



FACULTY HANDBOOK

2005-2006

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Note: The content of this handbook is gathered from the ACCD Policy Manual and the NVC Administrative Guidelines. The ACCD Policy Handbook is located in the President's Office, and the NVC Administrative Guidelines are available in the "Public Folders" located on the NVC intranet. Additional copies of this faculty handbook are located in the offices of the Academic Leader, the Vice President, the Corporate and Community Development Center, and in the "Public Folders" located on the NVC intranet.

WELCOME TO NORTHWEST VISTA COLLEGE!

Facilitating and fostering student learning is a creative endeavor that should be supported by the College's guidelines--guidelines that help us walk together as educators within the guiding spirit of our vision and mission. The purpose of this handbook is to assist you, the faculty, full-time and adjunct, to understand and negotiate the classroom management processes and the expectations of Northwest Vista College and the Alamo Community College District. Hopefully, this handbook will contribute to your healthy relationship with the College and with your students. Many thanks go to everyone who helped in the creation and many revisions of this document...and thanks to everyone else who proofread, made suggestions, and provided information!

CONTACTING STAFF/ADMINISTRATION FOR ASSISTANCE

Should you need to contact any of the following personnel for assistance, their phone numbers are:

President	Jacqueline Claunch	348-2001
Vice-President	Jo-Carol Fabianke	348-2001
Dean of Student Success	Jimmie Bruce	348-2026
Dean of Corporate and Community Development	Deb Morgan	348-2370
Dean of Service and Performance Excellence	Julie Pace	348-2250
Academic Leaders:		
Academic Foundations	Cindi Bluhm	348-2296
Arts & Humanities	Stephen Barnes	348-2263
Social & Computer Sciences	Will Gibson	348-2089
Business & Government	Homer Guevara	348-2070
Communication Arts	Edgar Garza	348-2316
Natural & Physical Sciences	Brian Stout	348-2248
Bursar	Deanna Villarreal	348-2030
Director of Learning Resources	Christine Godin	348-2470
Coordinator of Services to Special Populations	Sharon Dresser	348-2092
Evening/Weekend Coordinator	Gary Bowling	348-2177
Teaching and Learning Facilitation	AB 118	348-2177
Weather Hotline		208-8189
Counselor		348-2109
Department of Public Safety		348-2531
Dispatch		208-8099

ORGANIZATION OF THE COLLEGE

What are the roles and responsibilities of the key personnel and the faculty?

The Northwest Vista College staff are resources for your support – we are here to help however we can to make your job easier!

The faculty's role is to guide the instruction of our students and facilitate learning. **Your role is a critical one and determines the direction of the institution.** We are directing the development of our students to reach full potential as citizens and contributors to their community and society. Utilize your class time to the full potential to have the greatest impact on each individual. In addition, faculty members are important contributors to the policies, procedures, and operations of the college. You are earnestly encouraged to participate in activities outside of your classrooms and to provide feedback and suggestions to any member of the staff as desired. At NVC everyone is involved in the leadership of the organization. This is a growing institution. There is no falling back on a “we've always done it that way” mentality. The president and staff request your participation, feedback, and leadership in growing and improving Northwest Vista College.

VISION, MISSION, AND VALUES

Vision

To become responsible members of our world community, we create exemplary models for:

Learning to be...
Learning to work...
Learning to serve...
Learning to lead...

...Together.

Mission

Northwest Vista College is founded as a comprehensive community college serving primarily the northwest quadrant of Bexar County, Texas. As such, the College will address a wide range of learning objectives. The College will be characterized by innovative learning systems, accessible scheduling, and the effective use of learning technologies.

Northwest Vista College will fulfill its mission by offering the following:

- Programs for students who wish to transfer to senior institutions
- Occupational and technical programs leading to immediate employment and career opportunities
- A general education core curriculum in support of all College programs
- Developmental education
- Student Success programs and services to enrich and support the learning experience
- Learning technologies and distance education to complement instruction

- Effective partnerships with schools, businesses, and community organizations to ensure effective community, economic, and workforce development
- A learning environment based on a physically attractive campus readily accessible to the community

Values

We, the students, faculty, and staff of the Northwest Vista College community, are committed to making a difference through learning and through service. To that end, we are guided and inspired by a unifying set of values.

- Learning: We value a quality learning environment in which each of us grows in effectiveness as a worker and citizen while acquiring knowledge and understanding of self, community, and our cultural diversity.
- Community: We value a community in which all members are empowered to contribute as learners and leaders, practicing mutual respect and building mutual trust.
- Caring: We value caring – for ourselves, for each other, and for this place – and exhibit that caring through service to others.
- Synergy: We value working together to make our shared vision a reality, recognizing that the whole we can create together is greater than the sum of its parts.
- Diversity: We value diversity, appreciating different ways of knowing and ways of living and recognizing that our diversity is a source of strength.
- Creativity: We value thinking beyond the usual parameters to engage in and support innovations that continually recreate our learning community as a model of excellence in higher education.
- Openness: We value open and honest communications that create an atmosphere of trust and an openness to change for the benefit of students,
- Integrity: We value acting with integrity, placing high ethical standards before personal gain and modeling that behavior for others.
- Joy: We value laughter and play that enriches our work and lives.

CLASS PLANNING

What is my class schedule?

Your Academic Leader will contact you with a tentative class schedule based on your availability and the needs of the College. This schedule is subject to change up to and including the first week of classes. Occasionally a class will be split into two sections if enrollment justifies an additional section. Conversely, if too few students sign up for a class, the class will not “make” and is subsequently combined with another section or canceled. This is unfortunate, but it does occasionally happen. Don’t be surprised if there are last-minute changes! Once your schedule is confirmed, you meet the classes as scheduled and consult with your Academic Leader regarding any changes in scheduling you wish to initiate, including changing classrooms. Space on campus is limited, and your Academic Leader will know if a room is available.

What do I do about a syllabus?

One of the first things that you will do in preparing your course is to prepare a syllabus for distribution to the students. Many of you may have done this frequently, while for others this may be the first one you’ve written. In either case, please keep the following few guidelines in mind as you do this:

- This is an important document, one that establishes the “ground rules” for students taking your class. Although you may make changes subsequent to giving it to the students, such changes cannot be prejudicial to the student’s chances for success in your course. Simply put, you cannot later decide that you wish to add more rigor to the course because you’ve underestimated what could be accomplished. Students see the syllabus as something of a contract, and, although it is not exactly that, it does represent a tacit agreement as to the basis for the course.
- Submit a copy of your syllabus to the Academic Leader within the first week of classes. This is a criterion expected by our accrediting agency, the Southern Association of Colleges and Schools, and it is very important that we have your syllabus on file.
- The purpose of the syllabus is to provide important and relevant information to students about the nature of the course, how it will be conducted, what evaluative means you will use, what your aims are, etc. Please include the following information in your syllabus:
 - *Your name and the way(s) in which students may get in contact with you.* Access to instructors is a vital part of a student’s college experience. All extant research supports the finding that students are more successful and persist to degree in direct proportion to their contact with faculty, especially when such contacts occur outside the classroom.
 - *The established office hours you provide students.* Full time faculty establish *ten* office hours a week during times students should be on campus—preferably around your class times. Adjunct instructors are encouraged to be available for students either prior to the class or after the class. Fifteen minutes is usually a reasonable amount of time for such access, although that may well vary according to the course you teach. Obviously, a course in which there is frequent conferencing with students would demand sufficient time to accomplish this.
 - *The name and number of the course* (e.g. Freshman Composition I ENGL 1301.005)
 - *The course description.* You may use the one published in the catalog.
 - *Student learning outcomes.* These may be a set of common outcomes that have been established for many courses in the curriculum. It is reasonable for students to know what

goals they should accomplish and skills they should acquire as a result of taking your course.

