into your cell phone for all locations in which you are teaching.

High School	Main Office	Guidance Counselor	Email Address	Principal
Bronson	517-369-3230	Haley Houtz Megan Furney	houtzh@bronsonschoools.org furneym@bronsonschoools.org	Mike Miller
Burr Oak	269-489-2213	Kathy Smith	ksmith@burroakcs.org	Kristina Owens

High School	Main Office	Guidance Counselor	Email Address	Principal
Centreville	269-467-5210	Valerie Roe	vroe@cpschools.org	Allen Meyer
Colon	269-432-3231	Sonia Kevnick	sokevnick@colonschools.org	Jenny Wielenga
Constantine	269-435-8920	Sara Russell	srussell@constps.org	Darrin Vandenberg
Edwardsburg	269-663-1044	Leslie Ostrander	lostrander@goeddie.com	Ryan Markel
Gull Lake	269-548-3500	Kelly Quartermaine	kquartermaine@gulllakecs.org	Don Eastman
Mendon	269-496-8491	Leigh Ann Hagenbuch	lhagenbuch@mendonschools.org	Robert Kretschman
Sturgis	269-659-1515	Mari Campbell Courtney Patrick	mcampbell@sturgisps.org cpatrick@sturgisps.org	Nick Herblet
Three Rivers	269-279-1120	Diana Weed Alex Edlund	dweed@trschoools.org aedlund@trschoools.org	Carrie Balk
White Pigeon	269-483-7679	Pam Shenk	pshenk@wpcschools.org	Todd Reynolds
Union City	517-741-8561	Stacy Guertler	sguertler@unioncityschools.org	Amber Case

Preparing to Teach in a High School

Teaching in a high school can be extremely rewarding. While your class must be the same in quality and aligned with Glen Oaks student learning outcomes and expectations, the environment is different, and you'll often have to adapt. For example, high schools follow bell schedules and it's common for bells or announcements to go off or be made while you are teaching. Furthermore, each district has its policies and procedures that could conflict with what you'd like to do or use in class (an example is downloading programs to student-issued Chromebooks). Hence, the following suggestions are to help you prepare for a successful first day of class:

- Review the district's calendar as a location may be closed on specific days (holidays, testing, etc.), and adjust your syllabus and instructional timeline accordingly.
 - [Bronson](#)
 - [Centreville](#)
 - [Colon](#)
 - [Constantine](#)
 - [Edwardsburg](#)
 - [Mendon](#)
 - [Sturgis](#)
 - [Three Rivers](#)
 - [White Pigeon](#)
 - [Union City](#)

Note: calendars don't reflect pep assemblies, inclement weather days, etc. While changes to a schedule are encouraged to be communicated as soon as possible, sometimes changes occur quickly. Hence, it is important to build flexibility into your instruction calendars to account for the unexpected and to consider using Canvas for online assignments and learning as needed.

- Email the principal and guidance counselor to:
 - Introduce yourself.
 - Ask about the process to "check in" and gain entrance.
 - Ask about classroom details including location, computer access, etc.

3. Share the following with the principal, guidance counselor, Anita, and Claudia:
 - a. Class technology requirements (Canvas, YouTube, Respondus Lockdown Browser, etc.).
 - b. Syllabus and instructional timeline

In summary, communication is important and can help you and your students be successful from the start of the semester. For help with any of these items, please contact your dean or the Vice President of Academics (VPA).

Classrooms

Before each semester, classroom assignments are predetermined according to availability and need. For safety and security, classrooms cannot be changed unless circumstances require your class to be moved. In such cases, the college will inform you of the move. Please contact your dean if you want to change a classroom assignment for your class. You may not move your class to another room without the permission of your dean.

Please erase the board after your class.

Artificial Intelligence

The world of education continues to change. One example of this is the growing popularity of artificial intelligence (AI). While AI can be scary, it can also be extremely useful for faculty and students. And since the future will likely include more and more AI, faculty are encouraged to research and use AI in their classes. Relatedly, the Curriculum Committee has adopted instructional policies for AI and encourages faculty to add section-specific AI policies to their syllabus. **Note:** there is a textbox in Simple Syllabus for you to add your section-specific AI policy.

Plagiarism Detection Software

Turnitin is a widely used software designed to detect similarities between student work and various sources available online and in academic databases. When you create assignments in Canvas, you have the option to utilize Turnitin's plagiarism review feature. Here's are steps to use Turnitin for your assignments:

1. Create Your Assignment: As you set up a new assignment in Canvas, navigate to the assignment settings.
2. Select Turnitin: Look for the "Plagiarism Review" option. You can select Turnitin from this dropdown menu.
3. Save Your Settings: Make sure to save your changes before finalizing the assignment.

Please note that Turnitin must be enabled during the creation of the assignment; it cannot be added retrospectively to existing assignments.

If you have any questions or need assistance with using Turnitin, contact the Learning Commons (learningcommons@glenoaks.edu). They are available to support you with any inquiries you might have.

Waitlist

Prior to the start of a semester, if a course fills, a waitlist option will automatically activate. Students who want to register for the section will be added to the waitlist and will be notified when an open seat becomes available. The student in the first waitlist position will receive an email and have 24 hours to go

online and add the class. The seat will remain open for that student during the 24 period from the time/day the email was sent. If the student fails to register during the 24 hours, the next student on the list will be notified and have 24 hours to register. **No instructor overrides will be permitted while the waitlist is being used.** Waitlists will end after the class starts.

Overrides

After the start of a semester, if a class you are teaching is full and a student asks you for permission to be added to your class, you may approve an override to the official class limit. It is your choice to allow a student to override the official class limit; however, you must do it on a first come first served basis to avoid any discrimination issues.

Course Masters

Course masters are the official documents that detail the approved course details including the description, requisites, credit and contact hours, common course outcomes (student learning outcomes), and any other requirements of a course (assignments, grading scale, etc.). Course masters are reviewed on a five-year cycle per the Curriculum Committee processes. As commonly occurs, it is necessary to make changes to a course master. Faculty can initiate this process by creating and submitting an update to the specific course master in Etrieve. For assistance, contact the Coordinator of Curriculum Implementation and Improvement or the Executive Director of Academic Records and Registrar. Course masters set the curricula foundation for all GOCC courses no matter the delivery method or modality.

Syllabus Preparation and Use

Syllabi are created and stored in Simple Syllabus. Simple Syllabus is a platform linked with other GOCC systems that automatically retrieves course information directly from the appropriate course master. Faculty should prepare syllabi in advance of the semester in Simple Syllabus and add specific details related to classroom activities and assignments, the grading structure, the instructional plan/timeline, and specifics related to instructor/section specific policies including plagiarism, late work, missed classes. For assistance with Simple Syllabus, contact the Coordinator of Adjuncts and Instructional Support.

