



**2016-2017**

**FACULTY  
HANDBOOK**

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## TABLE OF CONTENTS

**Introduction** ..... Page 1

### **PART A**

**Section 1** Governance .....Page 3

- 1.1 Policies and Procedures Applicable to Tenure-Track and Tenured Faculty
- 1.2 Faculty Contracts
- 1.3 Faculty Participation in the Instruction Division's Operations and Governance
- 1.4 Committees and Councils in the Instruction Division

**Section 2** Definition and Selection of Faculty ..... Page 21

- 2.1 Faculty Positions and Descriptions
- 2.2 Policies and Procedures on the Selection of Tenure-Track Faculty
- 2.3 Grow Our Own Program

**Section 3** Faculty Performance Review .....Page 31

- 3.1 Evaluations of Ranked Faculty Performance
- 3.2 General Information
- 3.3 Procedures for Faculty Performance Review
- 3.4 Interim Faculty Performance Review
- 3.5 Procedures Concerning Unsatisfactory Performance for Tenure-Track or Tenured Faculty
- 3.6 Department Chair Performance Review
- 3.7 Chair Interim Performance Review

**Section 4** Merit .....Page 48

- 4.1 Merit Determination System
- 4.2 College-wide Merit Awards
- 4.3 The Operation of the College-wide Merit Committee

**Section 5** Promotion and Tenure .....Page 52

- 5.1 Promotion
- 5.2 Criteria for Promotion to the Rank of Assistant Professor
- 5.3 Criteria for Promotion to the Rank of Associate Professor
- 5.4 Criteria for Promotion to the Rank of Professor

- 5.5 Tenure
- 5.6 Criteria for Tenure
- 5.7 Operation of the Promotion and Tenure Committee

**Section 6** Faculty Assignments and Compensation . . . . .Page 60

- 6.1 Faculty Teaching Load
- 6.2 Faculty Salaries
- 6.3 Online Learning Compensation Policy
- 6.4 Reassignment Policy

**Section 7** Instructional Policies . . . . . Page 69

- 7.1 Textbook Selection
- 7.2 Syllabi
- 7.3 Class Roster
- 7.4 Procedure for Recording Student Attendance – Participation
- 7.5 Class Management
- 7.6 Office Hours
- 7.7 Evaluation of Student Progress
- 7.8 Administrative Withdrawal of Non-attending Students
- 7.9 Removal of a Student from a Course
- 7.10 Finals Week
- 7.11 Independent Study Courses
- 7.12 Online and Hybrid Course Development and Facilitation Policy
- 7.13 Field Trips and Other Student Travel
- 7.14 Military Policy

**Section 8** Policies Applicable to Faculty Responsibilities . . . . . Page 90

- 8.1 Student Advising
- 8.2 Academic Freedom
- 8.3 Academic Integrity
- 8.4 Conflict of Interest
- 8.5 Additional Employment and Compensation
- 8.6 Intellectual Property
- 8.7 Faculty Research Involving Human Subjects
- 8.8 Records Retention
- 8.9 Acceptable Use of Information Technology
- 8.10 Faculty Communication Obligations

8.11 Department/Program Review

**Section 9** Department Chairs . . . . .Page 97

9.1 Roles of Department Chairs

9.2 Procedures for the Selection of Department Chair

**Section 10** Leaves . . . . .Page 103

10.1 Sabbatical Leave

10.2 Political Leave

**Section 11** Professor Emeritus . . . . . Page 106

11.1 Professor Emeritus

**Section 12** Severance, Suspension, and Termination of Tenure . . . . . Page 107

12.1 Severance, Suspension, and Termination of Tenure

**Section 13** Faculty Grievance . . . . . Page 110

13.1 Faculty Grievance Committee

13.2 Faculty Grievance Procedure

13.3 Faculty Grievance Committee Procedure

Part B

B.1	Timing and Action Calendar . . . . .	Page 117
B.2	Calculation of Class Meeting Time . . . . .	Page 120
B.3	Curriculum Review/Approval Process . . . . .	Page 120
B.4	Academic Petition Process . . . . .	Page 120
B.5	Procedure for the Appointment of Adjunct Faculty . . . . .	Page 120
B.6	Faculty Development Resources . . . . .	Page 121
B.7	International Activities . . . . .	Page 121
B.8	Grants Development Process . . . . .	Page 122
B.9	Informal Conflict Resolution . . . . .	Page 122
B.10	Retirement . . . . .	Page 122
B.11	Faculty Salaries and Other Remuneration . . . . .	Page 124

**Appendices and Links for Additional Information.....Page 125**

- I. Faculty Assembly Constitution
- II. Faculty Assembly Bylaws
- III. Full-time Employee Handbook
- IV. Student Support Services
- V. Emergency Closing Procedure
- VI. Academic Integrity Policy
- VII. Student Judicial Affairs Code of Conduct Handbook
- VIII. Course Syllabi Templates

## INTRODUCTION

Sinclair Community College is a public, comprehensive community college that serves Montgomery and Warren Counties, as well as the surrounding Miami Valley region of southwest Ohio. Sinclair is governed by an eleven member Board of Trustees. Six of the Trustees are appointed by the Montgomery County Commissioners, one by the Warren County Commissioners and four by the Governor. As granted under Section 3354.09 of the Ohio Revised Code, the Board has the power and authority to make final decisions about matters of educational policy, financial management, personnel appointments and physical facilities development.

The college President serves as the chief executive officer and reports directly to the Board of Trustees. The duties, roles, job description and organizational structure of the administrative personnel are the responsibility and serve at the discretion of the president. The college's administrative structure is reflected in the college's organizational chart. The president has the authority to change titles and duties of administrative personnel as needed at any time during the year.

Sinclair is funded through student tuition and fees, Ohio tuition subsidy, tax levy revenue from Montgomery County, and training, grants and contracts. The levy subsidizes tuition for Montgomery county residents who enroll at Sinclair.

Sinclair is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, and many of the college's programs hold specialized accreditations or approvals from professional organizations.

Sinclair operates under the oversight of the University System of Ohio and is authorized to award associate degrees and certificates. As a public community college in Ohio, Sinclair's responsibilities include the following:

- Career/technical programs
- College transfer programs or the initial two years of a baccalaureate degree
- Developmental education
- Partnerships with industry, business, government and labor for the retraining of the workforce and economic development of the community
- Noncredit continuing education
- Linkages with high schools to ensure that graduates are adequately prepared for post-secondary education

- Student access provided according to a convenient schedule and program quality provided at an affordable price
- Student fees that are as low as possible
- A high level of community involvement in the decision-making process in such critical areas as course delivery, range of services, fees and budgets and administrative personnel (*Source: educational service standards, ORC 3333.20*)

The chief academic officer is responsible to the President on all matters related to the college's academic programs and faculty. The chief academic officer works closely with the Provost Council, a group made up of the academic division deans, Dean of Distance Learning, representatives from the chief academic officer's office, and Director of Curriculum, Assessment and Continuous Improvement. The role of this group is to confer regularly with the chief academic officer regarding the leadership and management of the college's academic programs and units, including consideration of budget, personnel, and program development matters. Provost Council members also contribute to college-wide initiatives and represent the Instruction Division and its programs in the community.

## **PART A**

### **SECTION I: GOVERNANCE**

#### **1.1 Policies and Procedures Applicable to Tenure-Track and Tenured Faculty**

This Faculty Handbook constitutes a formal agreement regarding the employment of tenure-track and tenured faculty at Sinclair Community College. The policies and procedures contained in the handbook delineate the role of faculty in carrying out the mission and operations of the college and verify the institution's commitment to academic freedom. Employment of tenure-track and tenured faculty at Sinclair Community College is governed by the Faculty Handbook, as well as the Full-Time Employee Handbook. All faculty members should understand the provisions in both of these handbooks.

The Faculty Handbook communicates policies established by the Board of Trustees concerning the responsibilities, rights, and rewards of faculty employment. These policies are intended to provide a fair and uniform basis for the college and its faculty to work together collaboratively in order to provide the highest quality education possible to the citizens served by the College.

The Faculty Handbook describes procedures established by the administration in consultation with Faculty Senate to implement Board of Trustees policies. The Board of Trustees acknowledges the valuable contribution of faculty to the strengths of the college and recognizes that it is desirable for representatives of the administration and faculty to confer about policies and procedures concerning faculty employment.

To that end, the Faculty Handbook is divided into two parts as described below.

##### **Part A: Terms and Conditions of Employment**

The policies and procedures established in Part A of the Faculty Handbook are considered to be terms and conditions of employment for tenured and tenure-track faculty at Sinclair Community College. Part A of the handbook is considered part of the faculty contract for employment.

##### **Part B: Additional Policies and Procedures**

Part B of the Faculty Handbook includes policies and procedures important to the role of faculty in the college and its operations and, although not part of the terms and conditions of employment, is to be adhered to carefully.

Changes to the Faculty Handbook are governed by Section 1.2, Faculty Contracts. The Faculty Handbook will be published by the chief academic officer and updated



whenever its policies are modified by the Board of Trustees, or procedures or general information are modified by the college administration. Faculty of the college will receive timely notice of such changes.

### **1.2 Faculty Contracts**

#### **Initial Faculty Contract**

Upon the decision of the college to offer a tenure-track position to a selected candidate, it will present the candidate with a proposed contract for the current or the next academic year. The contract will specify that the agreed terms and conditions of employment include the provisions in Part A of the Faculty Handbook, and the Full-Time Employee Handbook, both of which shall be described as incorporated by reference into the contract, and which shall be interpreted and applied together with the contract. The candidate will be provided an opportunity to review the current Faculty Handbook, and the current Full Time Employee Handbook, prior to signing the contract.

#### **Annual Service Obligation**

The obligation to perform services for that academic year begins on the Monday closest to August 16 of each calendar year and ends on the last day for submission of Spring term grades, as scheduled in the academic calendar published prior to the start of each academic year. The first 3 days (Monday through Wednesday) should be set as “Faculty Planning Days” where faculty are not required to attend meetings on campus. Thursday and Friday should be utilized for Fall Faculty Professional Development Day (FFPDD) and Fall Conference.

The three business days immediately following the end of fall and spring semesters will be designated as grading days on the academic calendar, and no additional required faculty obligations will be scheduled by the college on these days. Faculty are obligated to attend Fall Conference, professional development days scheduled on the academic calendar, and Commencement, as well as department, division, and committee meetings that occur during the service obligation period defined above.