- *The ASK outcomes* that the discipline faculty have identified that are covered significantly in the course.
- *The required text(s) and any other requisite course materials.* Consult with the Academic Leader for selected texts.
- *Grading practices.* It is advisable to be as clear as possible in describing your grading procedures. If you are using means other than tests, be clear about what is expected, how it is evaluated, what its role in the overall grade will be, etc. Many of our instructors hand out rubrics during their initial classes, which indicate the grades that correspond to certain levels of student performance. You and the student should be clear about evaluation measures.
- *A statement regarding any special needs that students may have.* You may use the following verbatim if you desire:

As per Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if an accommodation is needed, contact Student Success at 348-2090 or 348-2020.

- *The policy regarding attendance.* If you drop students for lack of progress because of absences, state clearly what the criteria are and what options the student has. If attendance is part of your evaluation, you should be very clear in your assessment.
- Many instructors proceed along a carefully planned timeline and include such in the syllabus. You may consider doing so, as it will undoubtedly assist students who miss a class to know what the next assignment is. Others simply sequence the assignments in order to permit more flexibility. In any case, consider how much information should be provided the students in order to ensure that they are well acquainted with what will happen next in your course.
- It is also important that you underscore college efforts to maintain our facilities and keep them in good condition. Some instructors address this in the syllabus with a statement indicating that the use of tobacco, eating, and drinking are prohibited in the classrooms. If you wish to keep the syllabus a document focused on academic concerns, then it is your responsibility to ensure that this message is communicated clearly and consistently to your students during your class.
- There continues to be great variation in syllabi regarding format and information included. Some instructors include the above items only and rely on other means to communicate additional information to students. Others provide students rather long syllabi, addressing what will occur in class and why, setting ground rules for student participation and behavior, offering positive reinforcement to students, etc. There is no need to standardize syllabi, but we do need to ensure that this document is clear, is sufficiently comprehensive to guide students, and is understood by them.

Your Academic Leader can provide you with examples of syllabi for your course. Consult with your Academic Leader or the discipline lead about your initial syllabus. Use your voice and style in making your syllabus, as it is a primary means of communication with your students.

If you have questions about your syllabus or are unsure about any aspect of it, please contact your Academic Leader for assistance.

May I take my class on a field trip?

Field trips are permitted as long as the trip is educationally merited and you inform your Academic Leader using an Instructor's Field Trip Authorization Form. Submit this form to your Academic Leader at least one week before the event. Additionally, each student must complete a Field Trip Release Form. If you need to use a District vehicle, ask your Academic Leader to help you reserve one from the District Motor Pool.

May I invite a guest speaker?

You may invite guest speakers at your own discretion. However, please notify your Academic Leader of this in writing (e-mail is acceptable). You should be aware that inviting anyone that is involved in a political race raises questions of "equal time," meaning that students have a right to hear all sides of a political issue. If you have doubts about the appropriateness of a speaker, discuss it with your Academic Leader.

Must I submit samples of assignments or tests to my Academic Leader?

No, but you should keep copies with your class records for a reasonable period of time. We suggest one year beyond the course completion—a student can discuss a grade change with you during that time. Remember that Academic Leaders and other faculty are available if you need assistance developing your class materials. Tenure-track faculty are advised to keep samples of assignments and/or tests for their portfolio of promotion materials.

How are classroom assignments made?

Classrooms are assigned based on course materials and needs, class size, room configuration, access for handicapped/disabled individuals, and room availability. If you have a special need for a particular type of room or equipment, contact your Academic Leader as early as possible. Discuss any classroom change with your Academic Leader. The approved change must be on our room schedule system so you and your students can be located.

Which textbooks and materials am I to use?

This varies from course to course. Textbook selections are given serious consideration by the various clusters and full-time faculty and are based on many different criteria. While the selections may not necessarily be those that you would wish, any variation from them can be done only after full discussion with your Academic Leader well in advance of the semester. We try to limit the costs to students by having a single selection of texts for each course. You may obtain an instructor copy of the text from the cluster office. In some instances, instructors do not wish to use texts at all. If you feel thus, please discuss this with your Academic Leader far enough in advance that the bookstore can be notified in sufficient time.

ATTENDANCE/CLASS ADMINISTRATION

When and where do I get my class roster?

The class roster lists all students enrolled in a specific course and section. The class rosters are available in AB 218. The class roster assists the instructors, Student Success, and the College in verifying who is registered for and attending the course.

The class roster lists the students who register for your section and pay to attend Northwest Vista College. Each roster has a specific purpose, and we need your feedback to document the students registered.

Preliminary Roll	The “first class roll” is used to acquaint you with your students and to check roll the first class day or two. A copy of a screen from the registration system may have incomplete information.
Revised Roll	Before the end of the first week of class, a revised roll is available. This is the roster you should use to verify the students who will be with you for the semester. All students on this roll should have been in attendance and any students attending your class that are not on the roll may have not paid tuition. If there are any discrepancies, students should be asked to go to Enrollment Services (AB 218). The “official census roster” will reflect the corrections you make.
Census Roll	This roster will be available on the third day following the census date, the 12th class day. You should sign this roll after <u>verifying</u> that any changes you found on the Revised Roll have been made and return it to Enrollment Services (AB 218). This signed roster will validate the “contact hour reimbursement” that the college will receive from the state, and the students on this roll will be the students you will grade at the end of the semester. If there are any discrepancies, students should be asked to go to Enrollment Services (AB 118).

It is very important that you carefully check the rosters and ensure that any necessary corrections are made on the Preliminary Roll. The Census Roll must be signed and returned in a timely manner for us to complete the records required by the state. The deadline dates for correcting the Revised Roll and for signing the Census Roll will be provided at the beginning of each semester.

How do I handle the discrepancies on my rolls?

Student in class but the name is not on roster...

Ask the student for an “add” slip. If the student does not have an “add” slip, send that student to Enrollment Services (AB 218) to verify appropriate enrollment.

Student name on roster but has never attended class...

Contact Student Success to clarify status of student and submit a “drop” slip to make sure the student does not appear on census roll. The student probably either never paid tuition or is attending the wrong section.

What do I tell students who want to change sections?

Students are not generally permitted to change sections after the first day or two of the term, depending on the length of the term. Occasionally, you may have a student who, due to a work schedule change or personal situation, is unable to continue in your class. If the student has been performing successfully, we want to keep the student and may be able to find a section at another time that would permit the student to complete the course. Such changes require the approval of the “receiving” instructor. If such a situation arises, contact your Academic Leader for assistance.

What about students who want to drop my class?

Students may drop classes without instructor permission. You do not need to “sign them out” or fill out any additional paperwork when students initiate a drop. Send these students to Student Success to make the necessary changes. You will receive a drop notice, which you should retain, with your grade book.

Do students who drop a class get their money back?

Tuition refunds are made according to a pro-rated schedule available in Student Success. Some fees are non-refundable. Check the refund schedule published each semester in the class schedule for more information. Students who are on financial aid may affect their eligibility of such aid by dropping a course. Refer students in this situation to the Financial Aid office in Student Success for assistance.

What is a “Calling Card”?

When a student has an outstanding balance for fees or tuition, Student Success will try to contact the student by telephone or mail. However, in some cases the Bursar will send a Calling Card or memo to the instructor requesting that the student be sent from class to the Bursar’s office. After the student makes payment or arrangements for payment, the Bursar will issue the student a Clearance Card or a Temporary Clearance Card, with an expiration date. The student shows this card to the instructor and is then allowed back into class.

What happens to a student with an unpaid balance at the end of the semester?

If a student has any unpaid fees—including tuition, student fees, returned checks, testing fees, parking permits or violations, and so on—the student will not be issued transcripts, nor will that student be able to enroll in subsequent semesters until all fines and fees are paid or cleared. Send students with payment questions to the Bursar in Student Success.

What are my responsibilities regarding office hours and availability for students?