Final Exams

Final exams, papers, projects, etc. should be given in the last week of the semester. It is expected that all classes meet during the final week of the semester in accordance with class seat time and federal compliance. Faculty have the freedom to develop final assessments that reflect their pedagogical approaches and align with the student learning outcomes for each class taught.

Class Records

Midterm and final grades must be submitted through the College's learning management system (Canvas). For assistance, contact the Coordinator of Adjuncts and Instructional Support. In addition, all faculty are expected to keep grades in Canvas and the College retains class records for at least five years in accordance with Board Policy and in the case of a grade appeal or mistake.

Independent Study Teaching Expectations

Independent study classes are sections that have three students or less. While these courses are modifications of previously scheduled online or face-to-face classes, they require work on both the

instructor and students to deliver and achieve the student learning outcomes for the course. These courses are not correspondence courses, but rather involve the instructor meeting with students periodically to deliver instruction and interact with students to ensure they are on track for successful completion. All independent study classes must utilize the college's Learning Management System (Canvas) for assignments or assignment submission, announcements, and grading. Furthermore, it is expected that instruction will primarily occur in the LMS, and that faculty will connect with students at least every three weeks until the end of the semester.

Disability Support Service and Student Accommodations

If a student in your class has a documented disability, and has requested accommodations, you will receive a DSS Accommodation Eligibility Notification via Etrieve form. You should review the form and approve it. If you have questions about the form and the content, contact Amber Gerth, GOCC's [Student Disability Coordinator](#). If a student approaches you with an undocumented disability, you should refer them to the [Student Disability Coordinator](#).

Copyright

Faculty are required to follow the College's [Acceptable Use Policy](#). For questions about or assistance with copyright materials, contact the Learning Commons (learningcommons@glenoaks.edu).

EMPLOYMENT POLICIES

Types of Instructional Personnel

A full-time faculty member is a bargaining unit member who is properly credentialed to teach credit-bearing courses, may be assigned as instructor of record for credit-bearing courses, is represented by the GOCC Faculty Senate, and teaches loads of 30 contact hours per year. Full-time faculty employment is governed by the Faculty Senate collective bargaining agreement.

An annual faculty member is a part-time, properly credentialed, non-bargaining unit salaried instructional employee teaching credit-bearing courses. The annual faculty member assigned as the instructor of record for credit-bearing courses, is contracted directly by the College, and teaches loads of 26-29 contact hours per year.

An adjunct instructor is a part-time, non-bargaining unit instructional personnel who may be assigned to teach at least one section of credit-bearing courses as the instructor of record during the academic year, limited to 29 contact hours per year of teaching assignments, and may be contracted directly by the College or through a staffing agency (currently EduStaff). Adjuncts who are MPSERS retirees, are vested in a MPSERS retirement plan, or are employed in a regular staff role at the College are contracted directly by GOCC.

An instructional assistant is a part-time, non-bargaining unit instructional employee who may or may not be properly credentialed to qualify to teach credit-bearing courses, is not assigned as an instructor of record for credit-bearing courses at GOCC in their role as lab assistant, assists faculty and/or students in the instructional process, and may be contracted directly by the College or through a staffing agency (currently EduStaff).

Faculty Credentialing and Qualifications

GOCC fully adheres to the [Higher Learning Commission \(HLC\) Assumed Practice B.2.](#) for faculty qualifications. The College verifies faculty qualifications on a course-by-course basis through the evaluation of appropriate credentials and tested experience to ensure quality learning experiences for students, while recognizing these qualifications may differ depending on the type of coursework. Only academic degrees and certificates granted from regionally accredited institutions recognized by the U.S. Department of Education will be considered. Official transcripts and other credentialing documents must be on file.

1. For General Education or Other Non-Occupational Courses

GOCC requires all general education or non-occupational faculty to have either achieved academic credentials or is making progress toward academic credentials for the courses/disciplines in which they teach.

Academic Credentials

“Achievement of academic credentials means that an instructor possesses an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees. In terminal degree programs, an instructor possesses the same level of degree.

“In the context of general education courses, or other non-occupational courses, achievement of academic credentials typically means that an instructor holds a master’s degree or higher. Generally, this degree is in the discipline or subfield in which the instructor is teaching. If an instructor holds the degree in a discipline or subfield other than that in which they are teaching, the individual has completed a reasonable amount of coursework in the discipline or subfield in which they teach, as defined by the institution” (HLC, Institutional Policies and Procedures for Determining Faculty Qualifications).

Progress toward academic credentials

“Progress toward academic credentials means demonstrable, current, and consistent progress toward the academic credential(s) deemed relevant by the institution for an instructor to be qualified. It is expected that an instructor who is qualified as a result of progress toward academic credentials will not permanently be qualified on that basis; rather, the instructor will eventually be qualified on another basis” (HLC, Institutional Policies and Procedures for Determining Faculty Qualifications).

Faculty desiring to be approved based on “progress toward academic credentials” must submit a plan for review by the department and the Chief Academic Officer. If approved, the instructor will be qualified to teach for that specific academic year. If satisfactory progress towards 18 graduate credit hours continues, the instructor will remain approved based on “progress toward academic credentials.” If satisfactory progress is not made, the instructor will no longer be approved.

In summary, faculty teaching GOCC courses that may transfer to a bachelor’s degree program must:

- a. Hold a master’s degree or higher in the primary discipline or subfield of the course(s) they teach.
 - b. Hold a master’s degree in another discipline and have earned 18 or more graduate credit hours in the discipline in which they would like to teach.
 - c. Hold a master’s degree in another discipline, is working towards 18 graduate credit hours in the discipline in which they would like to teach, and has an approved progress towards academic credentials plan.
2. For Occupational Courses

Faculty teaching in career and technical education college-level certificate and occupational associate’s degree programs should hold a bachelor’s degree in the field and/or a combination of education and equivalent experience. “Equivalent experience means experience that is commensurate with achievement of academic credentials such that it qualifies an instructor for the instruction. This could include through a minimum threshold of experience; research and/or scholarship; recognized achievement; and/or other activities and factors” (HLC, Institutional Policies and Procedures for Determining Faculty Qualifications). Equivalent experience varies by discipline and is determined or reviewed on a course-by-course basis. Previous years of instruction do not constitute equivalent experience.

In addition, all faculty members teaching in programs approved for Perkins funding must have a minimum of 4,000 hours of paid, recent (last 10 years) and relevant, non-teaching work experience in the relevant field. Additional academic degrees, licenses, and/or certifications may be required per program accreditation and industry standards.