#### **Faculty Contract Renewals**

Offers of contract renewal shall be delivered to faculty members by the college on or before July 31 of each year for the next academic year. Renewal offers by the college are based in part upon a determination by the college of the need for the continuing services of the faculty member to support the instructional priorities of the college. The renewal offer may be in the form of a letter, and shall include a statement of proposed compensation. Compensation increases are granted at the discretion of the Board of Trustees, on advice of the President after consultation with the Faculty Issues Team, and are based on faculty performance and available resources of the college. The contract renewal offer will specify that the agreed terms and conditions of employment

include the provisions in Part A of the Faculty Handbook, and the Full-Time Employee Handbook, both of which shall be described as incorporated by reference into the proposed contract renewal, to be interpreted and applied together with the contract. Faculty members are deemed to accept the contract renewal offer unless they notify the chief academic officer in writing within 30 days.

### **Nonrenewal of Faculty Contract**

If, after following the policies and procedures set forth in this Faculty Handbook, the college decides that a full-time tenure-track faculty member on current contract is not to be reemployed for the following academic year, the college shall notify that faculty member by certified letter on or before February 1 of the prior academic year. Faculty members not so notified will be offered a contract by the college for the following academic year.

### **Resignation**

If a tenured or tenure-track faculty member desires to terminate an existing contract, a request to resign must be submitted to the chief academic officer promptly in writing, with copies sent to the academic division dean and department chair. A resignation shall be effective at the end of an academic term rather than during a term unless a faculty member provides evidence of exigent circumstances satisfactory to the chief academic officer.

### **Overview of Faculty Obligations**

The terms and conditions of full time, tenure-track and tenured faculty employment include all of the obligations and prerogatives set forth in this Faculty Handbook. Faculty should be familiar with all of those terms and conditions. Some of the substantial faculty contractual obligations are listed below. This summary is not intended as a substitute for a full and careful reading of, and adherence to, the obligations described in this Faculty Handbook.

1. Faculty will be given assignments both semesters of the academic year, with a yearly faculty teaching load of 30 hours, as more fully described in the Faculty Teaching Load (Section 6.1) of this handbook. The academic year is defined as the Fall and Spring Semesters.
2. The views and participation of the faculty are considered essential to the fulfillment of the college's mission, so all faculty are encouraged to participate in governance of the college through the working committee structure described in this handbook (Sections 1.3 and 1.4)
3. Every tenured and tenure-track faculty member is responsible for meeting expectations in the Critical Performance Areas applicable to his or her academic rank (Section 2.1).

4. Formal office hours must be maintained by each full time faculty member as described in the Office Hours section of this handbook (Section 7.6).
5. Full time faculty members may be required to perform assigned student advisory activities as described in the Student Advising of this handbook (Section 8.1).
6. Full time faculty members are responsible for participation in the periodic review of the department or program to which they are assigned. The scope of these responsibilities is described in the Department-Program Review section of this handbook (Section 8.11).
7. Faculty are required to follow all Sinclair Community College rules and policies that apply to tenured and tenure-track faculty.

### **Summer Term Assignments**

Tenured and tenure-track faculty may elect to teach in the summer terms, depending on institutional need. Tenured and tenure-track faculty have priority selection of courses as outlined in the Faculty Teaching Load section (Section 6.1). Faculty who accept Summer term assignments are paid at the current overload rate, in addition to their regular academic year contract.

### **Faculty Evaluation**

The performance of every faculty member is evaluated annually through the Faculty Performance Review process, as described in this Faculty Handbook. These evaluations are designed to improve faculty performance and are critical components of faculty promotion and tenure recommendations, contract renewal recommendations, and salary recommendations.

### **Altering the Terms and Conditions of Employment**

Part A of the handbook is considered part of the faculty contract for employment. Part A may be revised with the approval of the college's President and Board of Trustees, with revisions subsequently applicable to the employment of all tenure-track and tenured faculty. Generally, but not always, revisions to Part A approved by the Board will become effective for the subsequent academic year.

Part B of the Faculty Handbook includes policies and procedures important to the role of faculty in the college and its operations. Part B of the Faculty Handbook may be altered at any time by mutual agreement of the Faculty Senate and the President of the College or the President's designee.

The Faculty Senate and the office of the chief academic officer shall review the Faculty Handbook at least annually in order to keep current its policies, procedures, and general information. The Faculty Senate or the college administration may recommend changes to the Faculty Handbook. All proposed changes will be reviewed by both the chief academic officer and the Faculty Senate before being sent to the President for

consideration. If deemed necessary, the chief academic officer and Faculty Senate may jointly appoint a committee to study and recommend changes to the Faculty Handbook.

Since faculty are also governed by the Full-Time Employee Handbook, the Faculty Senate:

1. will be able to recommend necessary changes and updates to the Full-Time Employee Handbook
2. will be able to review changes to the Full-Time Employee Handbook when they impact the interests of the faculty

Proposed changes in either handbook will be reviewed by the chief academic officer and Faculty Senate to address any potential conflicts. All faculty members should understand the provisions of both of these handbooks.

### 1.3 Faculty Participation in the Instruction Division's Operations and Governance

Faculty carry out the most critical part of the college's overall mission: helping students learn. The views and participation of the faculty are essential in accomplishing this mission. The college has a structure of committees through which faculty share perspectives and offer recommendations for decision-making at the department, academic division, Instruction Division, or college level. In addition to carrying out the work of the committees, the faculty representatives facilitate communication between the committees and the college's faculty. Faculty interested in opportunities to address committees should contact the committee chairs in advance.

#### Summary of Faculty Governance Committees with Elected Members

Committee	Faculty Representation (For complete membership lists and descriptions, see Section 1.4 of this document)
<b>College-wide Merit Committee</b>	
This committee reviews applications from faculty for college-wide merit based on accomplishments in the Six Critical Performance Areas of faculty responsibility or other activities and makes recommendations to the President for the award of merit.	<ul style="list-style-type: none"> <li>• 2 department chairs elected by the Department Chairs Council</li> <li>• 2 faculty members, who are not department chairs, elected by each academic division</li> <li>• 2 year term</li> <li>• Must be available during May to meet the needs of the timeline.</li> </ul>
<b>Faculty Senate</b>	
The Faculty Senate, made up of elected representatives of the faculty in each academic division,	<ul style="list-style-type: none"> <li>• 15 voting members:                             <ul style="list-style-type: none"> <li>▪ 3 representatives elected by each academic division</li> </ul> </li> </ul>

<p>serves as the executive body of the Faculty Assembly.</p>	<ul style="list-style-type: none"> <li>▪ President, vice president and secretary of Faculty Senate, elected by the Faculty Assembly</li> <li>▪ President, 2 year term</li> <li>▪ Vice President, 1 year term (President-Elect if year before President's term is over</li> <li>▪ Secretary, 1 year term</li> <li>▪ Senator, 2 year term</li> </ul>
<b>Grievance Committee</b>	
<p>This committee constitutes an impartial hearing board solely for the purpose of hearing grievances brought forth by faculty.</p>	<ul style="list-style-type: none"> <li>• Two tenured faculty elected by each academic division</li> <li>• President and Vice President of Faculty Senate</li> <li>• 2 year term (1-year term for alternates)</li> <li>• Members of this committee must be available year-round based on the personnel needs of the college.</li> </ul>
<b>Online Teaching and Learning Advisory Committee</b>	
<p>This committee advises the Instruction Division on policies and practices that influence the quality of online teaching and learning for faculty and students.</p>	<ul style="list-style-type: none"> <li>• 2 tenure-track faculty members elected by each academic division</li> <li>• 1 representative from the Faculty Senate</li> <li>• 2 chairs elected by the Department Chairs Council</li> <li>• 2 at-large faculty members selected at the discretion of the Dean of Distance Learning and Instructional Support</li> <li>• 2 year term</li> </ul>
<b>Promotion and Tenure</b>	
<p>The Promotion and Tenure Committee reviews applications from faculty for promotion and/or tenure and makes recommendations to the President regarding the award of promotion and tenure.</p>	<ul style="list-style-type: none"> <li>• 2 tenured department chairs elected by the Department Chairs Council</li> <li>• 2 tenured faculty elected by each academic division</li> <li>• 2 year term</li> <li>• Members of this committee may not apply for Promotion and Tenure during the length of the required service.</li> </ul>
<b>Sabbatical and Professor Emeritus</b>	
<p>This committee recommends faculty for sabbatical leaves and assists in those retiring faculty to be granted the status of Professor Emeritus.</p>	<ul style="list-style-type: none"> <li>• 2 tenured faculty members elected by each academic division</li> <li>• 2 department chairs appointed by the Department Chairs Council President</li> <li>• 2 year term</li> </ul>

## Summary of Faculty Governance Committees with Members Appointed by Faculty Senate

Committee	Faculty Representation (For complete membership lists and descriptions, see Section 1.4 of this document)
<b>Academic Petitions</b>	
This committee considers requests from students to have grades of “F” and “Z” replaced with a “W” when emergency circumstances prevented students from withdrawing before the college’s deadline.	<ul style="list-style-type: none"> <li>• 1 tenure-track faculty member from each academic division appointed by Faculty Senate</li> <li>• 2 year term</li> </ul>
<b>Faculty Issues Team (FIT)</b>	
This team, comprised of faculty representatives and administrators, collaborates to develop recommendations to the President regarding the compensation of faculty.	<ul style="list-style-type: none"> <li>• 4 tenured faculty representatives appointed by Faculty Senate</li> <li>• President of the Faculty Senate</li> <li>• 3 year term</li> </ul>
<b>Faculty Forum Editorial Committee</b>	
This committee solicits authors of articles for the faculty forum and edits any material before delivery of the faculty forum. This committee also determines the number of editions of the faculty forum per semester.	<ul style="list-style-type: none"> <li>• 1 faculty senator from each division appointed by Faculty Senate</li> <li>• 1 Editor (does not need to be a senator) appointed by Faculty Senate</li> <li>• 1 year term for member; 3 year term for editor</li> </ul>
<b>Faculty Scholars Committee</b>	
This committee compiles a bibliography of scholarly work completed by tenured and tenure track faculty. The entries include published books, articles, presentations at scholarly conferences, and other scholarly and creative products. The committee will work to ensure that the bibliography is an attractive, professional publication that can be used to showcase the research projects and interests of Sinclair faculty.	<ul style="list-style-type: none"> <li>• Faculty appointed by the Provost or his/her designee to serve two years.</li> <li>• Chair of this committee appointed by the Provost or his/her designee to serve four years</li> <li>• One at large position appointed by Faculty Senate</li> <li>• 2 year term (4 year term for Chair)</li> </ul>