All faculty members should be available to their students 15 minutes prior to and following each class. Additionally, all faculty members are expected to provide students with written notice—usually by inclusion in the syllabus—the means by which they may be contacted in order to respond to student questions, problems, or other student needs. You may choose to have your students contact you at your office phone number at the college, home phone number, or email address.

Full-time faculty establish ten (10) regular office hours during which time your students may meet with you on campus. There is no such requirement for adjunct faculty, although you are very much encouraged to be available to them for consultation, discussion, etc. It is important that all faculty members provide a reasonable means by which their students may contact them and that students are made aware of these means. The reason for stressing the contact is not simply to ensure that students can get course questions answered, although that is very important.

You are likely aware that all research clearly shows that increased contacts with faculty outside class are one of the indicators of increased retention of and degree completion by students. As that is central to our mission, we heartily encourage you to explore a variety of ways to keep in contact with students.

Does Northwest Vista College provide or sell students’ names to outside companies?

Because Northwest Vista College is a public institution, the Texas Open Record Law allows the college to release directory information to the general public without consent of the student. Name, date and place of birth, current address, dates of attendance, telephone listing, degrees and awards, subject major, parking information, and previous agencies/institutions attended are considered public information. Students may request that all or any part of this information be withheld from the public by making a written request to Student Success during the first 12 days of a fall or spring semester or the first four days of a summer semester. This request is good for one year. More information may be found in the college catalog.

Northwest Vista College currently provides students’ names and addresses only to other colleges and universities and military recruiters. Northwest Vista College does not provide student data to credit card companies or other businesses.

What if one of my students would like to bring a guest to class?

If you wish to permit it, a student may bring a one-time guest to class, but the only regular attendees of your class should be tuition-paid, enrolled students and other College or District personnel auditing or evaluating the class.

What do I tell students who ask about bringing children to class?

Students are not to bring their children to class or to labs. Apart from the obvious questions of liability, there are also potential problems with regard to inadvertently damaging equipment, disturbing the class, and distracting other students. Minors under the age of 12 must not be left unattended on campus by staff or students. Refer students to the catalog if written guidelines are requested. Note: our actions should generally reflect the actions required of students.

Is there a dress code for faculty?

Because of the wide variety of courses offered at NVC and throughout ACCD, there is no standard dress code for faculty. However, faculty members should keep safety, hygiene, and professionalism in mind and avoid clothing that sends a negative or disruptive message.

What is not allowed in the classrooms?

- Tobacco—Smoking or the use of other tobacco products (chewing tobacco, dip, snuff) is not allowed anywhere in the buildings. We are a smoke-free institution.
- Alcohol—Alcohol is forbidden on campus.
- Eating and Drinking—Food and drink should be prohibited in the classroom. Vending and lounge areas are provided in the Academic Building and the College Commons.
- Weapons—Weapons of any type are forbidden on campus.

Ethics Policy

As stewards of the ACCD's finances, assets and resources, we are responsible for conducting our work in a manner that is ethically beyond reproach. All members of the ACCD share a commitment to excellence and a willingness to work together toward common goals. In order to be successful, each employee must assume responsibility for conscientiously carrying out his or her assigned duties. The ACCD Ethics Handbook includes the ACCD Code of Conduct and other resources to aid in ethical decision making. Following the Code of Conduct contained in the handbook is an integral part of the ACCD's commitment to:

- the highest quality education possible
- highly-qualified faculty and staff
- proper stewardship of resources, gifts, grants and other forms of support
- personal accountability

ACCD employees and others acting on behalf of the ACCD shall refrain from committing any acts or supporting, whether by actions or failure to act, the commitment of any acts that fail to meet these standards. ACCD will not condone a practice on the basis that the practice is "customary," "easy," or "expedient" if the practice does not comply with the Code of Conduct.

GRADING

Your commitment to the students' success in your class includes informing them about grading guidelines for each course. Refer to the catalog for detailed information for A, B, C, D, I, IP, W and F grades. All students on the "Census Roll" will have a grade assigned. Some general information is provided here for your use.

What should I consider when assigning grades?

A, B, C, D, F (Completion Grades)

With clear explanations of outcomes and expectations for each grade defined in your course syllabus, you and your students can complete the semester with no surprises regarding grades.

W (withdrawn)

A student may receive a “W” from a class if withdrawn prior to the “last withdrawal date” under two circumstances: 1) the student withdraws himself/herself through Student Success, or 2) you withdraw the student because he/she is not attending class.

Students who remain in your class must receive a performance grade (A, B, C, D, or F). You need to be aware that the “last drop date” can vary according to the type of course you are teaching. For normal semester-length courses and for flex courses (eight-week course), the catalog provides the date. If you are teaching something that is of a type other than these two, contact Enrollment Services in AB 218 for the last drop date.

I (Incomplete)

On rare occasions, when a student is “passing” the course but for a justified reason (such as illness or death in the family) discusses with you the inability to take the final exam (assessment) or complete a final project, the conditional grade of “I” may be issued. Discuss with the student the terms of the “I” prior to granting the extension: 1) what the student must do to complete the course, 2) the “I” becomes an “F” in 120 calendar days unless the student completes the course, and 3) the student has the responsibility to work with you to complete the course. Complete a “Conditions for Incomplete Grade” form with the student prior to assigning the “I”. The student and your Academic Leader must sign this form.

IP (In Progress)

All instructors should keep accurate records of student grades and student attendance. This is best done in a roll book or by using an electronic grade sheet. Keep rolls and grades recorded in such a way that you can easily respond to students who inquire about their progress in the class. Consistency and thorough grading records will facilitate your response to student questions.

How should I keep grades?

All instructors should keep accurate records of student grades and student attendance. This is best done in a roll book or by using an electronic grade sheet. Keep rolls and grades recorded in such a way that you can easily respond to students who inquire about their progress in the class. Consistency and thorough grading records will facilitate your response to student questions.

How should I keep track of attendance?

Absences are recorded from the start of the date of the class, or from the official date of the student’s registration, if after the class start date. Usually, students who are absent the equivalent of 1/8 of the course (for example, six hours or two weeks of classes in a regular 16-week semester course) may be dropped from the class by the instructor because of the lack of progress such absences usually entail. However, at the instructor’s discretion, students may continue in the course or be reinstated if dropped. Excused absences apply to those students who represent the College in an official capacity. Other excused absences are based on the judgment of the individual faculty member. The instructor may require “make-up” work, but such is not a requirement for instructors. Be sure to clarify your expectations in the written syllabus you give the students at the beginning of the semester.

Is there a standard grading procedure for Northwest Vista College?

There are no College-wide or District-wide requirements for the specific grading method you choose to grade your students' performance. However, many instructors use the following grading scheme, but it is only one such scheme:

A=90-100 B=80-89 C=70-79 D=60-69 F=below 60

You may choose to establish a grading scheme different from this one, but, whichever scheme you use, you must state your grading policies clearly in your syllabi and ensure your students are aware of all components of the course that may raise or lower their grades.

How do I report my students' grades at the end of the semester?

At the end of each semester, you will post your grades electronically. This can be completed from any location with Internet access. Deadlines are identified for posting grades these affect the timeliness of students' access to grades and availability for transfer. A grade must be assigned for each student on the roll for your section to be complete. Print a copy of the grades assigned for your records. Note: the class roll may be two pages, so be aware that you may not be finished entering grades on-line with just the first page. It is important that each student in your class be assigned a grade. Incomplete class records will require the Academic Leader to follow-up with you.

How do I change a student's grades after final grades have been submitted?

You assign grades based on the expectations established on your syllabus and your professional judgment. Mistakes can be made posting grades and, occasionally, circumstances explained by a student may necessitate a grade change. If you need to change a grade, pick up a Change of Grade form from an Academic Leader or Student Success, complete the form, and send it to your Academic Leader. If approved, the student will receive written notification of the changed grade. A grade can be changed ONLY within one calendar year from receipt of grade. Changing a student's grade is to be an exceptional event, one that is not the result of an opportunity given to one (or some) student(s) but not to the whole class.