3. Credentialing Documentation Procedure
- Candidates for faculty positions ensure that all documentation used to qualify them to teach is submitted to Human Resources. Failure to provide documentation in a timely manner, or falsification or misrepresentation of credentials, may result in withdrawal of teaching assignments and termination. Credential documents must be on file with Human Resources prior to the start of the teaching assignment and are maintained in the faculty member’s permanent electronic personnel file.

Documentation Requirements

- Transcripts: Faculty members must submit all official transcripts of academic coursework and degrees to the Human Resources Office. Faculty members who have completed college or university coursework outside of the United States must obtain a complete evaluation of their foreign transcripts from a certified third-party evaluation agency recognized by either the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE). Official transcripts and equivalency evaluations will be maintained in the employee’s electronic personnel file.
- Related Work Experience for Qualifying Under Tested Experience: References regarding the faculty member’s work experience—will be accepted for review and consideration. If the faculty member is self-employed, letters of reference should be obtained from

one or more clients who can verify the nature and scope of the work performed by the faculty member. Other documents such as state sales tax documents, assumed name certificates filed with the county clerk's office, or published articles referencing the faculty member's work experience may also be accepted for review.

- Non-Teaching Work Experience for Perkins Approved Program Faculty: Instructors teaching in programs approved for Perkins funding must have a minimum of 4,000 hours of paid, recent (last 10 years) and relevant, non-teaching work experience in the relevant field. A current resume with sufficient detail to document relevant experience is required.
- Other Documents: If a professional licensure, certification, award, or other demonstrated competencies and achievements are used to qualify a faculty member to teach in a related field, official copies must be included in the faculty member's permanent personnel file. If licensures and/or certifications have expiration dates and are used to qualify a faculty member, a copy of the new documents must be forwarded to the Human Resources Office each time a renewal is received for inclusion in the faculty member's permanent personnel file.

Absences and Leave Time

1. Full-Time Employees

Absences and leave time for full-time faculty is governed by the [Faculty Senate \(SMEA\)](#) collective bargaining agreement. As articulated via email in 2015 and again in November 2022:

According to the faculty contract article VIII.A., "paid sick leave may be used in minimum increments of one-half day (4-hours)." Here is the clarification for how time is charged:

Intermittent sick leave:

- Teach none of a day scheduled to teach: 8 hours charged
- Teach part of a day scheduled to teach, but miss some: 4 hours charged

Examples: A faculty member is scheduled to teach ...

- Classes from 8-10, 12-2, and 6-8. They teach the 8-10 and 12-2 classes but misses the 6-8 class. They are charged for 4 hours.
- Only an 8-10 class and misses that class. They are charged for 8 hours.
- Classes from 8-10, 10-12, 2-4, and 6-10. They misses all of those classes for that day. They are charged for 8 hours.

Four comments:

- a. The language above is from a 2015 clarification email between HR and union leadership. While it focuses on teaching, the same applies to office hours.
- b. As we discussed during a former faculty forum, for classes taught at a high school, the instructor must notify the high school office. The contact information is in this handbook.

- c. Faculty should be reporting canceled classes and office hours. If you are canceling class(es) or office hours, please call the absence reporting line (269-294-4299) as soon as possible so that we can inform students.
 - d. Covid and the need/ability to be flexible are not lost on academic leadership. Deans and the VPA are open to suggestions on case-by-case scenarios discussed and mutually agreed upon in advance for shifting classes and office hours "online" or making up office hours on a different day that week. As communication is key, just email as early as possible.
2. Adjunct Instructors and Annual Faculty
- An adjunct instructor may be absent from one (1) class session per semester due to illness without loss of compensation. The instructor is responsible for adjusting the course syllabus to cover the course content missed by students. Annual faculty are allowed nine (9) sick days per academic year.

The appropriate academic dean or the VPA must approve arrangements for substitutes and/or making up time missed. If more than one (1) class session per semester is missed due to illness or good cause, the instructor will submit a plan via email to the appropriate academic dean or the VPA to make up class time. The plan is subject to approval of the VPA or dean; if not approved, a reduction in compensation will occur.

Class Session Cancellations

When it is imperative to cancel a class session, the instructor must notify the college by 3:00 pm to cancel an evening class and by 7:30 a.m. to cancel a day class. If another available instructor or substitute could cover the class, the instructor must receive approval of the substitute from the VPA, or the appropriate dean.

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Cancellation Procedure

1. An instructor who is unable to meet with his/her class notifies the College by calling the Absence Voicemail box at (269) 294-4299, adhering to the deadlines listed above.
2. For classes taught at a high school, the instructor must notify the high school office.
3. The College will send out a text message via Watermark to students notifying them of the cancellation.
4. For all class cancellations, especially those that start before 9:00 am, it is strongly encouraged that instructors post a class cancellation announcement in their Canvas course or email the entire class through Watermark so that students are quickly notified.

Campus Closing Due to Inclement Weather

Faculty should [sign up to receive text messages](#) regarding college closures. If you have any issues getting enrolled, please contact the [Help Desk](#). Notes:

- We care about your safety and will cancel classes if it is not safe.
- If you determined that it is hazardous and unreasonable for you to drive to the college for work, consider the impact of this decision on others and communicate your decision as soon as

possible to your supervisor so that the College may communicate publicly that a class is cancelled, or an office is unavailable.

- If GOCC is closed, all classes are cancelled – including classes at alternate locations.
- Sometimes, on-campus dual enrollment students may not show up if their high school is closed as their parents may keep them off the roads. Please be flexible with assignments so that students can be safe.
- If you cancel a class, you are expected to develop a mechanism for students to make up the time lost. Faculty and students still are expected to work through the required content and achieve course competencies.

The following factors are considered when deciding to close the college due to weather-related issues (mostly ice or snow considerations):

- Advice given by the county road commission, local sheriff's department, College security, or head of GOCC Facilities.
- Local conditions, as indicated by the weather services.
- Whether the local K-12 schools are closed.

When responding to inclement weather, GOCC may implement the following options:

- College closed (all day): this includes all day and evening activities.
- College closed (part of the day): a message indicating specific closure times is sent.
- Classes canceled (all day or specific times): morning (8:00 am – 12:00 pm), afternoon (12:00 pm – 4:00 pm), or evening (any time after 4:00 pm) sections may be canceled; campus remains open for other activities; employees report for work.

Notification of college closings and class cancellations is made (generally by 6:00 am) over radio stations: WLKM (96FM), WBET (99.3 FM), WNWN (98.5 FM), WNDU (U93FM) and Channel 16, WKFR (103.3FM), WLKI (100FM), WRKR (107.7 FM), WMEE (97.3FM), WTHD (105.5) and television stations: WWMT (Kalamazoo, channel 3) and WOOD TV (Grand Rapids, channel 8).