**Summary of Faculty Governance Committees with Members Appointed by Faculty Senate President**

<b>Committee</b>	<b>Faculty Representation</b> (For complete membership lists and descriptions, see Section 1.4 of this document)
<b>Curriculum Review Committee</b>	
The Curriculum Review Committee reviews requests for new courses, modules and programs, as well as revisions to existing curricula.	<ul style="list-style-type: none"> <li>• 1 faculty member from each academic division appointed by the President of Faculty Senate</li> <li>• 1 department chair appointed by the President of the Department Chairs Council</li> <li>• 3 year term</li> </ul>
<b>Elections Committee of Faculty Assembly</b>	
This committee supervises Faculty Assembly elections.	<ul style="list-style-type: none"> <li>• Faculty representatives selected by the Faculty Senate President to represent each academic division.</li> <li>• President and Vice President of Faculty Senate</li> <li>• Senate Vice President serves as the Chair</li> <li>• 2 year term</li> </ul>
<b>Personnel Committee of Faculty Senate</b>	
This committee makes recommendations to the Faculty Senate regarding the provisions and practices of faculty employment at the college.	<ul style="list-style-type: none"> <li>• Faculty representatives selected by the Faculty Senate President</li> <li>• President and Vice President of Faculty Senate</li> <li>• 2 year term</li> </ul>
<b>Resource Committee of Faculty Senate</b>	
This committee does research and renders assistance in securing information for the orderly conduct of Senate business.	<ul style="list-style-type: none"> <li>• 1 faculty member elected by each academic division</li> <li>• 1 faculty representative selected by the Faculty Senate President to represent each academic division</li> <li>• President and Vice President of Faculty Senate</li> <li>• 3 year term</li> </ul>



## Summary of Some Other Committees with Faculty Involvement

Committee	Faculty Representation (For complete membership lists and descriptions, see Section 1.4 of this document)
<b>Academic Policies Committee</b>	
<p>This committee is responsible for recommending and reviewing all policies related to the academic experience of students, including honors designation, dismissal, probation, withdrawal, grading, residency, graduation requirements, attendance and auditing and repeating courses.</p>	<ul style="list-style-type: none"> <li>• Two faculty members from each academic division appointed by the division dean</li> <li>• One chair from each academic division appointed by the division dean</li> <li>• Faculty Senate president</li> <li>• President of the Department Chair's Council, or designee</li> <li>• Others who have an interest in the committee's charge</li> </ul>
<b>Adjunct Faculty Committee</b>	
<p>The Adjunct Faculty Committee recommends policy and practice regarding the recruitment, employment, orientation, support and development of adjunct faculty at the college.</p>	<ul style="list-style-type: none"> <li>• One faculty representative from each academic division appointed by the division dean</li> <li>• One Faculty Senate representative appointed by the President of Faculty Senate. This representative does not have voting rights unless the representative has voting rights in another capacity.</li> </ul>
<b>Assessment Committee of the Curriculum Committee</b>	
<p>The Assessment Committee is responsible for reviewing the status of assessment practices at Sinclair and making appropriate recommendations pertaining to the program, course, and general education assessment of student learning and development. The Assessment Committee defines, reviews, and revises the general education outcomes in courses that support these outcomes.</p>	<ul style="list-style-type: none"> <li>• At least three and no more than five faculty representatives appointed by each academic division dean</li> <li>• One Faculty Senate representative</li> <li>• Previous Chair of Assessment Committee</li> </ul> <p><b>Only faculty representatives from each academic division are eligible to vote and chair all subcommittees.</b></p>
<b>Center for Teaching and Learning Advisory Committee</b>	
<p>Faculty members take on projects to assist the CTL Director.</p>	<ul style="list-style-type: none"> <li>• Two faculty representative from each academic division named by the chief academic officer. Interested faculty should contact the CTL Director</li> </ul>



	<ul style="list-style-type: none"> <li>One Faculty Senate representative appointed by Faculty Senate President</li> </ul>
<b>Curriculum Committee</b>	
The Curriculum Committee is responsible for recommending curriculum policy to the Instructional Council.	<ul style="list-style-type: none"> <li>One faculty member from each academic division appointed by the division dean</li> <li>One chair from each academic division appointed by the division dean</li> <li>Chair of Assessment Committee</li> <li>Coordinator of Student Success Course</li> </ul>
<b>Department Chairs Council Executive Committee</b>	
	<ul style="list-style-type: none"> <li>One representative from each division</li> <li>President, Vice President and Secretary of Department Chairs Council</li> </ul>
<b>Grow Our Own Committee</b>	
This committee recruits and screens applicants for the Grow Our Own program.	Faculty selected by the chief academic officer
<b>Healthcare Committee</b>	
This committee researches the benefits package of all employees and makes recommendations to the President of the college regarding those benefits.	<ul style="list-style-type: none"> <li>Employees appointed by Vice President of Organizational Development or his/her designee that represent a cross-section of all stakeholders in employee benefits</li> <li>One Faculty Senate representative. If this person is not part of the committee, he/she shall not have voting rights.</li> </ul>
<b>Instructional Council</b>	
The Instructional Council serves as an avenue for communication within the Instruction Division, receives reports of key committees dealing with curriculum, makes recommendations regarding academic policies, and works with all areas of the college on issues related to the success of students and academic programs.	<ul style="list-style-type: none"> <li>President and Vice President of Faculty Senate</li> <li>Department Chairs Council (DCC) President</li> <li>Chair of the Assessment Committee</li> <li>Chair of the Academic Policies Committee</li> </ul>
<b>Search Committees</b>	
These ad hoc committees review applications for faculty positions, interview candidates and make	<ul style="list-style-type: none"> <li>Faculty from the department plus an additional faculty member from outside the</li> </ul>

recommendations to the academic division dean for the hire of new faculty.	department, all selected by the dean with the concurrence of the department chair <ul style="list-style-type: none"><li>• For chair searches: faculty from the department, a faculty member from outside the department and a chair from the academic division all selected by the dean with the approval of the chief academic officer</li></ul>
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## **1.4 Committees and Councils in the Instruction Division**

### **Faculty Assembly**

The purpose of the Faculty Assembly is to review, recommend and initiate policies to further the best interests of Sinclair Community College. Membership in the Assembly consists of all full-time tenured and tenure-track teaching personnel under the supervision of the chief academic officer, excluding the academic division deans. The link to the constitution and by-laws of the Faculty Assembly are in the Appendix.

The Faculty Senate is the executive body of the Faculty Assembly. The Senate receives and considers proposed recommendations and resolutions from its members. Each academic division is represented by three Senators who are elected to serve staggered two-year terms.

The President serves a two year term and is replaced in office by the person who served as Vice President during the President's second year in office. The Vice President and the Secretary are elected by a majority vote of the Assembly members voting and serve one-year terms. A faculty representative to the Ohio Faculty Senate is elected by a plurality vote to serve a term of two years. A faculty representative to the Sinclair Leadership Council is elected to a one-year term.

### **Department Chairs Council**

The Department Chairs Council includes all department chairs representing the interests of the various academic departments of the college. The mission of the Department Chairs Council is to provide department chairs the opportunity to collaborate and communicate across divisions in order to effectively achieve institutional goals; provide a communication link between the administration, department chairs, and the faculty; and implement strategies that will foster operational improvements and student success. The council acts in an advisory capacity to the Instructional Council and the chief academic officer by initiating, reviewing and recommending actions and policies that promote effective managerial and leadership practices.

### **Instructional Council**

The Instructional Council advises the chief academic officer on academic matters. The role of the Instructional Council is to:

1. Serve as an avenue for communication about issues and initiatives within Instruction
2. Receive the reports of the Curriculum Committee and its subcommittees (Curriculum Review, Assessment), the Academic Policies Committee and the Adjunct Faculty Committee
3. Make recommendations to the chief academic officer regarding changes in academic policies and practices
4. Work collaboratively with all areas of the college on issues central to the success of the college's students and academic programs

The membership of the Instructional Council includes:

- Chief Academic Officer and/or designee as chair
- Deans of Academic Divisions
- Deans of Learning Centers and Courseview campus center
- President of the Faculty Senate
- Vice President or President-elect of the Faculty Senate
- President of the Department Chairs Council
- Chair of the Assessment Committee
- Chair of the Academic Policies Committee
- Chair of the Adjunct Faculty Committee
- Chair of the Curriculum Committee
- Chair of the Online Teaching and Learning Committee
- Director of the Center for Teaching and Learning
- Director of Curriculum, Assessment and Continuous Improvement
- Director of the Library
- Director of Academic Advising
- Director of Tech Prep
- Senior Director of Enrollment Management/Registrar

Meetings of the Instructional Council are open to any interested persons, and agendas are widely distributed in advance.

### **Academic Petitions Committee**

The Academic Petitions Committee considers appeals from students to have a grade of "F" (failure) or "Z" (non-attendance) converted to a "W" (withdrawal) when emergency situations prevented students from withdrawing by the college's deadline. After carefully considering documentation submitted by students and the recommendation of academic counseling, the committee determines whether to approve changing F and Z grades to withdrawal status. The committee is chaired by the chief academic officer's designee and includes the Registrar and one faculty

member from each academic division, selected by the Faculty Senate for staggered two-year terms.

### **Academic Policies Committee**

The Academic Policies Committee is responsible for recommending and reviewing all policies related to the academic experience of students, including honors designation, dismissal, probation, withdrawal, grading, residency, graduation requirements, attendance, and auditing and repeating courses. The committee recommends new or revised policies to the Instructional Council for its review and approval. Each academic division dean will appoint two tenure-track or tenured faculty members and one chair to serve on the committee. Faculty will serve a two-year term, with one faculty member from each division selected each year. Faculty may be reappointed for subsequent terms. Other members include the chief academic officer or designee, Director of Registration and Student Records, the President of Faculty Senate, the President of the Department Chairs Council, or designee, the director of Academic Advising and one academic advisor and others who have an interest in the committee's charge. The chair of the committee is selected by the chief academic officer in conjunction with the Faculty Senate President.

### **Adjunct Faculty Committee**

The role of the Adjunct Faculty Committee is to assess the quality and scope of services for adjunct faculty and make recommendations to the Faculty Senate and the chief academic officer annually for any improvements warranted in the ways in which Sinclair supports the orientation, professional development, and teaching of its adjunct faculty. The committee members consist of two tenured or tenure-track faculty appointed by the chief academic officer, one representative appointed by the Department Chairs Council, one representative appointed by Faculty Senate, the Director of the Center for Teaching and Learning, the Manager of Learning Technology Support, the Academic Staffing Coordinator, and one adjunct faculty volunteer from each academic division recruited by the Adjunct Faculty Committee chair. The terms are for two years. The committee chair will be appointed by the chief academic officer in consultation with the President of Faculty Senate.

### **College-wide Merit Committee**

The College-wide Merit Committee reviews applications from faculty for college-wide merit awards and makes a recommendation to the President regarding each application. The Committee is made up of the following members: the chief academic officer or designee who serves as chair, the academic division deans, two members elected by the Department Chairs Council, and two faculty members elected by each academic division (these faculty representatives will not be department chairs). With the exception of the chief academic officer or designee and the academic division deans, who are permanent members, committee members are elected on a two-year rotation with no more than two consecutive terms. Committee members must be available during May to serve on this committee.