The parents of one of my students called to ask about their child's attendance and grades in my class. What should I tell them?

If the student is 18 years or older, the Family Educational Rights and Privacy Act of 1974 (FERPA) affords the students certain rights with respect to their educational records. You are prohibited by state law to discuss the student's grades or attendance with anyone but the student. Parents often feel that because they pay their child's tuition, they have a right to know whether or not their child is attending or passing class. However, you may not disclose this information without the written consent of the student. The Dean of Student Success will handle any exceptions to this. In such cases, you should discuss directly with the Dean what information you may divulge.

Students have the right to inspect and review their own records; students also have the right to request changes or amendments to their records if they believe the records are incorrect or misleading. School officials with legitimate educational or administrative interests (for example, deans, law enforcement personnel, attorneys, or health staff) may also access student records without the student's consent. The Family Educational Rights and Privacy Act of 1974 (FERPA) is printed in the schedule and catalog. For assistance relating to the release of student information, contact the Dean of Student Success or Director of Enrollment Management.

ATTITUDES, SKILLS, AND KNOWLEDGE

Where Are We, and How Did We Get Here?

NVC's Core Curriculum Attitudes, Skills and Knowledge (ASK) Initiative is the result of a college-wide effort to define, measure, and subsequently improve our students' learning. The attitudes, skills and knowledge outcomes, adopted by the faculty in Spring 2001, represent our attempts, our hopes, and our efforts to educate the whole person. These outcomes were developed solely by faculty and were arrived at independently of the college. Development of the ASK project has been an iterative process of dialoging among the disciplines, resulting in the twelve outcomes adopted by the faculty in Fall 2004. These twelve outcomes are listed below:

Attitudes –

- (A1) Behave with **integrity** and practice personal and social responsibility
- (A2) Value **lifelong learning** and **wellness**
- (A3) An **acceptance of change**, nuance, and uncertainty
- (A4) **Value diversity and differences** in people

Skills –

- (S1) **Communicate** effectively (visual, verbal, written and listening)
- (S2) **Cooperate and collaborate** effectively
- (S3) **Think critically** and creatively
- (S4) **Use technology** appropriately and effectively
- (S5) **Set goals** and assess progress

Knowledge –

- (K1) Understand various **ways of knowing**, and how individual disciplines investigate and **interpret the world**
- (K2) Know sufficient **mathematical and statistical** operations for effective living
- (K3) Understand the **American Experience** and its place in an **interdependent world**

These twelve attitudes, skills and knowledge outcomes form the basis of our institutional effectiveness program, of our core curriculum evaluation for Texas Higher Education Coordinating Board (THECB), and of the foundation for our Quality Enhancement Plan (QEP) for reaffirmation of accreditation with Southern Association of Colleges and Schools (SACS).

The process of using ASK for improvement in courses, which will lead to improvement in student learning, is as follows:

- Faculty identify a course to focus efforts on,
- Faculty identify common course outcomes,
- Faculty identify common ASK outcomes significantly addressed in this course,
- As the ASK outcomes are revised and refined, faculty review which outcomes are significantly addressed,
- Faculty identify means to assess either an actual outcome or the consistency within the course as related to the outcome,
- Faculty develop the instrument to assess and the process to gather data within their discipline,
- Faculty compile and analyze results from the assessment, and design changes to curriculum and/or delivery and/or assessment method. In the early cycles of refinement, we expect changes to focus on improving the assessment tool and data collection process. Once this process is stabilized, faculty can focus on implementing strategies that will impact the outcome.

The process is repeated until the discipline 1) achieves stability in the consistency of the course, 2) meets targets set as a result of repeated rounds of assessment, and/or 3) assessment indicates they are ready to begin work on a subsequent outcome.

AVAILABLE SUPPORT

To what extent am I responsible for student advising?

We want student advising to be an ongoing process for developing students. We view student advising as a total College responsibility, and instructors provide a key link in advising. In other places in this Faculty Handbook, the importance of varied and frequent contacts between faculty and students is mentioned. Research conducted over the last generation or more shows a consistent pattern of increased student goal formation, retention in courses, and persistence to degree in direct proportion to their contacts with faculty. In “advising” students, you are not expected to be familiar with what courses transfer to what institutions. Such information is available to students in Student Success. You are, however, a resource for students as they seek to clarify their goals and values and as they weigh possible career options. Discussing problems or questions that students have as they grow and develop can be one of the best services you can provide your students.

What additional ways can I have contact with students?

Advising students may also take the form of serving as an Advisor/Sponsor of student organizations. The possible gains in doing this are the same as mentioned above, plus there is the added benefit of helping students to experience organized, focused, and purposeful activity that complements their in-class experiences. The college enthusiastically encourages you to explore such a possibility. For information about what resources may be available to you, contact the Dean of Student Success.

What information do I need to know about degree programs for students?

Program faculty in technical/occupational areas are the primary sources of information for students regarding what courses to take, what skills students should have in their specialties, what employment prospects there are in those areas, etc. Faculty in traditional academic areas are typically less well-versed regarding such questions because of the variability of degree plans students pursue. Nonetheless, it would be good for faculty to become familiar with the “core” curriculum required for all Associate of Arts and Associate of Science degrees. The information is available in both the college catalog and in the “common” folder on the administrative information system. The Northwest Vista College 46-hour core will transfer to any other Texas public institution.

You may also hear the term “2+2” Transfer Programs. Students who follow the curriculum identified in these agreements with senior universities can transfer *all* of the courses they complete here. If a student completes the entire first two years of any such 2+2 program with a minimum of 60 applicable degree hours, he or she will have satisfied the requirements for the associate degree. Further information about this is available in Student Success.

Whom do I contact for facilities problems?

For problems with heating/air conditioning, furniture, equipment, and so on, contact the Facilities Superintendent at 348-2480. On weekends and evenings, contact the Evening/Weekend Coordinator in AB118.

Whom do I contact for computer problems?

For hardware problems with computers or printers, contact the Computer Help Desk at 348-2350 or the staff in AB118.

Who administers make-up tests?

Instructors may administer make-up tests in their work areas, as long as they can provide the student with an area that is quiet and free from distractions, including other students. The Student Success Testing Center, located on the 1st floor of the Learning Center, can also assist with make-up testing. Information about their hours of availability and the process to follow can be obtained in the Testing Center. Make sure that the guidance for the student and for the administrator is clear and easily understood and that the test is properly secured.

What if I can't make it to my class because of illness, a car accident, or some similar circumstance?

First, call your Academic Leader to arrange for a substitute or for alternate plans for your students if time permits. If you are unable to reach your Academic Leader, call Teaching and Learning Facilitation (AB 119) at 348-2177. The personnel will put a sign in sheet in your classroom and notify your Academic Leader. Please notify the appropriate person as soon as possible. Please notify the appropriate person as soon as possible. It takes time to arrange for a substitute or notify your class of your absence. If a substitute must be hired, \$28 per lecture hour and \$20 per lab hour will be deducted from your paycheck.

How will I know if classes are canceled due to weather?

If the ACCD Chancellor or the College President makes the decision to cancel classes because of snow/ice, flooding, natural disaster, or the like, the ACCD Director of Public Relations will contact the local media with a school closure announcement. Listen to local radio and TV stations for a list of school closings. If you have specific concerns (for example, if you teach a Saturday class or an off-campus class), call your Academic Leader or the Weather Hotline at 348-8189.

Where do I get classroom materials?

If you need ordinary classroom materials such as overhead transparencies, markers, staples, and so on, contact the administrative support (secretarial) personnel in AB201, 237, or 101. Faculty may also visit the support personnel in AB118 and G61. They can help you determine which materials are available and provided by the College. Coordinate any large purchases or unusual requests with your Academic Leader and the administrative staff. District purchasing policies do not provide for reimbursement on purchases made by employees, except from specific, authorized vendors. Do not purchase classroom supplies or use off-site copy companies and expect automatic reimbursement!