Use of College E-mail

Email through the Glen Oaks e-mail system is the approved method of communication for all GOCC matters (as directed by the Board of Trustees). Faculty and staff are expected to check their GOCC e-mail regularly for important information regarding the college. Faculty are expected to respond to student e-mails within 24 hours, excluding the weekend, and are encouraged to send a brief acknowledgement back to students if the question or issue raised would require a longer time frame for a substantive response. Additional information on internet/technology use policies, including the Acceptable Internet Use Policy, can be viewed in the academic catalog.

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Items Requiring Approval – Etrieve and Divisional E-mail

For processes that have been deployed in the College's electronic document system, Etrieve, faculty are directed to utilize the appropriate Etrieve forms. For items that do not have an electronic form, or to submit scanned documents or other files for review or approval of the Office of Academics, please utilize the divisional mailbox, academics@glenoaks.edu.

Identification and Personal Appearance

Effective Winter 2022, faculty and academics staff are required to wear their GOCC Staff ID card and/or their official GOCC name tag while performing work for the College on campus or at an off-site location. Employees get a Glen Oaks ID card through the Student Services Department. The Glen Oaks Community College ID card provides identification for the learning commons, sporting events and more. The GOCC ID card also provides discounts at various locations in the local communities.

Employees are also required to observe the Personal Appearance Policy (Section 2.19 of the Employee Handbook) and use good judgment in their choice of work attire, grooming, and personal cleanliness standards that would reflect well on the business image that Glen Oaks Community College presents to students and visitors. With some exceptions depending on the standards of each faculty member's profession (for example, the use of scrubs in the health sciences, overalls or other types of uniforms in the trades, or lab coats in the natural sciences), the general standard (style) of work attire that faculty and staff should adhere to is business casual.

INSTRUCTIONAL POLICIES AND PROCEDURES

Academic Freedom

The freedom to explore and to discuss ideas and issues either accepted or controversial is the right of each professor/instructor at Glen Oaks. The criterion for such freedom is that of seeking improved knowledge and understanding of ideas and issues so that all participants in such discussions may judge the presented material with maturity and competence. In keeping with the stated goals of the college, accepted or controversial ideas and issues may be explored with the following guidelines in mind:

1. Using methods of critical thinking for problem solving and for discriminating among values.
2. Showing a clear connection with the purposes and objectives of the course.
3. Presenting available materials on all sides of an issue or idea.
4. Avoid the use of unnecessarily provocative material that has little or no educational value

Professors/Instructors shall be entitled to those full rights of citizenship stated in the Constitution of the United States and its ratified amendments. Ordinarily, the private life of any professor/instructor is not within the appropriate concern or attention of the Board unless it becomes detrimental to his or her effectiveness as a professor or is detrimental to the standing of the college in the community. If such detrimental behavior should occur, a professor/instructor may be subject to disciplinary procedures stated in the Agreement and specific Board policies as long as such procedures and policies neither violate nor abridge constitutional rights.

Furthermore, no religious, political, or community activities or lack thereof shall be grounds for any discipline or discrimination with respect to the professional employment of any professor/instructor. However, professors/instructors shall not conduct religious or political proselytizing on the Glen Oaks campus or other places where Glen Oaks professors/instructors are assigned to carry out the ongoing programs and curricula of the College.

Academic Integrity

GOCC's [Academic Integrity Policy](#) (327) is in the catalog and specific elements are published on all syllabi. Also on all syllabi is a text box for instructors to put their own section specific academic integrity

policy. You should include details of what students can or can't use and what the consequence will be if they violate your policy.

Textbook Adoption

For Fall Semester, full-time faculty will be contacted to confirm their previous textbook selection from the prior year and will have the opportunity to make changes to the textbook or edition adopted (if there is a new edition, it will be ordered if the previous edition is not available).

For Winter and Summer semesters, the same textbook selected for Fall shall be used, unless the course did not run in Fall; in that case, the same confirmation process utilized during the Fall will be used for the Winter and/or Summer semester.

For new adoptions, faculty shall supply the book author(s), title, edition, and the 13-digit ISBN, so the correct book can be ordered. Faculty should supply information for any other required or bundled materials, such as courseware, calculators, safety glasses, etc.

Adopted in Fall 2023, textbooks used in disciplines with full-time faculty oversight shall be determined by full-time faculty. All adjunct instructors shall use the textbook(s) and materials adopted or approved by the full-time faculty.

Textbook Adoption Deadlines (set by the federal government):

- Summer and Fall semester: March 15
- Winter semester: October 15

The goal of the Academics Office is to have all textbook adoptions completed shortly after faculty select classes to ensure no federal compliance issues and that students can plan well in advance. Faculty are expected to timely respond to the Assistant to the Vice President of Academics/Faculty for textbook adoptions so that they can be entered into the Follett website by the Office of Academics.

Revised Winter 2022, Effective Fall 2022

Syllabus and Required Items for Online Posting

Each full-time and part-time faculty member shall utilize the College's Learning Management System, (LMS, currently Canvas) to post, at a minimum, the following items for each class section:

1. Syllabus: Course syllabus published one week prior to start of class in the Simple Syllabus system within Canvas. A separate-document syllabus uploaded into Canvas or handed out as hardcopy is not acceptable!
2. Grades: All grades for graded student work, posted within one week of the due date using the Canvas grade book. This includes any grades that come from third-party homework systems. The gradebook must be set up in such a way that a student can determine how well they are doing in the class at any given time during the semester.
3. Midterm grade: defined as the current running total that would become the student's final grade if all subsequent assignments were "excused" or did not apply, midterm grades should be posted using the Submit Grades tool in Canvas by the deadline communicated by the Registration Office each semester.

4. Final grades: final grades must be posted using the Submit Grades tool in Canvas by the deadline established by the Calendar Committee for each semester and each academic year.

Faculty are encouraged to utilize Canvas as a repository of course materials and/or for online assignments for face-to-face courses. In addition, hybrid and fully online course sections will have a more significant set of requirements for items posted online.

Revised Winter 2022

Office Hours and Online Calendar Posting

Each faculty member shall utilize the College's calendar system (currently Google Calendar) and add, at a minimum, the following items for each semester during Week 1 of classes.

- Full-time faculty: In fulfillment of Faculty Senate CBA VI.C.1 requirements:
 - Each meeting time of each course section he/she is teaching during each week that the section meets, with visibility set to "Public" or the equivalent.
 - Each proposed office hour time for each week during the semester, as required for each group (full-time faculty – according to CBA VI.C.1.).
- Annual faculty: shall hold 3 office hours weekly for a minimum of 2 days per week.
- Adjunct faculty: are recommended to hold one office hour per week per section assigned/taught.