## Curriculum Committee

The Curriculum Committee is responsible for establishing policy regarding curriculum and program quality and is responsible for reviewing and determining courses and curriculum policies for General Education at Sinclair. The committee will exercise overall responsibility for policy and broad guidance related to all curriculum issues. The committee also evaluates course and program effectiveness, while insuring the integrity of the curriculum, regardless of delivery mode or location. Another responsibility is to implement the process of course and curriculum program approval and change.

The committee consists of one faculty and one chair selected from each academic division by the deans, the Chair of the Curriculum Review Committee, the Chair of the Assessment Committee, the Coordinator of the Sinclair Success Course, and Director of the Library, Director of Academic Advising (or their representatives), and a representative from Academic and Student Support Services appointed by the chair of the Curriculum Committee. The length of term is one year though it may be extended by reappointment. The chairperson is a dean appointed by the chief academic officer.

There are two subcommittees of the Curriculum Committee which directly impact the college's curriculum: **the Curriculum Review Committee and the Assessment Committee.**

1. The Curriculum Review Committee is responsible for reviewing requests for new courses/modules/programs and revisions to existing courses/modules/ programs.

This committee consists of one faculty member from each academic division appointed by the President of Faculty Senate for three-year terms, and one department chairperson appointed by the Chairperson of the Department Chairpersons Council. The committee is chaired by the Director of Curriculum, Assessment, and Continuous Improvement and meets on a continuing basis to review and recommend curriculum approvals to the chief academic officer or Instructional Council.

2. The Assessment Committee is responsible for reviewing the status of assessment practices at Sinclair and making appropriate recommendations pertaining to the program, course, and general education assessment of student learning and development. The Assessment Committee defines, reviews, and revises the general education outcomes in courses that support these outcomes.

At a minimum, this committee consists of three faculty representatives appointed by each academic division dean, one representative from Student Services, one representative from Faculty Senate, the previous committee chair, the Director of Curriculum and Assessment, and one representative from Research, Analytics and Reporting. Additional appointments may be made by the Assessment Committee Chair in consultation with the Curriculum Committee Chair. Only faculty representatives from each academic division are eligible to vote and chair all subcommittees. The Assessment Committee chair will ensure that faculty

membership represents a balance among the academic divisions. All membership positions rotate on a two year term but may be extended by reappointment. This committee also consists of the following non-voting members: the chief academic officer or designee and the Chair of the Curriculum Committee. The chief academic officer, in consultation with the Chair of the Curriculum Committee, appoints the Assessment Committee Chair, who shall be a tenured faculty member, for a three year term.

### **Elections Committee of the Faculty Assembly**

This committee supervises Faculty Assembly elections.

Faculty representatives from each division are selected by the Faculty Senate President. These are to include, but are not limited to, one Faculty Senator from each division as described in the Bylaws of the Constitution of the Faculty Assembly. The committee also includes the President and Vice President of Faculty Senate. The Senate Vice President serves as Chair of this committee. Each member of this committee serves a one year term.

### **Faculty Forum Editorial Committee**

This committee solicits authors of articles for the Faculty Forum, the publication of Faculty Senate, and decides whether any submissions should be published. This committee also determines the number of editions of the Faculty Forum each semester.

This committee consists of one Faculty Senator from each division appointed by Faculty Senate. The Editor of this committee does not need to be a Faculty Senator and is appointed by Faculty Senate. Each member serves a one year term and the Editor serves a three year term.

### **Faculty Grievance Committee**

The Faculty Grievance Committee constitutes an impartial hearing board solely for the purpose of hearing grievances brought forth by faculty. The committee is comprised of eight tenured faculty from the Faculty Assembly. There are two elected faculty members from each academic division, serving terms for two academic years, with each member elected on a rotational basis. Each division will also elect a tenured faculty member to serve as an alternate. The President and Vice President of Faculty Senate are also members. It is possible for this committee to convene during summer term, should the need arise.

### **Faculty Issues Team**

The Faculty Issues Team (FIT Team) develops recommendations to the President regarding compensation for Sinclair's tenure-track and tenured faculty. The FIT Team is made up of the President of the Faculty Senate and four tenured faculty representatives selected by the Faculty Senate to serve three-year staggered terms,

plus five administrators selected by the President. The FIT Team works collaboratively to develop compensation plans that are mutually beneficial to the faculty and to the college. FIT Team recommendations are reviewed by the Faculty Senate and the Faculty Assembly. Final action on compensation rests with the college's Board of Trustees.

### **Faculty Sabbatical and Professor Emeritus Committee**

The Faculty Sabbatical and Professor Emeritus Committee recommends faculty for sabbatical leaves and assists in selection for Professor Emeritus designation. The committee is made up of two tenured faculty members elected by each academic division to serve staggered two-year terms, two department chairs selected by the Department Chairs Council President to serve staggered two-year terms, and chief academic officer or designee who serves as the chair of the committee. The Committee reviews applications from faculty for sabbatical leaves and makes a recommendation to the chief academic officer regarding the award of sabbatical leaves.

The Committee also solicits nominations for the designation of Professor Emeritus and recommends candidates to the college President, who makes the final selection.

### **Grow Our Own Committee**

A committee of faculty and staff coordinates the college's Grow Our Own program. Members of this committee and the chair are selected by the chief academic officer. Faculty who have an interest in serving on this committee may contact either the chief academic officer or the current committee chair.

### **Healthcare Committee**

This committee researches the benefits package of all employees and makes recommendations to the President of the college regarding those benefits.

Employees for the Healthcare Benefits Committee are appointed by Vice President of Organizational Development or his/her designee. One member is to act as Faculty Senate representative. If this person is not part of the committee, he/she shall not have voting rights.

### **Online Teaching and Learning Advisory Committee**

The Online Teaching and Learning Advisory Committee advises the Instructional Division on how the college can enhance the quality of online teaching and learning for faculty and students. The Committee is comprised of:

- Dean of Distance Learning and Instructional Support, chair of the committee
- Two faculty members from each division elected by the Faculty Assembly members in each division to serve two-year staggered terms; faculty may serve for subsequent terms



- One representative from the Faculty Senate
- Two chairs selected by the Department Chairs Council
- Manager of the Web Course Development Team
- One representative from Academic Advising
- One representative from Student Services
- Two at-large faculty members selected at the discretion of the Dean of Distance Learning and Instructional Support

The role of the Online Teaching and Learning Advisory Committee includes the following responsibilities:

1. Recommend standards for high quality online teaching and learning
2. Recommend strategies for verifying the quality of student learning experiences, including regular surveys of students regarding their experience of online classes and online services
3. Monitor indicators of online program quality and delivery
4. Recommend strategies for faculty learning with respect to current developments in online pedagogy and tools
5. Recommend criteria for the selection of courses and programs for development and delivery online
6. Recommend standards and processes for the regular review and revision of online courses
7. Recommend strategies for the recruitment, training and retention of excellent online faculty

### **Promotion and Tenure Committee**

The Promotion and Tenure Committee reviews applications from faculty for promotion and tenure and makes recommendations to the President regarding each application. The Committee is made up of the chief academic officer or designee who serves as chair of the committee, the academic division deans, two tenured faculty members elected by the Department Chairs Council, and two tenured faculty members elected by each academic division. With the exception of the chief academic officer or designee and the academic division deans, who are permanent members, committee members are elected on a two-year rotation with no more than two consecutive terms.

### **Search Committees**

A search committee is selected by the academic division dean when a tenure-track position is to be filled. Faculty members are selected for membership on the committee according to the guidelines in Sections 2.2 and 9.2, Procedures for the Selection of Tenure-Track Faculty and Procedures for the Selection of Department Chairs, respectively. The chair of the Faculty Search Committee typically is the chair of the department, and the committee makes recommendations to the academic division dean of candidates for consideration for appointment.



### **Center for Teaching and Learning Advisory Committee**

The CTL Advisory Committee has been involved in the creation of the CTL Angel Community, Learning Challenge Grants, Adjunct Faculty Certification, CAFE, and related projects. Committee members are named by the chief academic officer and include two tenured or tenure-track faculty from each academic division. Members serve staggered two year terms. The advisory committee is a working committee and members take on projects to assist the CTL Director. Interested faculty should contact the Director of the Center for Teaching and Learning.

### **Additional Committee Service Opportunities**

There are a number of collegewide committees, both standing and ad hoc, in which faculty may have an interest. Faculty may be invited to serve on these committees, and they may also volunteer by contacting the committee chair or the chief academic officer.

An important example is the Cultural Diversity Committee (which is changing to the Council for Diversity and Inclusion). This committee serves to promote diversity on campus and makes recommendations regarding grants and other activities and initiatives that support cultural awareness and appreciation. Faculty who are interested in serving on this committee or working on its initiatives should contact Sinclair's Diversity Officer. The latest information can be found at [www.sinclair.edu/about/dinitiative](http://www.sinclair.edu/about/dinitiative)

**Note: Administrator and staff positions listed in the membership of committees in the Faculty Handbook may change at the determination of the president and/or chief academic officer.**

## **SECTION 2: DEFINITION AND SELECTION OF FACULTY**

### **2.1 Faculty Position and Descriptions**

#### **Faculty**

Full-time, tenure-track and tenured faculty are defined as those persons employed on a continuing contractual basis who provide leadership for the development of the college's curriculum and its delivery.

#### **Academic Ranks**

Academic rank is initially assigned to individual faculty members upon their employment at Sinclair Community College contingent upon their academic preparation and related qualifications. Faculty may advance through the following ranks, dependent on performance:

- Instructor
- Assistant Professor
- Associate Professor
- Professor

The job description of tenure-track and tenured faculty includes the following six Critical Performance Areas (CPA's):

- Scholarship and Professional Growth
- Teaching/Learning Facilitation
- Assessment and Evaluation
- Student Development
- Curriculum Design
- Workplace and/or Community Service

The work of tenure-track and tenured faculty is expected to reflect progressive levels of accomplishment as faculty move upward in rank, with increasing responsibility across the six Critical Performance Areas. By the time faculty are ready for promotion to the rank of Professor, their record of accomplishment should be recognized by peers across the college as one of leadership in each of the Critical Performance Area. Professors serve as important models for other faculty and thus are expected to sustain active leadership in the Critical Performance Areas throughout the duration of their employment.