Can I check out audio-visual and multimedia equipment for classroom use?

Audio-visual equipment is available for your use. Contact the Faculty support personnel in AB118/G61 (348-2177/348-2132) for assistance in checking out audio-visual and multimedia equipment.

Help! How do I make photocopies of materials for class?

There are copiers available for instructor use in AB118, AB201, AB237, AB101, and the Learning Resource Center (library), 2nd floor, Learning Center. Use these for small to moderate copy jobs. For large numbers of copies, or for special copying needs, contact the administrative support personnel in AB201, 237, or 101. They can help you process a request for the use of the District printing center. Be sure to allow at least 10 days for adequate turnaround. For large copying needs, discuss with the Academic Leader the possibility of placing materials in the bookstore for students' purchase.

Where is the library located?

The Learning Resource Center (LRC), or library, is located on the second floor of the Learning Center. The staff encourages you to send students to them for assistance and to communicate to them any material/media needs you have. The librarian can furnish you with some helpful tips to consider when making assignments for student use of the library. Instruction on the LRC and its resources are available upon request. Please look at these prior to making research assignments.

Where is the campus bookstore?

The Bookstore is located in the Commons Building. You may visit them or phone for information at 348-2460. The bookstore carries all required texts for NVC courses. It also offers a good selection of student materials such as writing utensils, notebooks, backpacks, computer paper and supplies, t-shirts, study guides, small classroom tools and equipment (such as calculators, rulers, etc.), and a variety of snacks. The Bookstore offers complete book buy-back service. Contact the manager if you would like the Bookstore to special-order an item for you.

Where is the Tutoring Lab located and what does it offer students?

1. The Math Lab is located in room 200 of the Academic Building. Scheduled labs are required for students in Math 0300, 0301, 0302, and 0303. All students may attend the lab in room AB 200 on a space-available basis.
2. The Writing Lab is located in room 208 of the Academic Building. Scheduled labs are required for students in developmental English and Reading. All students with writing questions are encouraged to use the lab. Please encourage your students to use the lab resources.
3. The walk-in lab, which is available for all students, is located in room 234 of the Academic Building. The Tutoring Lab is staffed by Education Skills Specialists who primarily tutor and guide students in Math, Reading, and English skills. Tutoring services in other subject areas can be requested. Several on-line tutorial programs are available to help students with everything from basic math skills to vocabulary building to overcoming test-taking anxiety. Some helpful worksheets and texts are also available. The tutors can also assist students with basic computer skills such as opening an e-mail account or using word processing programs.

Plan to visit the Tutoring Lab during the first week or two of classes, with or without your students, if you have not already done so. Call the staff at 348-2192, or stop by AB234 to schedule a visit. For any questions about the services, contact the Academic Foundation Academic Leader.

What support facilities are available to instructors?

Teaching and Learning Facilitation (TLF) in AB 118 and G61 are available for faculty support. Numerous forms of assistance are available to you there, including several personal computers with a wide variety of software, a copy machine, a color printer, a digital image slide production unit, multi-media production software and hardware, etc. Acquaint yourself with the staff in the center and become familiar with the many services available there. Should you need support not currently available, discuss your needs with the staff.

Where is the Lost & Found?

If you find an item, turn it in to the campus police. The DPS office is located in the north end of the Physical Plant (the small building), next to the Academic Building.

What if I need to come in and do some work during non-class hours?

Many classes are offered at Northwest Vista College on the weekends, so most buildings are open on Saturday, and in the evenings. Discuss with your Academic Leader any need for access to your office when facilities will be closed. For access to a building on campus, when no classes are in progress and buildings

are locked, first call the ACCD Department of Public Safety dispatcher at 208-8099 to ensure an officer will be present to allow you access to the building. You will need to present picture identification to the peace officer in order to be allowed in any of the buildings of the College.

What other services do campus police offer?

The ACCD Department of Public Safety offers the College several courtesy patrol services. You may call campus police at 348-2531 during regular class hours, or the dispatcher at 208-8099 during non-class hours for these services, which include jump-starting a vehicle with a dead battery, escorting faculty members or students from a building to their vehicles, or unlocking a vehicle for an individual with proper identification.

SERVING DISABLED STUDENTS

What are my responsibilities for disabled students?

The Vocational Rehabilitation Act of 1973 (Section 504) and the Americans With Disabilities Act of 1990 are federal laws which guarantee all students with disabilities a learning environment that provides reasonable accommodation for their disabilities. Section 504 of the Vocational Rehabilitation Act states:

“No otherwise qualified individual . . . shall solely by reason of . . . handicap, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Section 504, as well as the Americans With Disabilities Act (ADA), prohibits discrimination in the recruitment, admission, or treatment of students. Students with documented disabilities may request accommodations that will enable them to benefit from all educational programs and activities. The ADA requires each academic accommodation be made on an individual basis. Under ADA, Northwest Vista College must ensure its programs, activities, and facilities are accessible to students with disabilities.

The Coordinator of Services for Special Populations is responsible for determining “reasonable accommodations” for disabled students, or whether or not a student has a “qualified disability as defined by the ADA.” You may contact the coordinator at 348-2092 or email sdresser@accd.edu if you have any questions regarding disabled students.

What are some qualified disabilities?

A student who possesses “any mental or physical condition that substantially limits the individual’s ability to perform one or more major life activities” may have a qualified disability. Some examples include physical disabilities, visual impairments, chronic disabilities, neurological impairments, psychological disabilities, learning disabilities, hearing impairments, temporary health problems, and communication disorders. You should refer any such questions to the Access Office in Student Success for any services that may be available.

What are some of the accommodations that we make for disabled students?

Once the Access Office has determined that a student requires accommodations, the Coordinator of Services for Special Populations will prepare each instructor a confidential letter indicating what accommodations are to be provided to the student, upon the student’s request. The disabled student will then give this letter to his/her instructor(s). Accommodations to students may include:

- note taking service
- alternate testing
- readers
- scribes
- interpreter services
- adaptive technology

- recording lectures
- tutoring services
- closed caption videos/films
- reassignment of classrooms
- adaptive furniture
- other accommodations as needed and appropriate

HANDLING EMERGENCIES

Whom do I call in an emergency?

Call 911 for life-threatening emergencies, or call 222-0911; this is the ACCD emergency number.

For non-emergency police assistance, call:

- 348-2531, NVC Department of Public Safety (DPS), Monday through Friday, 8:00 A.M. – 5:00 P.M., or visit the DPS office located in the north end of the Physical Plant, next to the Academic Building.
- 208-8099, ACCD Department of Public Safety Dispatch, evenings and weekends, or if there is no answer at the above number.

What if there's a fire?

When a fire alarm sounds or you detect a fire, follow these steps:

1. If fire appears controllable, locate and use the nearest fire extinguisher. Maps and information sheets detailing the location of fire extinguishers are located inside each classroom.
2. Count the students.
3. Close any open windows.
4. Leave the room with the students, together, walking. Be sure to assist disabled students. Do not use elevators.
5. Close the door.
6. Lead the students to a safe place, 500 feet away from the building.
7. Count the students again. Do not re-enter the building.
8. Do not dismiss the students as their exiting cars could block incoming emergency vehicles
9. Wait for further instructions. (If none are given after 45 minutes, then dismiss the class.)

What if there's a bomb threat?

If you receive the threat:

- Notify the campus police at the above numbers.
- Follow the above instructions for fire emergencies.
- After the students have left the building, make a quick inspection of the room for suspicious objects.
- If one is found, do not touch it; report it.
- Then leave the building and join the students.

How about minor emergencies?