Curriculum Development and Revision

The faculty-led, cross-divisional Curriculum Committee oversees courses and programs at the College and recommends to the VPA the approval of new courses and programs and changes and deactivations of existing courses and programs. The committee shall meet, at a minimum, once per month during Fall and Winter semesters, and if necessary, twice per month, or more often with the approval of all faculty on the Committee. To develop or revise curriculum, faculty begins with discussions within their department and their academic dean. Once they are ready to document the new curriculum or changes to curriculum, faculty will use the College's electronic document system (Etrieve) to create a course or program proposal. Full-time and part-time faculty members and academic administrators may submit curriculum proposals to the Committee for review. The Committee establishes review and approval processes and maintains a Curriculum Handbook that outlines them. Final approval of all curriculum changes rests with the Board of Trustees upon the recommendation of the College President.

Curriculum Development Deadlines: Any curriculum changes submitted to the Committee before February 1 shall be considered for inclusion in the subsequent academic year's catalog.

Revised Winter 2022

Online Learning

GOCC is approved by the Higher Learning Commission to offer online programs. A standing College committee, Online Learning Advisory Team (OLAT), was established to guide online learning at the College (per Faculty Senate CBA, Article XIII.F). The OLAT may evaluate courses to ensure quality of content and instructional design based on current national trends and practices. OLAT certification shall apply to new and existing courses and is subject to a biannual review using the current [Online Course Rubric](#).

Faculty must be trained, approved by the VPA, and remain qualified to teach in the virtual format. Orientation guidelines are established by the College in consultation with OLAT. All new online instructors must complete the online faculty orientation prior to being assigned an online course. The College, along with input from OLAT, will also evaluate the quality of courses being taught and make recommendations as to the continued use of the course and/or the faculty teaching the course, with the final decisions on approval or continuation of online offerings being made by the College.

Requirements for Online, Synchronous, and Hybrid Courses:

All online courses shall adhere to the HLC requirements for online courses, OLAT guidelines, and best practices and guidelines identified by the VPA (such as Quality Matters) to ensure quality of content and instructional design. Online courses shall fully comply with requirements of Section 508 of the 1973 Rehabilitation Act (29 U.S.C. § 794d) and the Americans with Disabilities Act (ADA) of 1990 in accessibility of all materials required for student participation in the course.

The same certification process that applies to fully online, asynchronous courses shall apply to any asynchronous elements of hybrid and synchronous courses. The College may use external evaluators to assure quality and compliance and identify necessary corrective measures to assist OLAT with implementation, as provided in this policy.

Revised Winter 2022

Assessment of Student Learning and Philosophy of General Education

GOCC assesses student learning outcomes at the course, program, and institutional level. The Common Course Outcomes (CCOs) are mapped to program learning outcomes (PLOs) and institutional learning outcomes (ILOs). The ILOs represent the College's General Education Learning Outcomes (GELOs) and while ILOs are measured for all courses, GOCC measures GELOs in courses that align with the Michigan Transfer Agreement categories. The College focuses its efforts on assessing student learning outcomes in the "natural environment" of a course, and mapping provides aggregated data for assessing PLOs and ILOs/GELOs.

A faculty-led, cross-divisional Program Assessment and Review Committee (PARC) oversees the College's student learning outcome assessment at the CCO, PLO, GELO, and ILO levels, both in curricular and co-curricular areas. The Committee keeps current on, and recommends, assessment standards and best practices via updates to a detailed [Program Assessment and Review Handbook](#), subject to approval by the PARC and VPA.

Glen Oaks Community College's philosophy of general education is that every student should encounter at least one or more ILO, even if they have only taken one course at the College. At the program level, every student is required to take General Education courses. General Education categories are aligned with the [Michigan Transfer Agreement \(MTA\)](#) and include MTA and non-MTA courses in English Composition, Communications, Mathematics, Social Sciences, Humanities and Fine Arts, and Natural Sciences. Faculty in each degree program have the opportunity, through the curriculum development processes, to identify and include specific courses from the general education that best serve students in the program.

The following principles have been formulated for student learning assessment at GOCC: each Common Course Outcome (CCO) will:

- Be listed on the Course Master for the course and on every syllabus [regardless of location, instructor, or format – full-time vs adjunct, online, hybrid, hosted at an alternate site, etc.].
- Be developed to maximize transferability or meet program/industry outcomes through consensus of all full-time faculty in the discipline who teach the course; for courses with no full-time faculty, administration may assign an adjunct or annual instructor in the discipline to develop CCOs.
- Utilize a common quantitative measure with a common benchmark to define “success,” even if the assessment is by nature qualitative (for example, students will earn at least 3 points on a 4-point common rubric; at least 80% on a common long- answer exam question; etc.). This may vary between instructors; departmental collaboration and analysis is strongly recommended.
- Utilize a common quantitative target for assessment (for example, 70% of students will meet the success measure and benchmark). This may vary between instructors; departmental collaboration and analysis is strongly recommended.
- Have a reasonable range of CCOs. Unless otherwise dictated by external programmatic accreditation, the following should serve as a guide when creating and modifying curriculum:

Number of Credit Hours	Number of CCOs
1	2
2	3-4
3	4-6
4	5-8
5 or more	6-10

- Be assessed on a rotating basis with two CCOs assessed per academic year. Faculty will develop plans at the beginning of each semester for assessing student learning and then report their data/findings at the end of the semester in Etrieve (the College’s electronic document system). The Office of Institutional Planning, Assessment, and Research (PAR) will import faculty SLO data into the College’s assessment tracking software (SPOL).
- Align through courses to Program (PLOs) and Institutional Learning Outcomes (ILOs) and be used to indirectly assess PLOs and ILOs.
- Have at least one CCO that is mapped to an ILO – but every CCO is not required to have an ILO.
- Have at least one CCO that is mapped to a PLO for occupational programs – but every CCO is not required to have a PLO.

Learning outcomes have data collected/saved, analyzed/reported, and outcomes reaffirmed according to the following cycles, with additional follow-up if needed:

Outcome Type	Data Collection	Findings, Analysis, Action Plans	Reaffirmation, Report, or Review
CCO	Each offering	5 years	At Program Review
PLO	Thru mapping	Annually/5 years	At Program Review
ILO	Thru mapping	Annually/5 years	5 years

Assessment Plans: two CCOs are assessed per academic year by all faculty. At the beginning of the semester, faculty develops an assessment plan. At the end of the semester, faculty submit their data/findings based on their assessment plan. The following timeline ensures the majority of CCOs are assessed on a five-year cycle:

Data Collected Thru	CCO #	Planning Entry By	Data/Findings Entry By
Year 1 (2021-22)	#1, #2	Sept/Feb	Dec/May
Year 2 (2022-23)	#3, #4	Sept/Feb	Dec/May
Year 3 (2023-24)	#5, #6	Sept/Feb	Dec/May
Year 4 (2024-25)	#7, #8	Sept/Feb	Dec/May
Year 5 (2025-26)	#9, #10	Sept/Feb	Dec/May

CCOs define parts of each course and are approved by the VPA when the course is created or changed through the curriculum development process. CCOs can only be altered as part of a course change proposal via the Curriculum Committee, subject to VPA approval, or in the following limited circumstances with VPA approval only (but presented “For Information” to the Curriculum Committee with an option to “force” a review):

- To bring the course’s CCOs in conformity with these guidelines.
- To comply with recent accreditation requirements or discipline standard changes.
- To complete a faculty-initiated action plan resulting from analysis of assessment findings or program review.
- To implement changes recommended by PARC or the Office of PAR, with discipline faculty agreement.