### Summary of Faculty Responsibilities by Rank

Instructor	<ul style="list-style-type: none"> <li>• Scholarship and Professional Growth</li> <li>• Teaching/Learning Facilitation</li> <li>• Assessment and Evaluation</li> </ul>
Assistant Professor	<ul style="list-style-type: none"> <li>• Scholarship and Professional Growth</li> <li>• Teaching/Learning Facilitation</li> <li>• Assessment and Evaluation</li> <li>• Student Development</li> </ul>
Associate Professor	<ul style="list-style-type: none"> <li>• Scholarship and Professional Growth</li> <li>• Teaching/Learning Facilitation</li> <li>• Assessment and Evaluation</li> <li>• Student Development</li> <li>• Curriculum Design OR</li> <li>• Workplace and/or Community Service</li> </ul>
Professor	<ul style="list-style-type: none"> <li>• Scholarship and Professional Growth</li> <li>• Teaching/Learning Facilitation</li> <li>• Assessment and Evaluation</li> <li>• Student Development</li> <li>• Curriculum Design</li> <li>• Workplace and/or Community Service</li> </ul>

### Descriptions of the Critical Performance Areas

#### Scholarship and Professional Growth

Scholarship indicates knowledge of subject matter and involvement in a professional discipline. Professional Growth is the commitment to remaining current in one's field and to enhancing skills that contribute to a quality work and learning environment.

Examples/activities to cite in this category, either in a faculty or faculty/administrative role, could include, but would not be limited to, the following:

1. Remain current in areas of professional responsibility by attending conferences and workshops, doing independent reading and research, taking courses, and being involved in professional organizations.
2. Earn additional certificates/degrees and update credentials/licenses as needed.
3. Participate in collegewide SDIC programs and division/department in-service programs.

4. Demonstrate professional work habits by following guidelines for office hours, course syllabi, grade reporting, advising, and related policies as they appear in the Faculty Handbook.
5. Demonstrate professional conduct by cooperating with co-workers, department chair, and academic division dean with regard to routine requests for information related to courses and labs, registration activities, advising, department or division initiatives, department reviews, performance reviews, mentoring part-time faculty, participation on committees/task forces, etc.
6. Demonstrate effective communication, problem-solving, and creative thinking skills in support of the mission of the college as a reflection of professional behavior.
7. Perform duties, as appropriate, with administrative responsibilities, such as chair or project coordinator for special projects, as noted in the Faculty Handbook or stipulated by special project guidelines.
8. Establish an ongoing short- and long-term individual development plan for professional growth/continuous improvement by maintaining Continuous Improvement Targets in a faculty or faculty/administrative role.

### Teaching/Learning Facilitation

Teaching/Learning Facilitation is any activity which fosters active learning so that students transform information into knowledge and apply communication and/or technical skills in appropriate contexts.

Examples/activities to cite in this category, either in a faculty or faculty/administrative role, could include, but would not be limited to, the following:

1. Use multiple learning resources and environments – e.g. print, audio-visual, electronic, classroom, laboratory, distance – to accommodate a variety of learning styles and to reflect sound pedagogy based on research findings in adult learning and related fields.
2. Use multiple approaches – e.g. lecture, demonstration, small and large group discussion, cooperative and collaborative learning, independent study, authentic and situation-specific learning, team teaching – to promote active learning both in the traditional classroom and via non-traditional or distance delivery systems.
3. Adapt principles of continuous quality improvement in appropriate learning activities to provide students a framework for objective evaluation and continuous improvement as learners or workers; e.g. quality tools (charts, diagrams, etc.), teamwork, customer focus, and benchmarking.
4. Adapt principles of Process Education to enhance the learning environment and create effective learners.

5. Prepare diverse learners to transfer knowledge and skills from one context to another – e.g. school to work, subject to subject, school to home.
6. Assist students in developing academic, technical, career, and communication skills, and, as appropriate, in establishing their educational goals.
7. Illustrate knowledge of effective teaching/learning facilitation by serving as a mentor to faculty and promoting faculty behavior that enhances student learning.
8. Benchmark teaching/learning facilitation strategies against “best practices” both within the college and without (e.g., at other schools, in business and industry, in non-profit organizations, etc.).

### Assessment and Evaluation

Assessment measures learning readiness, progress, and outcomes. Evaluation brings judgment to or places value on assessment information. These processes may occur in a variety of contexts: individual, group, program, department, division, etc. The purpose of assessing and evaluating — whether in the classroom, for an accrediting body, etc. — is to convey accurate and meaningful information in order to gain insights, validate worthwhile processes, maintain standards and accountability, and make improvements.

Examples/activities to cite in this category, either in a faculty or faculty/administrative role, could include, but would not be limited to, the following:

1. Use diagnostic tools to assess learner readiness.
2. Assess/evaluate diverse learners in a variety of ways — e.g., through different types of tests, demonstrations/presentations, simulations, portfolios, projects, etc.
3. Engage in formative and summative assessment activities by applying appropriate Classroom Assessment Techniques (as defined in the work of Tom Angelo and Patricia Cross, among others).
4. Assist learners in developing the ability to assess/evaluate their peers and their own performance objectively as a way to promote continuous improvement.
5. Evaluate instructional materials on an ongoing basis.
6. Assist in the evaluation of department, division, or collegewide programs and processes.
7. Provide for ongoing review of teaching/learning facilitation effectiveness by initiating student, peer, administrative, and self-assessment/evaluation.
8. Demonstrate assessment and evaluation skills as a faculty administrator by using formative and summative assessment, using appropriate tools or techniques in evaluating faculty and staff, communicating assessment and evaluation information

in a timely fashion, maintaining confidentiality throughout the evaluation process, and focusing on continuous improvement.

9. Benchmark assessment and evaluation strategies against “best practices” both within the college and without (e.g., at other schools, in business and industry, in non-profit organizations, etc.).

### Student Development

Student Development is any activity which results in a student’s personal growth, whether in academic and career-oriented pursuits or in the areas of creative and critical thinking, social and leadership skills, attitude, self-esteem, motivation, cultural awareness, values, community, citizenship, team-building, etc.

Examples/activities to cite in this category, either in a faculty or faculty/administrative role, could include, but would not be limited to, the following:

1. Provide opportunities for students to become more reflective and develop critical and creative thinking strategies to problem-solve at school, home, work, in the community, etc.
2. Promote activities – whether in the classroom, on the campus, or in the greater community – which will expose students to cultural diversity and expand their awareness of the global community.
3. Promote activities – whether in the classroom, on the campus, or in the greater community – which encourage students to develop and enhance their social and leadership skills.
4. Create learning opportunities which highlight the importance of attitude, values, motivation, time management, and self-esteem as they relate to any of the following: school, home, career, community, etc.
5. Design and/or promote activities which contribute to the development of the whole person, activities which explore links between and among the intellectual, the physical, the humanistic, and/or the artistic realms of experience.
6. Provide leadership to the faculty by encouraging participation in student development activities or by taking an active role in such activities.
7. Benchmark student development activities and outcomes against “best practices” both within the college and without (e.g., at other schools, in business and industry, in non-profit organizations, etc.).

### Curriculum Design

Curriculum Design is an ongoing process which may focus on individual classes or modules, on segments of a program, or on an entire course of study.

Examples/activities to cite in this category, either in a faculty or faculty/administrative role, could include, but would not be limited to, the following:

1. Review curriculum on a regular basis and follow through on necessary revisions or recommendations, which could include deleting or adding content, creating a distance education option, modularizing specific course components, revising laboratory requirements, blocking courses around themes, or further enhancing existing courses.
2. Develop new programs, courses, and modules to meet the changing needs of specific constituencies: learners (degree- or certificate-seeking, transfer, undecided, etc.); business, industry, and the military; the arts, education, and social service communities, and the global community, among others.
3. Use appropriate assessment/evaluation tools and processes to monitor curriculum standards.
4. Integrate General Education in courses or modules (and on syllabi) to promote quality thinking and communication (writing, speaking, listening) among other areas of emphasis (e.g., values, citizenship, and creativity).
5. Use a team approach where appropriate to modularize curriculum or establish connections between or among courses and disciplines.
6. Create appropriate learning resources – e.g., print, audio-visual, and electronic – to accommodate a variety of learning styles, a diverse learner population, and to reflect research findings in adult learning and related fields.
7. Demonstrate a clear understanding of subject matter and its interrelationship with other curricula and with appropriate career/vocational areas.
8. Convey an understanding of curriculum design by serving as a mentor to faculty who are engaged in the process.
9. Benchmark curriculum design activities and outcomes against “best practices” both within the college and without (e.g., at other schools, in business and industry, in non-profit organizations, etc.)

### Workplace and/or Community Service

Workplace Service reflects efforts to improve the quality of the work environment at Sinclair. Community Service reflects efforts to improve the quality of life in the greater community – whether local, state, national, or international – in support of the college mission.

Examples/activities to cite in this category, either in a faculty or faculty/administrative role, could include, but would not be limited to, the following:

1. Serve on college committees/teams/task forces.

2. Serve as a leader/facilitator on college committees/teams/task forces.
3. Participate in institutional governance by attending Faculty Assembly meetings, serving on Faculty Senate, and providing input on issues under discussion.
4. Provide professional services at Sinclair and at the local, regional, national, or international level.
5. Contribute to efficiency and productivity by assisting in streamlining, where appropriate, administrative and governance processes and identifying cost-reduction actions at the college.
6. Seek opportunities for funding in support of the college.
7. Build partnerships and alliances with local, regional, national, and international institutions, industries, and organizations.
8. Promote community understanding and good will through appropriate technical, consulting, and volunteer services at the local, regional, national, and international level.
9. Collaborate with other faculty and, where appropriate, administration, staff, and students to monitor quality in the workplace and assist in implementing recommendations for improvement.
10. Benchmark quality in the workplace and community service efforts against “best practices” both within the college and without (e.g., at other schools, in business and industry, in non-profit organizations, etc.).

### **2.2 Selection of Tenure-Track Faculty**

#### **Policies on Selection of Tenure-Track Faculty**

The college is strongly committed to a policy of equal opportunity in employment practices, educational programs and activities, and the many services it offers to the community. The College does not discriminate against applicants, employees, or students on the basis of race, color, creed, religion, age, sex, sexual orientation, gender identity, marital status, veteran status, national origin, ancestry, citizenship, or disability.

The college also values diversity of ideas and believes a faculty that represents a wide variety of backgrounds and perspectives is essential to educating students to live and work in an increasingly diverse society. To these ends, search committees will make a concerted effort to attract, interview, and recommend applicants who will bring cultural and academic diversity to the college.



## **Procedures for the Selection of Tenure-Track Faculty**

For each tenure-track faculty position or positions to be filled within the same department, a search committee will be selected by the academic division dean, with the concurrence of the department chair. The membership of that committee will be constituted as follows:

1. At least fifty percent of the membership will be selected from faculty from the department involved. In a small department, where this may be impossible, all departmental faculty members will be included.
2. At least one member of the committee will be selected from another department with related courses or programs.
3. At least one person from each gender will be selected.
4. At least one minority person will be selected.
5. A member of the department/program's advisory committee will be selected, where appropriate.

The chair of the department involved will serve as chair of the search committee except when, by mutual agreement of the chair and division dean, another member of the department is so designated.