First Aid kits are located in AB101A, AB201A, AB135A, and AB237A (in the office break rooms). You should also contact Campus Safety as a routine precaution at 348-2531. The Dean of Student Success should be contacted for information about any health-related issues. Call 348-2020.

How should I handle assault, misconduct, or theft?

Assault—Although weapons are forbidden on campus, assaults may happen, with or without a weapon. An assault is defined as an intentional, willful threat to do bodily injury to another; an intentional, willful, or reckless cause of injury to another; or intentional and willful physical contact with another when the assailant knows or believes that the victim will regard the contact as offensive or provocative.

Misconduct—Disorderly conduct or misconduct that warrants a call to the campus or San Antonio police is basically any situation you feel you cannot safely or adequately control. For example, if a student (or anyone) exhibits any of the following, you may wish to contact the police: intoxication, carrying a weapon, fighting, loud or public display of obscenities or obscene gestures, threatening behavior, exposing oneself, and so on.

Theft—Items stolen, either from a student or you, should also be reported to the campus.

Immediately report any threatening or dangerous behavior to the campus.

How much authority do the campus police officers have?

The ACCD Department of Public Safety (which includes our campus police) is commissioned to maintain law and order. The District peace officers are invested with all the powers, privileges, and immunities of peace officers and have the jurisdiction to:

- enforce all traffic laws,
- arrest without a warrant any person violating a state law,
- assist another law enforcement agency, and
- perform all security duties of the District.

SALARIES, BENEFITS, AND SERVICES

What are the different types of faculty positions at Northwest Vista College?

Every faculty member hired at Northwest Vista College must meet the qualifications of the Texas Coordinating Board for Higher Education and of the Southern Association of Colleges and Schools for each discipline in which he/she hopes to teach. The Academic Leaders can share the appropriate information with you regarding any questions you have concerning qualifications. The hiring procedures for faculty can be found in the ACCD Procedures Guide available in the offices of the Academic Leader, the Vice-President, and Corporate and Community Development. Separate applications must be made for each teaching discipline and separate approval and placement will be conferred.

Full-time Tenure Track – Tenure-track faculty members are full-time faculty classified according to the ranks of instructor, Assistant Professor, Associate Professor, and Professor. Advancement in rank of tenure-track faculty comes as recognition of excellence in teaching, research, public service, and professional growth. Full-time tenure track faculty members are considered probationary until tenure is approved. Once tenures, faculty members are considered “permanent” employees.

The normal teaching load for full-time faculty is 15 credits per semester. Institutional needs may occasionally dictate granting “release time” for faculty to work on projects needed by the college. In such cases, the teaching load of the faculty member would be decreased proportionately as determined by the faculty member and the Academic Leader.

Adjunct Faculty – Adjunct faculty can be either full-time or part-time. They are employed on a semester-to-semester basis; so all adjuncts are considered temporary employees. Because of the temporary nature of the appointment, adjunct faculty accrue no tenure rights and, because the College’s teaching needs vary from semester to semester, are not guaranteed employment beyond the semester for which they are hired. Adjunct faculty approved by the ACCD Board of Trustees for one college are eligible to teach at all of the district’s colleges which have the program or discipline for which the faculty member is approved. The maximum number of hours that adjunct faculty are permitted to teach throughout the ACCD colleges in any semester is 11 and 9 hours in the summer. Adjunct faculty members will be asked to declare to NVC Academic Leaders all course assignments accepted at other ACCD colleges for the semester.

How is my salary determined?

The ACCD pays full-time and adjunct faculty according to a district-approved schedule. The pay schedule is graduated based on the credentials of the faculty member. Pay categories range from possessing a bachelor's degree to an earned doctorate. Full-time faculty are also paid according to experience.

Where can I get a copy of the adjunct or full-time faculty salary schedule?

Copies of the pay schedules are available from several sources:

- Contact your Academic Leader for the pay rate for specific courses you teach.
- Go to the ACCD web site at <http://www.accd.edu/ACCD/hr/hr.htm>. This screen will take you directly to the Human Resource Office's on-line information bank. Or call the Human Resource's office at 208-8051.

When do I get paid?

Payroll checks are issued twice a month for faculty. For adjunct and full time overload pay, refer to the payroll schedule. This schedule varies by semester. The pay schedule is available on the ACCD HR web page. When payday falls on a weekend or holiday, pay is made on the preceding workday. The NVC Bursar can help you with payroll and payroll schedule questions. Call 348-2030, or visit the Bursar's office in Student Success.

How and where do I get paid?

Paychecks may be deposited directly to your bank account. An Authorization for Direct Deposit form can be obtained through the Bursar in LC106H. To initiate Direct Deposit, complete this form and return it directly to the ACCD Payroll Office. It generally takes two pay periods for a Direct Deposit form to be processed. If you want to cancel Direct Deposit with the old bank, then complete a new Authorization form with the new bank's information and submit it to the Payroll Office. If you do not have deposits made directly, you may pick up your paycheck at the Bursar's Office with a picture ID.

What if I can't pick up my paycheck in person?

You may designate another person such as a spouse, Academic Leader, or other faculty member, to pick up your paycheck. Submit a letter to the Bursar which states the designated person's name and which date(s) paychecks the other person may pick up. Be sure to sign and date the letter. The other person may be required to show identification to the Bursar in order to pick up your paycheck.

Am I eligible for benefits?

Adjunct faculty without benefits are those who teach fewer than 12 hours per semester and are paid in accordance with the salary schedule determined on the hourly basis. Such adjunct faculty members are not eligible to receive leave or benefits.

Adjunct faculty with full benefits are those who teach 12 hours or more per semester and are paid at the entry level of tenure-track faculty based on qualifications. These adjunct faculty members are eligible for the same leave and benefits as tenure track faculty. There is a 90-day waiting period for benefits.

Full-time tenure track faculty are eligible for full benefits, to include insurance, retirement, and leave. There is a 90-day waiting period for benefits. Benefits vary according to employment status, changes in District offerings, and so on. Contact the Employee Benefits Office at 208-8066 if you have questions.

Does Northwest Vista College have "in-service" days or faculty development sessions?

Yes. There are many opportunities available to faculty for growth and development as professionals. NVC schedules development sessions at the beginning of each semester as well as other times throughout the

year. The District also encourages professional development; ACCD likewise has an annual development day for all District personnel. All faculty members – adjuncts and full-time faculty – are encouraged to participate in development activities offered by the College, the District, and other outside sources (such as conferences and workshops). If you have questions about attending any type of faculty or professional development, please contact your Academic Leader.

How will my performance as an instructor be evaluated?

Adjunct Faculty – All faculty members will have periodic visits/evaluations by their Academic Leaders or designee. Academic Leaders use the Classroom Observation Form to record the results of their classroom observations and to discuss classroom performance with adjunct faculty. The classroom observation process is designed to improve instruction, and to help the department make appropriate future class assignments.

Full-time Faculty – Academic Leaders complete annual performance evaluations for all full-time faculty members as outlined in the ACCD Policies and Procedures Manual. This evaluation is designed to assess professional performance and to improve instruction. Annual performance evaluations of faculty are based primarily on three factors: teaching, service, and professional growth. The evaluation may include a classroom observation, a peer evaluation, a self-evaluation, student surveys, and an evaluation by the Academic Leader. The annual performance evaluation is also a factor in decisions on promotion, tenure, and renewal of a non-tenured faculty member.

How can faculty members advance in placement and salary?

Through advanced education, NVC provides for advancement in salary for all faculty members. The College also provides for promotion in professorial rank through professional and educational development.