CCOs cannot be changed at the section-level without following the course master review and approval process through the Curriculum Committee.

Program Review

Academic programs at Glen Oaks Community College (associate degree, certificate, or general education curriculum) are reviewed on a on a 5-year cycle to determine the extent to which those programs provide high-quality learning experiences for students, meet the needs of the community, and allocate resources effectively. The following goals are achieved through the Program Review process:

- Evaluate the status, effectiveness, and progress of academic programs and identify the future direction, needs, and priorities of those programs.
- Ensure that the program meets its stated mission and addresses the strategic direction of the college.
- Articulate agreed-upon action plans for further development and continuous quality improvement of reviewed programs.
- Ensure viability of programs: student interest, community need, rigor, and financial resources/cost.
- Participate in the institution’s assessment processes with the systematic review of course and program student-learning outcomes.
- Analyze program strengths, areas for growth, and action plans.
- Maintain institutional learning outcomes (ILOs) in terms of defining, revising, and assessing.
- Oversee the maintenance of common course (CCOs) and program learning outcomes (PLOs) for all instructional and student services programs, including individual degree and certificate awards.

- Participate in the institution’s Program and Services Review processes with the review of course and program student learning outcomes (SLOs) assessment progress and related implications for program health.
- Maintain a timeline/tool for the achievement of SLO tasks and regularly assess progress within the timeline.
- Educate the college community and provide resources in support of the assessment process.
- Support efforts in collecting, categorizing, coordinating, analyzing, and storing assessment data and materials from assessment activities.
- Assess needs for additional campus-wide resources in support of the assessment process, making recommendations and requests as appropriate.
- Provide regular reports summarizing the progress of the assessment process campus wide.
- Research and make recommendations on the inclusion of assessment into institutional decision-making processes.

A full review of each program is conducted once every five (5) years. A faculty-led Program Assessment and Review Committee (PARC) oversees the process at GOCC, provides training to faculty whose programs are under review, and recommends changes to the program review process via updates to the Program Review Handbook maintained by the Committee, subject to approval by the VPA. Details for which programs are up for review and the overall process can be viewed in the [Program Assessment and Review Handbook](#).

GOCC’s philosophy of, and approach to, program review:

- Program faculty are the subject-matter experts in their discipline(s) and are best equipped to respond to the various dimensions of program review.
- Any administrative, advising, financial aid, assessment, or other external input and labor market, student success, transferability, and completability data should be furnished to program faculty prior to their engagement in the review process.
- The Program Assessment and Review Committee (PARC) has a service role to the program faculty, to ensure they are correctly and vigorously engaging in the review process; but also, to the students and other program stakeholders, to ensure best practices for review are implemented and operationalized within the College’s context.
- Any required grant reporting, such as Program Review in Occupational Education (PROE) for Perkins State-approved occupational programs, should be increasingly integrated with the overall program review process at GOCC.

Course Fees

The VPA or academics deans shall provide an opportunity to full-time faculty teaching a course to review the course fees for that course on an annual basis. For courses that are not regularly taught by full-time faculty, Academics can consult with part-time faculty who teach such courses.

Master Rotation of Courses

Academic deans shall establish and maintain a master rotation of courses, based on program course sequences and frequency of course offerings for occupational programs, transfer programs, guided pathways, and areas of study (meta-majors), subject to approval by the VPA. The Master Rotation for each course shall contain, at a minimum:

- Semesters to be offered (Fall, Winter, or Summer)
- Years to be offered (odd, even, all)
- Other special/useful information for scheduling (evening class, online class)

The Master Rotation shall be reviewed annually by academic deans and the Executive Director of Academic Records and Registrar when creating the annual class schedule.

Yearlong Schedule Development

The academic deans, under the supervision of the VPA, shall follow the process outlined in the Faculty Senate CBA, Article V.C, to develop the yearlong schedule that best meets the needs of the College's students for the next academic year, in close collaboration with full-time faculty.

Tentative Yearlong Schedule Deadlines (development for next academic year):

- October 1: first draft of Fall, Winter, Summer schedules for next academic year sent to VPA and academic deans from the Executive Director of Academic Records and Registrar. VPA and academic deans edit to create second draft.
- October 8: second draft of Fall, Winter, Summer schedules sent to Student Services for feedback.
- October 15: deadline for Student Services feedback. VPA and academic deans review feedback and adjust for the third draft.
- October 22: third draft of Fall, Winter, Summer schedules sent out to full-time faculty for feedback.
- October 29: deadline for initial feedback by full-time faculty. VPA and academic deans review feedback and adjust for the fourth draft.
- November 5: fourth draft of Fall, Winter, Summer schedules sent out to Student Services and full-time faculty for final feedback.
- November 12: deadline for final feedback from full-time faculty and Student Services. VPA and academic deans review feedback and adjust for a final draft.
- November 19: final draft of Fall, Winter, Summer schedules sent out to full-time faculty for load/overload posting.
- November 26: deadline for full-time faculty load/overload posting. VPA and academic deans review load/overload results.
- November 27: textbook adoptions for the academic year are requested of faculty by the Assistant to the Vice President of Academics/Faculty and due within two weeks.
- December 3: Academics Office sends Fall, Winter, Summer schedules to Registration and begins staffing all unselected sections.
- December 10: textbook adoptions for the academic year are due.
- February 20: Registration has Fall, Winter, Summer schedules built in colleague and pushes the schedule live online. All changes after this point must be sent via Etrieve.
- March 1: Academics Office sends schedule memos for Fall, Winter, and Summer to full-time faculty.
- March 8: full-time faculty sign memos confirming Fall, Winter, Summer schedules.

Standard Class Start/End Times:

Per Board Policy 437:

An instructional contact hour constitutes 55 minutes. Lecture classes that meet for 100 minutes or longer will be scheduled to include a 5-minute break. Lab and other hands-on classes will not include a scheduled break due to the flexible nature of class activities in these classes.