The search committee chair and the Human Resources Department will convene the first meeting of the search committee to review search procedures. The committee shall develop an appropriate position description that includes the six Critical Performance Areas that define the basic responsibilities of tenure-track and tenured faculty at Sinclair, as well as any responsibilities unique to the position. The position description will include minimum qualifications as well as the preferred credentials and experience for the successful candidate. Equal Employment Opportunity Compliance, advertising, electronic review of applications and preparation of required college forms, will follow established procedures in the Human Resources Department. Adjunct faculty and advisory committee members will be notified of openings through regular college communication channels.

The search committee will make every possible effort to include minority candidates as well as persons from each gender. Where the procedures outlined above do not succeed in attracting minority applicants or persons from each gender, the academic division dean may, after consultation with the chair of the search committee, allow the search process to continue without such candidates.

At least six applicants must be interviewed if possible. If fewer than six applicants appear qualified, the committee will interview all qualified applicants. The committee will select at least three candidates to interview on campus with the search committee if possible.

The search committee will recommend two or three applicants to the academic division dean. For good cause, the academic division dean may, after consultation with the chair of the search committee, waive this requirement. Furthermore, the recommendations of the search committee must include at least one minority

candidate and one person from each gender unless the academic division dean allows the search process to continue without such candidates.

When possible, the academic division dean will interview candidates on the same day as the search committee, in consideration of candidates' time and travel costs to the college. It is the academic division dean's responsibility to ensure that candidate references are checked. The academic division dean will either recommend a single person from the search committee's recommended candidates to the chief academic officer or reject the candidates and ask the committee to initiate a new search.

The chief academic officer or designee will review the credentials of the candidate recommended by the academic division dean and, if in concurrence with the recommendation of the academic division dean, interview the candidate. At any time during this review and interview process the chief academic officer or designee may request that the search committee reopen the search and submit a new recommendation in accordance with these procedures.

The academic rank will be contingent upon the candidate's academic preparation and related qualifications as determined by the chief academic officer, in consultation with the academic division dean and department chair. Appointments are final upon the signing of the contract by both the chief academic officer and the candidate.

### **2.3 Grow Our Own Program**

Sinclair Community College recognizes that faculty with baccalaureate degrees, even though lacking a master's degree or other appropriate academic credentials for community college teaching, can make valuable contributions to the college community. With special support, Sinclair believes such faculty can grow, succeed and positively contribute to the academic and cultural environment of the Sinclair campus.

Sinclair is committed to employing a diverse faculty reflective of the demographics of the student population we serve and believes the Grow Our Own Program will assist the college in fulfilling its mission.

The Grow Our Own Program is designed to offer candidates with certain academic credentials the opportunity to obtain teaching experience, while pursuing advanced academic studies within a prescribed and limited time period. Minorities, women, and persons from economically disadvantaged backgrounds are encouraged to apply.

A committee will be appointed annually by the chief academic officer to serve as an integral part of the operation of the program. This will include but not be limited to candidate searches, reviewing of applications, interviewing, making recommendations, mentoring and working with department officials to ensure the success of the Grow Our Own program participants.

The specific plan involves the following:

1. Each year, Sinclair will select up to five faculty who have a baccalaureate degree to participate in the Program.
2. Each participant will be granted the rank of Instructor, and the minimum of the salary range will be assigned.
3. Each participant will be expected to complete a master's degree, or a prescribed course of study, as determined by the college, within three years of the initial date of hire or entry into the Program.
4. For Grow Our Own faculty, tuition reimbursement will be exempt from the yearly credit hour limitation, and also will be exempt from the one-year waiting period. In addition, the maximum funding limitation related to a specific institution (e.g., Wright State University) will not apply. All other aspects of the Sinclair tuition reimbursement plan will apply to Grow Our Own faculty.
5. Each participant will teach courses, counsel students, and/or support laboratories depending upon the needs of the department or division. These responsibilities will involve 75% of a full-load, with the remaining 25% set aside for pursuing the master's degree or prescribed course of study. No overload will be permitted during the college year.
6. A Grow Our Own Mentor and Department Mentor will be assigned to each participant. Mentors will be remunerated consistent with the mentoring pay plan.
7. At the end of three years, the following may occur:
  - a. The participant's employment will be terminated if the master's degree or prescribed course of study has not been completed, or if the participant's work performance has not been rated as proficient on the Faculty Performance Review (FPR). *Exceptions may be granted on a case-by-case basis only upon approval by the chief academic officer.*
  - b. The participant may apply for promotion to the rank of Assistant Professor, if the master's degree or prescribed course of study has been completed **and** the participant was rated meets or exceeds expectations on the FPR.

## SECTION 3: FACULTY PERFORMANCE REVIEW

### 3.1 Evaluation of Ranked Faculty Performance

#### Evaluation of Faculty

It is the policy of the college to have a two-part faculty evaluation system: Part One, *The Faculty Performance Review (FPR)*, which indicates a faculty member's level of performance and which every faculty member must undergo; and Part Two, *The Merit Determination System*, which determines if an individual is performing at an outstanding level (Merit Status). Faculty members participate in the Merit Determination System only if they choose to do so.

### 3.2 General Information

A Faculty Performance Review (FPR), based on a standardized procedure according to the Timing and Action Calendar (Section B.1), will be conducted. It is the intent of this evaluation procedure to improve the effectiveness of the person being evaluated and to provide the basis for recommendations involving contracts (renewal or nonrenewal), salary considerations, tenure, and promotion in academic rank.

The evaluator will be the department chairperson – except for the department chairperson, who will be evaluated by the dean – and the evaluation will be conducted with each faculty member. The evaluator will be expected to prepare, prior to the evaluation meeting, evidence to support his/her expected rating of unsatisfactory or below expectations for each of the items deemed unsatisfactory or below expectations.

The recommendations of the evaluator, dean, and chief academic officer or designee, at the option of the faculty member, may be reviewed by the Faculty Personnel Committee prior to submission of the recommendations to the President of the college (or his/her designee). Agreement by the Faculty Personnel Committee indicates only that procedural guidelines and Timing and Action Calendar have been followed, but in no way represents a quality assessment of the individual evaluation.

The End of Course Student Survey is the form of student input generally used. At the discretion of the faculty member, the End of Course Student Survey form may be submitted as evidence of teaching performance by the faculty member at the time of the evaluation. A faculty member will be given prior notification of any and all evaluations of course or instructional effectiveness, and the faculty member and department chairperson will be involved in any such evaluation (see Guidelines for Administering the End of Course Student Survey later in this section.)

Each faculty member shall complete his/her FPR one week prior to the evaluation meeting. Any subsequent changes must be submitted by all parties involved before the

form is sent to the next stage. Memos of disagreement will be attached to the review in each case where the Dean, Chief Academic Officer or designee, Faculty Personnel Committee, or President of the college or Designee is in disagreement, and copies of these memos will be provided to all concerned.

The Overall Rating of the FPR will be a determinant for contract, tenure, promotion, and salary considerations.

All faculty with a meets or exceeds expectations rating shall be recommended for the same increase in salary. All faculty with a below expectations or unsatisfactory rating will receive no increase in salary.

Changes in the Guidelines for the conduct of the FPR are prepared by Department Chairpersons Council, subject to approval by the Faculty Assembly, Chief Academic Officer (or his/her designee), and President of the college (or his/her designee). These guidelines will be made available to all faculty and evaluators prior to the evaluation.

The time period for the Faculty Performance Review (FPR) will be as follows:

### **Faculty Evaluation Cycle**

Salary increases are not granted automatically but on the basis of performance and available resources of the college; it is the custom to review performance as follows:

1. Non-tenured faculty shall be formally evaluated once each year.
2. Tenured faculty are placed on a three-year cycle of Interim, Interim, Formal evaluations. This cycle never changes unless the faculty member applies for a promotion. When this occurs, the faculty member must complete a formal evaluation the academic year prior to making application for promotion. The faculty member resumes the original cycle the following year.
3. Faculty, upon achieving tenure, begin the three-year cycle of Interim, Interim, Formal evaluations, with the first academic year in which they are tenured.

Once a tenured faculty member begins the three-year cycle, he/she remains on that cycle indefinitely.

### **Guidelines for Administering the End of Course Student Survey**

1. The End of Course Student Survey must be used to monitor and document students' perceptions of their instruction at Sinclair Community College.
2. The End of Course Student Survey should be conducted in a manner that maintains the reliability and validity of the instrument by protecting the anonymity of the student respondents and the privacy of the participating faculty.
3. Administration of the End of Course Student Survey will be conducted by a third party.

4. The results of the end of course student surveys will be sent directly to the faculty, and the chief academic officer will retain only a report of the composite distribution of all Sinclair faculty, and not copies of individual faculty ratings.
5. Any student survey tool used to measure the quality of instruction shall be administered by a third party.

### 3.3 Procedures for Faculty Performance Review

#### Procedures

1. All due dates are printed in the Timing and Action Calendar and are to be observed by all parties.
2. Faculty members scheduled for an interim FPR are not required to provide details in every applicable CPA, but are required to address the previous year's CITs and proposed CITs for the next year.
3. Chairs will complete the *Chair* Responsibilities sections of the FPR form, and faculty with 6 or more hours of reassigned time per semester, grant funding or special assignments, will complete the area on the form entitled *Reassigned Activities*.
4. Each faculty member is responsible for collecting information throughout the year that addresses the quality and outcomes of his/her performance in each of the Critical Performance Areas (CPAs) and preparing a summary of activities and accomplishments as the starting point for the FPR process. By the date indicated in the Timing and Action calendar, the faculty member will submit to the Department Chair (or Division Dean if the faculty member serves as Department Chair) the following completed documentation:
  - a. Faculty Performance Review Form with a summary of activities and accomplishments in each CPA.
  - b. Student survey results – *at the faculty member's discretion*.
  - c. Any additional supporting documentation the faculty member wishes to share
5. The rating of each item is based solely upon performance during the current rating period. The rating scale is comprised of four descriptors: Unsatisfactory, Below Expectations, Meets Expectations, and Exceeds Expectations. The supervisor provides the rating for the faculty member (with deans providing the ratings for chairs).

The minimum expectations for each rank are listed below. Note that the CPA expectations by rank are the same as the existing FPR but activities and accomplishments related to each CPA are to be documented. Note that chair responsibilities and other responsibilities can also be listed in the CPAs.

- a. Instructor – required to be rated in CPAs 1, 2 and 3
- b. Assistant Professor – required to be rated in CPAs 1, 2, 3, 4
- c. Associate Professor – required to be rated in CPAs 1, 2, 3, 4, and 5 or 6
- d. Professor – required to be rated in CPAs 1, 2, 3, 4, 5, and 6
6. Each faculty member will be notified at least one week in advance of his/her scheduled time and place for the FPR meeting with the chair. Enough time is to be set aside to allow for a thorough review and, if necessary, a second meeting will be scheduled.