The following classes apply for placement on the ACCD salary schedule:

- Class I Bachelor's degree in the teaching or related field, or the equivalency determined by administrative procedures
- Class II Master's degree with 18 hours in the teaching field, or the equivalency. For vocational technical faculty, a Bachelor's degree with three years of experience.
- Class III Master's degree plus 12 graduate hours or equivalency. For vocational technical faculty, a Master's degree plus two years experience.
- Class IV Same as Class III, plus an additional 12 graduate hours in the teaching field or equivalency
- Class V Same as Class IV, plus an additional 12 graduate hours in the teaching field or equivalency
- Class VI Same as Class V, plus an additional 12 graduate hours in the teaching field or equivalency
- Class VII Earned doctoral degree in the teaching field, or doctoral degree and the approval of the President, having 50% of required course work in the teaching or related field.

I am a full-time faculty member. What should I be doing to ensure my supervisor and I are taking all the necessary steps toward my earning or maintaining tenure?

First, you should review the ACCD Policy and Procedures manual. Section D details all criteria related to faculty promotions, tenure, and termination. Policy Manuals are maintained by supervisory personnel (Academic Leaders) and are available in the vice-president's office. In addition, information and forms for evaluation, promotion, and tenure are available on the V: drive. You should discuss your employment status with your Academic Leader. You are responsible for following the schedule outlining requirements for promotion and tenure. As a part of progressing satisfactorily toward tenure, faculty must be assigned in instruction or instructional support for at least 60% (9 hours) of their teaching load each semester.

I'm an adjunct faculty member. Can I apply for a full-time tenure-track position?

All full-time tenure-track faculty positions are determined by the clusters and advertised to the public through the district's Human Resources department. If you are aware of a position for which you would like to apply, you will follow the same application procedures as applicants who are not employees of ACCD or any of its Colleges. Adjuncts should apply for full-time tenure-track positions. Requirements for application vary from position to position; please contact the Academic Leader responsible for the academic area in which you wish to apply for more information about positions and application requirements. For more information regarding application procedures, call ACCD Human Resources Employment Office at 208-8051, or visit their web site at <http://www.accd.edu/ACCD/hr/hr.htm>.

Do I need an ACCD parking permit?

In accordance with State statutes and Board regulations for the welfare and safety of all people at the College, our campus police require all faculty, staff, and students to register any vehicles they operate or park at NVC. If you will be parking on the Northwest Vista College campus (day, evening, or weekend), or any of the other lots at Palo Alto College, San Antonio College, St. Philip's College, Southwest Campus, or the ACCD offices, you need to purchase an ACCD parking permit.

How do I get an ACCD parking permit?

To obtain your ACCD parking permit and to register your vehicle(s), please visit the NVC Bursar, located in Student Success on the first floor of the Learning Center. You will be asked to complete a Vehicle Registration Form with your name, home address, social security number, description of the vehicle(s), license plate number(s), telephone number (in case of an emergency), and signature. You do not need proof of insurance or registration for the vehicle. You may use the parking permit for more than one vehicle, but all of your vehicles must be registered on the Vehicle Registration Form.

How much do parking permits cost?

Students and faculty are permitted one parking permit, the cost of which is as follows:

- Fall Semester (1 year) Valid from Sep 1— Aug 31 the following year \$20.00
- Spring Semester (1/2 year) Valid from Jan 1— Aug 31 the same year \$10.00
- Summer Semester Valid from Jun 1— Aug 31 the same year \$ 7.00

Replacement permits are \$3.00 and require an authorization form from the Northwest Vista College DPS office, located in the facilities plant next to the Academic Building. Report lost or stolen permits to the DPS office to release you (or the owner of the vehicle) from any obligations for violations, should someone else use your permit illegally. Parking fees are non-refundable.

What if I buy or sell a vehicle?

The College's Department of Public Safety office keeps all Vehicle Registration forms on file. You may make additions, deletions, or corrections there.

Do I need an ACCD parking permit if I teach off-campus?

No. ACCD permits are not required for non-ACCD off-campus locations. However, some locations may require their own special permit. Get further information from Student Success at 348-2020.

What if I get a parking ticket?

If you wish to appeal an ACCD Department of Public Safety ticket, visit any of the ACCD college campus police offices. Do not ignore a campus-issued ticket; violations of parking regulations, including fines, should be cleared with campus police.

COLLEGE WORK ENVIRONMENT

ACCD Policy and Procedures, in the ACCD Policies and Procedures Manual, are intended for the protection of all faculty, staff, and students of ACCD. You may find a copy of the complete ACCD Policy and Procedures Manual in any of the Cluster offices, Corporate and Community Development office, in the Vice President's Office, or in the Office of Student Success. The ACCD Employee Handbook also incorporates and details much of the information you'll find below. For the complete text, please visit the web site <http://www.accd.edu/accd/hr/handbook.htm>.

Faculty Responsibilities

The primary responsibility of faculty members is to provide a quality education for all students attending the College. The relationship of the faculty to students is that of leader, teacher, advisor, and facilitator of learning. Faculty are protected by academic freedom and bound by its accompanying responsibilities. District Policy DDA Local outlines the following description of duties of faculty in the ACCD.

Teaching faculty are professional educators who have the primary responsibility of fulfilling the District mission of providing a quality education for all students attending the colleges. Faculty categories include full-time, temporary with benefits, and temporary without benefits. Full-time faculty members are classified according to the ranks of Instructor, Assistant Professor, Associate Professor, and Professor. Advancement in rank comes as recognition of excellence in teaching, research, public service, and professional growth. Faculty members are responsible to a department/program chairperson. The relationship of the faculty member to the student is one of leader, teacher, advisor, and facilitator of learning.

Duties and Responsibilities

1. Maintain annually updated course syllabi and provide each student with a written statement of course requirements at the beginning of the semester including texts, course content and competencies, and evaluation.
2. Prepare course materials; use appropriate teaching techniques including delivering lectures, leading discussions, and conducting laboratory demonstrations; and perform other activities which are related to and meet the requirements of the courses.
3. Conduct evaluations of student performance and assign grades on the basis of such evaluations.
4. Maintain records of student attendance and grades according to college and State policy.
5. Maintain a posted minimum of ten office hours a week and be available for student conferences and tutoring.
6. Responsible for the development and revision of course content, textbook/equipment selection, instructional materials, and teaching assignments/scheduling.
7. Responsible for administering student surveys in classes as prescribed by district procedure and discussing results with department chair.
8. Participate in the development and implementation of articulation programs and agreements and promote student participation in such programs.
9. Provide students with academic and career advisement and assistance in transferability as appropriate.
10. Work with students and employers in occupational settings, on-the-job training, practicum, internships, and similar work-related situations as needed.
11. Maintain professional skills and subject expertise through continual study and research in discipline and through involvement in professional organizations.
12. Donate academic expertise in the local, state or national community when appropriate to fulfill the community relations goals of the District.
13. Serve on department, college, and district committees as needed to assist in policy development, promotion or tenure review, and other matters to benefit the District.

What about additional responsibilities?

Our first priority at Northwest Vista College is, of course, to offer our students a sound education. You are encouraged to serve on college assignments that accord with your interests and abilities. A list of such committees and other groups is available on the V: drive. If you feel that your additional activities interfere with your instructional responsibilities, contact your Academic Leader so you can work together to establish a schedule that meets the students' needs, your needs, and the College's needs.

The Northwest Vista College values (Learning, Community, Caring, Synergy, Diversity, Creativity, Openness, Integrity, and Joy) are the foundation for your involvement in the college. The focus for evaluation, promotion, and tenure, is centered on your effectiveness in the classroom and your involvement in the college outside your teaching assignment.

Academic Leaders

Academic Leaders provide administrative support for faculty while continuing to serve in a faculty capacity. A faculty committee selects the Academic Leader from full-time faculty who indicate an interest in this leadership role. Their responsibilities include selection of faculty for the classes in their cluster, coordinating the development of each semester's schedule, defining faculty loads, coordinating evaluation of faculty, coordinating the academic decisions of disciplines and the cluster, coordinating the full-time faculty support of adjunct faculty, and serving on the academic leadership team. The primary focus of this position is to represent the faculty in academic decisions. You are encouraged to indicate your interest in leading your discipline and/or serving in this important role.