With few exceptions (other than sections hosted by local high schools, which follow bell schedules to an extent), classes begin at the top or bottom of the hour. The following are standard ending times corresponding to top (and bottom) of the hour starts, using the 8 o'clock hour as the reference example:

Contact Hours	Days/Week	Start	End	Built-In Break
1	1	8:00 (8:30)	8:55 (9:25)	0 min
2	1	8:00 (8:30)	9:55 (10:25)	5 min
2	2	8:00 (8:30)	8:55 (9:25)	0 min
3	1	8:00 (8:30)	10:50 (11:20)	5 min
3	2	8:00 (8:30)	9:25 (9:55)	0 min
3	3	8:00 (8:30)	8:55 (9:25)	0 min
4	1	8:00 (8:30)	11:50 (12:20)	10 min
4	2	8:00 (8:30)	9:55 (10:25)	5 min
4	3	8:00 (8:30)	9:15 (9:45)	0 min
4	4	8:00 (8:30)	8:55 (9:25)	0 min
5	1	8:00 (8:30)	12:45 (1:15)	10 min
5	2	8:00 (8:30)	10:25 (10:55)	5 min
5	3	8:00 (8:30)	9:35 (10:05)	0 min
5	4	8:00 (8:30)	9:10 (9:40)	0 min
5	5	8:00 (8:30)	8:55 (9:25)	0 min

Staffing of Scheduled Sections

Academic deans, under the supervision of the VPA, shall follow the process outlined in the Faculty Senate CBA, Article V.C.1.a. and Article XIII.E., to ensure all full-time and annual faculty meet their minimum load requirements and that all open sections are staffed. Scheduling occurs in the following order:

1. Full-time faculty select load beginning with the most senior full-time faculty in the department.
 - a. Sections that are scheduled at a high school where there is a credentialed and vetted qualified high school employed instructor, are available for full-time faculty to request. However, given the value of GOCC high school partnerships, any full-time faculty member interested in such a class must first consult with the appropriate academic dean or VPA before selecting the course so that due diligence and options are considered/fully vetted.
2. Full-time faculty select overload courses by selecting one section and then taking turns, starting with highest seniority. This continues until all full-time faculty have selected one section of overload or declare that they do not desire overload.
3. After full-time faculty have selected their load and overload courses, annual faculty are assigned sections to meet their load obligation – at least 13 hours in the first semester, and enough hours in the second and subsequent semester to reach at least 26, but not more than 29 contact hours.

4. The remaining sections are then offered to adjunct instructors.

The VPA or designee(s) ensures that all faculty selections are staffed with faculty qualified to teach them (see the [Faculty Credentialing and Qualifications](#) section of this Handbook). If any sections are left unstaffed after current adjunct instructors have been assigned, the academic dean(s) initiates a search for new or previous/inactive adjunct instructors qualified and willing to accept those assignments.

Student Evaluations

Students are afforded the opportunity to provide their perceptions of the instructor and the course in every section of every course offered at GOCC every semester. Most student evaluations are done online, via an integrated tool called [IASystems](#) in the College's LMS (Canvas). Results are processed by a third-party contractor (the University of Washington) and sent back to the Office of Academics, with copies shared with the instructors no sooner than two days after final grades are submitted. Faculty can access their own results by logging directly into [IASystems](#).

The Office of Academics regularly reviews student feedback and faculty will be asked to comment on any patterns or opportunities for growth identified by analyzing student feedback during their performance appraisal.

Anti-Nepotism Policy

The complete anti-nepotism policy is available in the Employee Handbook, Section 2.15. As a general policy, the college will not assign an immediate family member to a direct reporting relationship with another immediate family member, nor allow a faculty member to exercise academic supervision over another immediate family member. Immediate family is defined as spouse, child (including biological, adopted, foster, step or legal ward), parent (including in-laws), brother, sister, son-in-law, daughter-in-law, grandparent (including in-laws), grandchild, aunt or uncle or relative living at the employee's residence where the employee has day-to-day responsibility for the individual(s).

If a student wishes to take a class from a faculty member who is related, the request must be made to and approved by the VPA prior to the beginning of the class.

Student Attendance, Conduct, Early Alerts, and Other Issues

The College provides electronic systems for faculty to report student issues pertaining to:

- Behavioral and student conduct issues, as well as concerns centered around Title IX (sexual assault, sexual harassment), through the [Feedback/Report a Concern](#) link on GOCC's homepage. All follow-up is done using a student conduct software called Maxient.
- Excessive absenteeism, general concerns about student progress, etc., through [Watermark](#). [Watermark](#) is an Early Alert system for faculty to use for reporting "red flags" that would prevent students from succeeding. In turn, Student Services staff reaches out to students to support them depending on their circumstances and eligibility for specific support programs.

All faculty record student attendance daily in the first two weeks for financial aid and on key class days, such as exam days, quizzes, required class presentations, as identified by the faculty member. The Office of Academics recommends that faculty utilize [Watermark](#) to routinely record class attendance, as it creates a record of student behavior that is also helpful as evidence in grade appeals and student concern reports.

Student Services created a "[I Have a Student Who...](#)" resource that has information about topics that might help you support students. Topics include academic performance, career advising, student discipline, personal issues, veteran services, and campus security.

Incomplete ("I") Grade Policy

A student may receive a grade of Incomplete ("I") in a course if at least 75% of the course is completed. A grade of "I" may be completed by satisfactorily finishing the course objectives within one semester after the receipt of the Incomplete. If no grade change is initiated, the "I" becomes a 0.0 on the student's record and the student must register and repeat the course to receive a grade and credit for degree purposes. The student must initiate this process by completing the "Student Request for Incomplete Grade" form in Etrieve for consideration by the instructor. The instructor will specify in writing the unfinished coursework that must be completed and the deadline for completion, which shall be no later than the end of the following semester. Exceptions to the timeline may be made with the written approval of the Vice President of Academics. The instructor and the Vice President of Academics must each approve the extension of time for the student to complete the necessary coursework. It is up to the instructor to monitor the completion of the incomplete and to submit the [Grade Change Request form](#) in Etrieve.

Student Placement Policy

Proficiency in English and Mathematics is fundamental for student success in most college-level courses. Many GOCC programs require the successful completion of English Composition (ENG-121) and one of three foundational math courses: Quantitative Reasoning (MATH101), Intermediate Algebra (MATH-104), or Introduction to Statistics (MATH-201). College readiness and course placement will be determined through multiple measures including the College's placement test, ACT/SAT scores, high school GPA, specific high school course results, time out of high school, and student input. Additional valid instruments may be used for proper advising and course placement decisions. See Board Policy 3.02 for more details including a breakdown of evaluation options.

Corequisites for College-level English and Mathematics: Should the English self-assessment or ALEKS mathematics score indicate the need for more support in one or both these disciplines, the student will be required to take a corequisite support course (MATH-081, MATH-084, or MATH-091 for Math or ENG 073 for English) at the same time as the college-level class in order to support and reinforce their learning.