### Form Completion

1. Individual guidelines for each CPA are provided as a tool to assist the faculty member and the supervisor in completing the FPR form. These guidelines provide examples of responsibilities that define the four descriptors: Unsatisfactory, Below Expectations, Meets Expectations, and Exceeds Expectations.
2. In preparation for the FPR conversation with the department chair, each faculty member will first conduct a self-assessment, selecting the rating assigned to the descriptor that best reflects his/her perception of performance during the evaluation period for each CPA.
3. Following the meeting between the faculty member and the supervisor, and based on the documentation regarding the faculty member's performance, the supervisor will select the rating that best reflects the faculty member's performance level during the evaluation period for each CPA. Below expectations and unsatisfactory ratings will not be given for CPAs that are not required. In these areas, the evaluator may give ratings of Meets Expectations or Exceeds Expectations, or the evaluator may choose to give no rating.
4. For faculty who are scheduled for an interim review, no ratings are required.
5. Comments by the supervisor serve as important feedback to the faculty member, including guidance for enhancing performance and thus are required in each CPA. Comments will be added in the *Supervisor's Comments* section of the corresponding CPA. If a CPA section does not include any activities, no supervisor's comments are required.

### Additional Notes

Neither the dean, the Chief Academic Officer or his/her designee, nor the President has the right to change the supervisor's evaluation. The chair's evaluation serves as a recommendation to the Dean, Chief Academic Office or their designee, and President, and the final decision regarding the evaluation rests with the President who is authorized by the Board of Trustees to fulfill this responsibility. When the Dean, Chief Academic Officer or designee, or President disagrees with the chair's evaluation, the rationale for disagreement and justification for an alternate evaluation must be



documented to the faculty member. The faculty member has the option to attach a response to the alternate evaluation.

### Individual CPA Ratings Guidelines in the FPR

The following are the recommended guidelines for determining ratings in each CPA. Please note that listing an activity in a CPA area, and/or listing the recommended number of activities in an area, do not guarantee that the faculty member will earn a “Meets Expectations” or “Exceeds Expectations” rating.

Faculty members are not required to meet all criteria to receive a particular rating and are also not limited to only the criteria provided. The quality and significance of the activity will be considered, not just the number of activities listed. With that basic premise in mind, the following is offered as a set of guidelines for assessing the CPAs:

To have the potential to earn a rating of **Exceeds Expectations** in a CPA, a faculty member will complete **all** of the activities listed in the Expected Activities list for the area or work with his/her department chairperson or division dean to get approval to replace any of the expected activities with other activities in a required CPA. Additionally, the faculty member will complete at least three (3) other activities in the CPA. Faculty members may list any activity they feel relates to the CPA. Additional activities examples are provided for each CPA, but they are provided as a partial list of examples which MAY help the faculty member explain his/her accomplishments in this area. The example activities are not required, they are provided as examples of the type of activities that are common for this CPA.

To have the potential to earn a rating of **Meets Expectations** in a CPA, a faculty member will complete **all** of the activities listed in the Expected Activities list for the area or work with his/her department chairperson or division dean to get approval to replace any of the expected activities with other activities in a required CPA. Additional activities examples are provided for each CPA, but they are provided as a partial list of examples which MAY help the faculty member explain his/her accomplishments in this area. The example activities are not required, they are provided as examples of the type of activities that are common for this CPA. Faculty members may list any activity they feel relates to the CPA.

A faculty member will be rated as **Below Expectations** in a CPA area if he/she does not complete all of the activities listed in the Expected Activities list for the area or work with his/her department chairperson or division dean to get approval to replace any of the expected activities with other activities in a required CPA **OR** he/she does not complete at least two (2) additional activities in the CPA.

A faculty member will be rated as **Unsatisfactory** in a CPA area if he/she does not complete all of the activities listed in the Expected Activities list for the area or work with his/her department chairperson or division dean to get approval to replace any of the expected activities with other activities in a required CPA **AND** he/she does not complete at least two (2) additional activities in the CPA.



### Assigning an Overall Rating on the FPR

For purposes of determining an overall rating on the FPR, the supervisor's ratings will be used as follows:

To get an overall rating of **Exceeds Expectations**, a faculty member must meet **all** of the following criteria:

- ✓ be rated Exceeds Expectations for the Teaching/Learning Facilitation CPA
- ✓ be rated Exceeds Expectations
  - for Instructors and Assistant Professors in at least one additional CPA
  - for Associate Professors and Professors in at least two additional CPAsThese can be required CPAs or not
- ✓ be rated at least Meets Expectations for all CPAs required for his/her rank

To get an overall rating of **Meets Expectations**, a faculty member must meet **all** of the following criteria, and not qualify for an overall rating of Exceeds Expectations

- ✓ be rated at least Meets Expectations for the Teaching/Learning Facilitation CPA
- ✓ be rated at least Meets Expectations or Below Expectations for all required CPAs
- ✓ not be rated Below Expectations in more than one required CPA, nor be rated Below Expectations in the same required CPA for the second year in a row

To get an overall rating of **Below Expectations**, a faculty member must meet **any** of the following criteria, and not qualify for an overall rating of Unsatisfactory:

- ✓ be rated Below Expectations in the Teaching/Learning Facilitation CPA
- ✓ be rated Below Expectations in two or more required CPAs
- ✓ be rated Unsatisfactory in any required CPA
- ✓ be rated Below Expectations in the same required CPA for the second year in a row

To get an overall rating of **Unsatisfactory**, a faculty member must meet **any** of the following criteria:

- ✓ be rated Unsatisfactory in the Teaching/Learning Facilitation CPA
- ✓ be rated Unsatisfactory in two or more required CPAs
- ✓ be rated Unsatisfactory in the same required CPA two years in a row
- ✓ be rated Unsatisfactory in the same required CPA in which he/she was rated Below Expectations in the prior year

## The Impact of Each Overall Rating

If the Overall Rating is...	Then the Impact is...
Exceeds Expectations	<ul style="list-style-type: none"> <li>• Eligible for raises and merit</li> <li>• Eligible for promotion and/or tenure when applicable</li> </ul>
Meets Expectations	<ul style="list-style-type: none"> <li>• Eligible for raises and merit</li> <li>• Eligible for promotion and/or tenure when applicable</li> </ul>
Below Expectations	<ul style="list-style-type: none"> <li>• Mandatory CIT focusing on area(s) of deficiency</li> <li>• Not eligible for merit, promotion or tenure</li> <li>• Eligible for raise only if mandatory CIT is successfully completed by the end of the spring semester of that academic year</li> <li>• The evaluator will determine successful completion of CIT and communicate their recommendation to their dean and associate provost by April 1</li> </ul>
Unsatisfactory	<ul style="list-style-type: none"> <li>• Mandatory <b>Faculty Improvement Plan (FIP)</b></li> <li>• Not eligible for raises, merit, promotion, or tenure</li> <li>• Dean may recommend termination</li> <li>• Formal evaluation will be given for next two years</li> </ul>

\* Note: If a Below Expectations rating is earned for any required CPA, then the CITs should focus on this area. The faculty member will review their progress on the CITs with his or her supervisor at the end of spring semester.

# SCC Faculty Handbook

## FPR Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Period for Review: \_\_\_\_\_ Tenure Track Hire Date: \_\_\_\_\_  
Current Rank: \_\_\_\_\_ Date Current Rank Achieved: \_\_\_\_\_  
Division: \_\_\_\_\_  
Department: \_\_\_\_\_  
Last Formal Faculty Performance Review Year: \_\_\_\_\_ and Rating \_\_\_\_\_

Type of Review: ☐ Formal ☐ Interim

### Continuous Improvement Targets (CITs)

List each CIT from last year's Faculty Performance Review. The progress/status of each should be: 1) briefly summarized in this section (e.g., "completed," "in progress," "changed direction," etc., with a line or two of explanation), and 2) reflected in the appropriate section(s) of the Review, adding the CIT number at the end of the explanatory bullet within the CPA area.

### Reassigned Time

Activities and outcomes of fewer than 6 hours reassigned time per activity should be described in the appropriate Critical Performance Area(s). Where there are 6 or more reassigned hours per term per activity, the accomplishments and outcomes are to be documented in the "Reassigned Activities" section.

### Documentation of Activities and Accomplishments in Each Critical Performance Area (CPA)

*Please document activities and accomplishments in all six CPAs if you are completing a formal review.*

#### Scholarship and Professional Growth (CPA #1)

Scholarship indicates the knowledge of subject matter and involvement in a professional discipline. Professional Growth is the commitment to remaining current in one's field and to enhancing skills that contribute to a quality work and learning environment.

**Expected activities:** to be rated "meets expectations" in this CPA, faculty members will complete all of the activities listed below or work with their department chairperson or division dean to get approval to replace any of the activities below with other activities in the CPA:

- *Remain current in knowledge of subject matter and involvement in a discipline.*
- *Maintain applicable certification or licensure as required by the academic department.*
- *Participate in Faculty Learning Day*
- *Participate in Department/Division required in-service or continuing education offerings*

**Additional activities:**

#### Teaching/Learning Facilitation (CPA #2)

Teaching/Learning Facilitation is any activity which fosters active learning so that students transform information into knowledge and apply communication and/or technical skills in appropriate contexts.

The faculty member should provide a description of his/her activities and accomplishments in this CPA.

**Expected activities:** to be rated "meets expectations" in this CPA, faculty members who are teaching at least nine (9) semester hours each term (fall and spring semesters) will complete all of the activities listed below or work with their department chairperson or division dean to get approval to replace any of the activities below with other activities in the CPA:

- *Use multiple learning resources and/or environments – e.g. print, audio-visual, electronic, classroom, laboratory, distance – to accommodate a diverse student population and to reflect sound pedagogy based on research findings in adult learning and related fields.*
- *Use multiple approaches – e.g. lecture, demonstration, small/large group discussion, collaborative learning, independent study, situation-specific learning, or team teaching – to promote active learning.*
- *Demonstrate professional work habits by following guidelines for office hours, course syllabi, grade reporting, advising, and related policies as they appear in the Faculty Handbook.*
- *One additional activity.*

**Additional activities:**

#### Assessment and Evaluation (CPA #3)

Assessment measures learning readiness, progress, and outcomes. Evaluation brings judgment to or places value on assessment information. These processes may occur in a variety of contexts: individual, group, program, department, division, etc. The purpose of assessing and evaluation – whether in the classroom, for an accrediting body, etc. – is to convey accurate and meaningful information in order to gain insights, validate worthwhile processes, maintain standards and accountability, and make improvements.