Collegial Participation

At the Discipline/Cluster Level: You will be involved in discipline/cluster decisions which are vital to the planning and continuing quality of our student-centered approach to learning. Curriculum development is a continuing process involving evaluation, new course development, and revision of existing courses. You develop the core outcomes, ASK outcomes to be addressed, and evaluation tools for each course. All faculty in each discipline, full-time and adjunct, are responsible for consistent, quality results.

At the College Level: You are encouraged to participate in college decisions. Teams across the college are identified each year to review results in various areas and make recommendations for improvements. Representation from the academic area is an important part of the decision-making process and requires your participation.

Academic Freedom

All members of the faculty are entitled to academic freedom. According to the Alamo Community College District Policy Manual, the provisions for academic freedom are these:

- The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his or her other academic duties; research for pecuniary return should be based upon an understanding with the authorities for the institution.
- The teacher is entitled to freedom in the classroom in discussing the subject. However, he or she is careful not to introduce into his or her teaching controversial material that has no relation to the subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
- The College teacher is a citizen, a member of a learned profession and an officer of an educational institution. When speaking or writing as a citizen, the teacher is free from institutional censorship or discipline. Nevertheless, the teacher's special position in the community imposes special obligations. As a person of learning and an educational officer, he or she remembers that the public may judge his or her profession and institution by his or her utterances. Hence, the teacher will at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort

to indicate that he or she is not an institutional spokesperson.

- The Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 mandate reasonable accommodations, such as recording lectures, note takers, interpreters, etc., be provided to create equal access. Federal disability law takes precedence over academic freedom.

EMPLOYMENT INFORMATION

What are the general EEO guidelines?

Northwest Vista College is committed to the principles of equal employment opportunity and, therefore, does not discriminate on the basis of race, color, sex, age, ethnicity, religion, national origin, disability, veteran status, or any other characteristic protected by law. This shall apply to all phases of employment including recruitment, employment upgrading, demotion, promotion, transfer, layoff, recall, termination, compensation or training. However, Northwest Vista College employs only U.S. citizens or non-U.S. citizens authorized to work in this country.

How about accommodations for disabled individuals?

Northwest Vista College will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in undue hardship. A “qualified disabled person” is one who, with reasonable accommodations, can perform the essential functions of the job in question.

An employee whose use of alcohol or drugs prevents him or her from performing assigned duties is not qualified as disabled. However, the District coordinator of ADA shall be consulted concerning the rehabilitation of a tenured faculty. (Policy Manual - DAA) A person with a contagious disease, which would be a direct threat to the health of others, does not qualify as disabled.

Where can I get more information about Equal Employment Opportunities?

Employees with questions and concerns about any type of workplace discrimination should contact their immediate supervisor, NVC vice president, the NVC HR representative, or the District Director of Human Resources at 208-8075. You may also visit the ACCD web site at <http://www.accd.edu/accd/hr/handbook.htm#WORK>. Employees may raise concerns and make reports without fear of reprisal. Any Northwest Vista College employee engaging in any unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

What about retirement?

All full-time personnel are eligible for retirement under the Teacher Retirement System of Texas, or a faculty member may choose the Optional Retirement Program, which must be chosen within the first 90 days of employment with the College. Guidelines for retirement are outlined in the District Policy Manual. No employee of the District shall be required to retire on the basis of age. A contract employee, including adjunct faculty, may resign at any time that is mutually agreeable with the consent of the Board of Trustees.

Faculty Hiring Procedures

The Alamo Community College District’s policies and procedures provide hiring guidelines to be followed when hiring staff and faculty.

WORKPLACE ACTIONS/RIGHTS

Nepotism and conflict of interest

Relatives (any person related by blood or common law) in the same area of an organization may cause serious conflict and problems perceived as favoritism, thus reducing morale. Relatives of current faculty or staff may be hired only if they will not be working directly for or supervising a relative or will not occupy a position in the same line of authority within the organization. If the relative relationship is established after employment, District Human Resources will make final determination on retention or reassignment.

Rights of Association and Participation

The participation of ACCD and Northwest Vista College employees in community or political activities is neither discouraged nor encouraged. Such involvement may not interfere with faculty performance of official duties and may not be used to put political or social pressure on faculty, staff, or students. Faculty may not use their District position or title in connection with such activities.

District officials may not enter into any collective bargaining agreement with any labor organization regarding wages, hours, or terms and conditions of employment of ACCD employees. Neither may such officials recognize any labor organization as the bargaining agent for any ACCD employee or group of employees.

Ethics Handbook

The Alamo Community College District has issued an Ethics handbook to all of its employees. The handbook contains the code of conduct and includes resources from which the handbook was created. It is important that all employees obtain a copy of this handbook and are aware of the content. The handbook can be viewed on the web at <http://www.accd.edu/main/html/ethics/EthicsHandbook05.pdf>. If you need to file a report, please visit the web site at <http://www.accd.edu/main/html/ethics/ethics.htm> or call the toll free hotline at 1-866-294-3696.

Rules of Conduct

Northwest Vista College expects its faculty and staff to act in the interest of safety and appropriate working conditions. Those civil laws that govern human conduct in the general community likewise apply to the College. Therefore, violation of the common law is inappropriate at the College. Northwest Vista College is a drug-free institution, and the College administration has the right to test for suspected drug use. Theft, falsification of documents, assault, threats of assault, absenteeism, and tardiness are all unacceptable conduct. Disciplinary action will depend upon the violation. We are a professional institution, and professional conduct is mandatory at all times.

Sexual Harassment

Sexual harassment is against the law and ethics of the College. Sexual harassment shall be prohibited against all persons seeking benefits from the District including all employees, students, applicants for enrollment or employment, or others who might receive the benefits of College activities.

Trustees, administrators, faculty, staff and other agents of the District shall not engage in conduct constituting sexual harassment. The District shall promptly investigate all allegations of sexual harassment and take appropriate disciplinary action, including dismissal, against employees who engage in sexual harassment, subject to appropriate procedural and due process requirements. Allegations of harassment do not have to be repetitious in nature in order to constitute sexual harassment as defined in this policy.

Sexual harassment of students includes such activities as engaging in sexually-oriented conversations, telephoning students at home or elsewhere to solicit unwelcome social relationships, physical contact that would reasonably be construed as sexual in nature, and threatening or enticing students to engage in sexual behavior in exchange for grades or other school-related benefit.

Sexual harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an employee, student, or group of employees or students because of his or her gender and that:

- has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment; or
- has the purpose or effect of unreasonably interfering with an individual's performance of duties or studies; or
- otherwise adversely affects an individual's employment or academic opportunities.

NOTE: *If you observe sexual misconduct or sexual harassment of any kind, involving students, staff, or faculty, contact the President's Office (348-2001) for further assistance and reporting procedures. The policy can be located in the ACCD Policy Manual, section DHA (local).*

Conflict Resolution

A conflict of interest occurs when an employee is in a position to influence a decision that may result in personal gain for either the person in question or for one of that person's relatives. If a person believes that there may be a conflict of interest, this conflict must be reported to the College President or designee.

The ACCD's policies and procedures provide for prompt resolution of workplace conflicts. Employee grievance procedures allow for due process of employers and include actions for informal resolutions as well as formal processes. See the policies and procedures manual or ask your Academic Leader or Vice President's office for information.

ONE FINAL NOTE

The above guidelines either are, or have been developed in accordance with, policies of the Alamo Community College District. They are designed to ensure that your work environment is secure and that your time and effort at NVC are rewarding for you and your students. We pride ourselves on having a college with a healthy, nurturing culture, one that affirms the good in our students and staff. Your active support of these aims can go far toward making Northwest Vista College an institution that fosters growth and makes positive changes in the lives of all those it touches. Welcome to our community – you are part of a vital enterprise, the education of our citizenry. There is no nobler undertaking.