Student Identification

Faculty should take measures to verify student identity in the physical classroom environment. One suggestion is to require students to put their state issued identification card on their desk during test dates so that you can verify the student's identity. This is much harder in the online environment, and while the College uses student username and password for identification, it is also recommended that you monitor assignment submissions for drastic differences and alert the Academics Office or IT so that IP addresses and addresses can be reviewed.

Field Trips

Field trips related to student learning outcomes are highly encouraged but must be approved by the appropriate academic dean and planned prior to the start of the semester to ensure liability coverage, transportation, etc. Field trips should be scheduled during the class period or at times when no classes

are scheduled, unless specific permission is granted by the appropriate academic dean. Field trips must be accessible to all students and alternative assignments must be created for students who cannot attend due to personal reasons.

Guest Speakers

Guest speakers may be invited to speak or lecture to a class when appropriate. Arranging guest speakers does not excuse the instructor from their responsibility for the class and attendance by the instructor is required.

PROFESSIONAL GROWTH AND SERVICE

Performance Appraisal

1. Full-time faculty: performance appraisal is covered by the collective bargaining agreements (CBA) for the [Faculty Senate \(SMEA\)](#). Related Etrieve forms include the [Administrative Observation of Classroom Faculty](#) and [Faculty Performance Appraisal](#) forms.
2. Part-time faculty: academic deans or the Coordinator for Adjuncts and Instructional Support will conduct a classroom observation for all new part-time faculty during their first semester of teaching at GOCC. Classroom observations will last for at least one hour and will be reviewed in a follow-up meeting later. The academic deans or the coordinator shall observe all part-time faculty, using the [Administrative Observation of Classroom Faculty](#) form, at least once every three semesters, depending on frequency of teaching assignments and any feedback. This same process applies to faculty teaching online or at alternate locations.

Professional Development – Faculty

Full-time or part-time faculty members will make requests to the VPA using the Request for Faculty Development form included in the Faculty Senate CBA and submit it via academics@glenoaks.edu. The VPA or designee will schedule a meeting with the Professional Development committee to make a recommendation to approve or decline the request. Faculty will be notified of the outcome of the Committee's review.

The College's High-Quality Teaching and Learning Committee (HQTL) plans in-house professional development opportunities for faculty, including In-Service meetings. Full-time and part-time faculty are encouraged to avail themselves of these and other opportunities to grow professionally.

Tuition Remission Policy (for GOCC courses)

1. Full-Time Faculty
Full-time faculty have a tuition reimbursement benefit outlined in [Article XIV.D of the CBA](#) to take classes at GOCC. Details for the process are outlined in the [Employee Handbook](#) (section 4.13) and begins with the employee submitting a completed [Employee Benefit Tuition/Fee Waiver form in Etrieve](#).
2. Part-Time Faculty
Part-time instructors/staff/coaches, either hired directly by Glen Oaks as an employee or placed on assignment by EduStaff, may take a total of one for-credit course, tuition and fee (except for course fees and those associated with competitive degrees/certificates (Nursing and Allied

Health)) free during the semester of part-time employment. Details for the process are outlined in the [Employee Handbook](#) (section 4.13) and begins with the employee submitting a completed [Employee Benefit Tuition/Fee Waiver form in Etrieve](#).

Tuition Reimbursement Policy (for additional education)

The Board of Trustees, through Board Policy 5.09, has established a tuition reimbursement program to help eligible full-time employees (who have completed at least one year of employment as a regular employee and are not currently on a leave, unless specifically approved) to improve job skills and enhance opportunities for advancement. Eligible employees who wish to voluntarily pursue educational courses on training from an accredited college, university, or trade school for both credit and extended education courses should follow the procedure outlined in the Employee Handbook, Section 4.14. The tuition reimbursement program is administered by Human Resources. This program is contingent upon the annual appropriation of funds for this purpose and is subject to change at any time.

Tuition reimbursement is not available to adjunct or annual faculty.

The process full-time faculty should follow is detailed in the [Employee Handbook](#) and includes:

1. Completing the [Degree Application and Approval Form](#) for tuition funding consideration.
2. Completing the [Course Schedule Approval Form](#).
3. Once approved, register for the course(s).
4. Submit Course Schedule Approval Form, proof of registration, proof of payment to HR within 30 days from the registration date.
5. Within 60 days of completion of the course(s) submit the [Course Completion/Reimbursement Request Form](#) with your grade(s) to HR for final review.

Travel

The Board of Trustees has established Policy [6.20: Travel Guidelines](#), which establishes and defines the limits, and the conditions related to travel, guides the selection of the most cost-effective means of travel, and identifies allowable expenses for travel. Generally, any Academics-related travel must be pre-approved by the appropriate academic dean and the VPA. [Travel Procedures](#) should be reviewed in detail prior to travel, and include submitting:

1. A completed [Travel Authorization](#) prior to travelling.
2. A completed [Expense Reimbursement Request](#) after travelling. Note: instructor teaching at alternate locations such as a high school or clinical site should submit mileage monthly. Mileage is reimbursed at the lesser of the distance from GOCC to the location or from the instructor's home to the location (Policy

Most faculty travel is from the College to alternate sites for instruction. If you are requesting to travel for professional development, you must submit the [Request for Faculty Development](#) form in Etrieve.

Faculty should contact the Office of Academics at academics@glenoaks.edu with any questions about travel including mileage reimbursement, authorization, advances, allowable expenses, per diem, etc.

Faculty Meetings

Full-time faculty are required, and part-time faculty are invited, to attend all monthly faculty forums, meetings, standing committee meetings, graduation, two departmental or area meetings per semester,

and up to three in-service meetings per year. These meetings represent an important part of the College's shared governance efforts and provide opportunities for both professional growth and contribution to the faculty member's work in his/her discipline in a broader, college-wide context.

Full-time faculty with class conflicts, conference trips, or other reasons for being off campus as agreed to by the VPA/Chief Academic Officer in advance of the meeting, or in case of emergencies, may be excused from attending these meetings on a case-by-case basis (CBA V.G.).

College Committees

The College has established, through Board of Trustees Policy 4.52 and its collective bargaining agreements (CBA) with the Faculty Senate and GOSSE, a number of Standing Committees, and from time to time establishes and/or disbands a number of Ad Hoc Committees. Committee participation is a cornerstone of shared governance and is typically a voluntary, non-compensated activity performed by employees as part of their work and in service to the College, students, and/or the community. However, full-time faculty and staff may have work obligations that require them to participate in one or more committees.

Additionally, faculty whose academic programs have Advisory Committees may be required to participate in the work of those committees.

A list of committees is kept up to date on the [College Committees](#) page. Full-time faculty typically serve on at least two committees and part-time faculty are encouraged to serve on any that they find valuable.