**Expected activities:** to be rated "meets expectations" in this CPA, faculty members will complete all of the activities listed below or work with their department chairperson or division dean to get approval to replace any of the activities below with other activities in the CPA

- *Assess/evaluate diverse learners in a variety of ways — e.g., through different types of tests, demonstrations/presentations, simulations, portfolios, projects, etc.*
- *Engage in formative and summative assessment activities by applying appropriate classroom assessment techniques (for example the work of Tom Angelo and Patricia Cross, among others).*
- *Evaluate instructional materials on an ongoing basis.*
- *Provide for ongoing review of teaching/learning facilitation effectiveness by initiating student evaluation.*

**Additional activities:**

# SCC Faculty Handbook

## Student Development (CPA #4)

Student Development is any activity which results in a student's personal growth, whether in academic and career-oriented pursuits or in the areas of creative and critical thinking, social and leadership skills, attitude, self-esteem, motivation, cultural awareness, values, community citizenship, team building, etc.

**Expected activities:** to be rated "meets expectations" in this CPA, faculty members will complete all of the activities listed below or work with their department chairperson or division dean to get approval to replace any of the activities below with other activities in the CPA:

- *Provide opportunities for students to become more reflective and develop critical and creative thinking strategies to problem-solve at school, home, work, in the community, etc.*
- *Assist students in developing academic, technical, career, and communication skills.*
- *Promote activities – whether in the classroom, on the campus, or in the greater community – which will expose students to cultural diversity and/or expand their awareness of the global community.*

**Additional activities:**

## Curriculum Development & Design (CPA #5)

Curriculum Development is an ongoing process which may focus on individual classes or modules, on segments of a program, or on an entire course of study.

**Expected activities:** to be rated "meets expectations" in this CPA, faculty members will also complete all of the activities listed below or work with their department chairperson or division dean to get approval to replace any of the activities below with other activities in the CPA:

- Review curriculum on a regular basis and follow through on necessary revisions or recommendations, which could include deleting or adding content, creating a distance education option, modularizing specific course components, revising laboratory requirements, blocking courses around themes, or further enhancing existing courses.
- Integrate General Education in courses or modules (and on syllabi) to promote effective communication (writing, speaking, listening) among other areas of emphasis (e.g., values, citizenship, or creativity).
- Create appropriate learning resources – e.g., print, audio-visual, and electronic – to accommodate a diverse learner population.
- Foster discussion and/or activities that link the subject matter with other academic areas and/or with appropriate career/vocational areas.

**Additional activities:**

## Workplace and/or Community Service (CPA #6)

Workplace Service reflects efforts to improve the quality of the work environment at Sinclair. Community Service reflects efforts to improve the quality of life in the greater community – whether local, state, national, or international – in support of the college mission.

**Expected activities:** to be rated "meets expectations" in this CPA, faculty members will complete all of the activities listed below or work with their department chairperson or division dean to get approval to replace any of the activities below with other activities in the CPA:

- Actively participate in collegewide committees, teams, task forces, and/or initiatives.
- Collaborate with other faculty and/or administration, staff, and/or students.
- Promote community understanding and good will through appropriate technical, consulting, and/or volunteer services at the college, local, regional, national, and/or international level.

**Additional activities:**

## Chair Activities and Accomplishments

In this description of activities and accomplishments as chair, the chair may elect to reference the number of the Critical Performance Areas (CPAs) each of these activities and accomplishments supports, but such reference is optional.

## Reassigned Activities with 6 or more hours per term per activity (grants, special assignments, etc.)

Describe activities and accomplishments in detail.

## Projected Continuous Improvement Targets (CITs)

Please include no fewer than two, nor more than five CITs, which may be new or ongoing. CITs should lead to specific, measurable outcomes. A CIT may focus on one area or apply to multiple Critical Performance Areas. Reference the appropriate Critical Performance Area(s), and indicate special training/professional development needs, if applicable.

### **3.4 Interim Faculty Performance Review**

The Board of Trustees of Sinclair Community College has determined that evaluation of each professional member of the Sinclair Community College staff on a regular and continuing basis is essential. Therefore, the college has provided for an annual formal performance review of all non-tenured faculty members and a tri-annual formal performance review of all tenured faculty members.

During the years in which tenured faculty members are not formally evaluated, they shall participate in an interim Faculty Performance Review (FPR) described in the Sinclair Community College Faculty Handbook. If a chairperson/dean determines that a faculty member who is scheduled for interim evaluation is unsatisfactory in one or more areas of the six item formal FPR and intends to initiate the formal FPR process, the following procedure must be followed:

1. The chairperson/dean shall notify the faculty member in writing two (2) weeks in advance of the intent to conduct the interim evaluation; the written communiqué must also delineate the areas of concern with respect to the FPR instrument.
2. The faculty member and the chairperson/dean shall hold an interim FPR as described in the Sinclair Community College Faculty Handbook. At the interim conference, the chairperson/dean shall then reconsider whether or not the formal performance review is still necessary. The formal notification of the interim evaluation conference, the interim evaluation conference, and written correspondence concerning the conclusions of the interim evaluation conference must all be completed by the end of the fourth week of the Fall Semester.
3. If, at the conclusion of the interim FPR conference, the chairperson/dean decides to initiate the formal FPR, all remaining actions must comply with the established Timing and Action Calendar (Section B.1) with regard to the FPR process.

### **3.5 Procedures Concerning Unsatisfactory Performance for Tenure-Track or Tenured Faculty**

Upon the determination by final action of the Board of Trustees of Sinclair Community College that a ranked faculty member's performance has been evaluated as Unsatisfactory through the proper application of the provisions of the Faculty Performance Review (FPR) (Sections 3.1-3.3), the following shall apply:

#### **Procedures as Applied to First-Year Tenure-Track Faculty Members**

In accordance with the Timing and Action Calendar (B.1), if a first-year tenure-track faculty member is performing in an unsatisfactory manner, the faculty member shall

receive written notification and documentation from the division dean by March 15th, stating the intent to invoke this procedure. However, immediate implementation of this procedure shall be delayed pending the results of any grievance filed by the faculty member that is directly related to the unsatisfactory performance. This delay shall not constitute a violation of the Timing and Action Calendar. At the conclusion of the Faculty Grievance process, the completion of this procedure, if required, shall be accomplished in a timely manner.

The two options in this procedure are intended to provide the division dean with discretionary authority sufficient to respond appropriately to the particular situation.

### A. (Option A) Immediate Recommendation for Nonrenewal of Contract

This option is applied when, in the judgment of the division dean, remediation of the areas of unsatisfactory performance is highly unlikely. This circumstance may include, but is not limited to:

1. Documented situations wherein the faculty member has been given counsel by his/her department chairperson and/or division dean regarding areas of less than satisfactory performance, and has been given the equivalent of one academic semester to improve but has not demonstrated adequate improvement.
2. Documented situations wherein faculty performance was below standard to such an extent as to preclude a reasonable chance for sufficient improvement within the equivalent of one academic semester.
3. Documented situations wherein department morale and productivity would be severely impaired by continued employment of the faculty member.
4. Other circumstances, as documented, related to unsatisfactory performance.

If this option is implemented, the division dean shall recommend, in writing, nonrenewal of contract for the faculty member to the chief academic officer by April 15. By April 30, if concurring with the recommendation, the chief academic officer will notify the faculty member of the recommendation (in a manner that requires signature of receipt by the faculty member), and that the recommendation is being submitted to the President. A copy of this notification will be given to the department chairperson and division dean, and a copy shall be placed in the faculty member's permanent file. Prior to the end of the academic year, the chief academic officer shall notify the faculty member (in a manner that requires signature of receipt by faculty member) of the decision on renewal or nonrenewal of contract, effective at the end of the current academic year. A copy of this notification will be given to the department chairperson, division dean, chief academic officer, and a copy shall be placed in the faculty member's permanent file.

B. (Option B) Remediation Period

This option is appropriately selected when, in the judgment of the division dean, the faculty member can remediate determined areas of unsatisfactory performance within a time period equivalent to one academic semester. The following guidelines shall apply:

1. A committee shall be appointed to prepare and monitor a written Faculty Improvement Plan (FIP) designed to remediate the determined areas of unsatisfactory performance during the current evaluation year.
2. The FIP Committee shall consist of the following:
  - a. the faculty member in question (nonvoting status)
  - b. the department chairperson
  - c. the academic division dean who serves as chair
  - d. one tenured member of the Personnel Committee appointed by the President of the Faculty Senate
  - e. one tenured member of the faculty member's division, selected by the faculty member in question
  - f. one tenured member of the faculty from outside the affected faculty member's academic division appointed by the President of the Faculty Senate and approved by the chief academic officer (two tenured members as described, at least one to be a department chairperson, shall be appointed when the affected faculty member is a department chairperson)
3. The Faculty Improvement Plan shall be signed by all members of the committee and shall contain:
  - a. Objectives – designed to address the unsatisfactory performance.
  - b. Activities – designed to accomplish the stated objectives.
  - c. Evaluation – designed to evaluate the stated objectives.

One copy shall be forwarded to the chief academic officer and another copy placed in the faculty member's permanent employee file.

4. The time period allowed for remediation shall be the equivalent of one academic semester.
5. During the remediation period, the FIP Committee shall meet at least twice to monitor progress and make necessary changes in the FIP. On or before November 15, the FIP Committee shall submit a formal written interim report to the chief academic officer detailing the progress or lack of progress made to date. This shall serve to aid the faculty member in assessing performance growth as related to the FIP. A copy of this report shall be forwarded to the faculty member.
6. At the final FIP Committee meeting at the end of the remediation period, which shall be convened by the division dean by March 15, three of the five voting committee



members must vote affirmatively to indicate that the objectives of the FIP have been satisfied. The results of this vote shall be confirmed in a "memorandum of the committee's findings" to be issued by March 31, with a copy of the memorandum forwarded to the chief academic officer and another placed in the faculty member's permanent employee file. An affirmative vote shall not be construed as a Proficient evaluation for the subsequent FPR but only that the determined areas shall be considered proficient at this time.

By April 15, the division dean shall recommend, in writing, continuation of contract or termination to the chief academic officer. A copy of this recommendation shall be given to the faculty member and to the department chairperson, and placed in the faculty member's permanent file. By May 1, the chief academic officer shall notify the faculty member (in a manner that requires signature of receipt by the faculty member) of the continuation or termination of contract. Termination of contract shall be effective at the end of the current Spring Semester.

7. Successful remediation of unsatisfactory performance shall not result in a retroactive below, meets or exceeds expectations rating for the evaluation year previously rated unsatisfactory.
8. Failure on the part of the faculty member to abide by these procedural responsibilities shall constitute grounds for a termination recommendation by the division dean.
9. If, in the opinion of the faculty member, the aforementioned procedure is breached, the faculty member may choose to file a grievance with the Faculty Grievance Committee of Sinclair Community College. A review of the complaint by this committee does not guarantee or imply a reversal in any contested decision.

### **Procedures as Applied to Other than First-Year Faculty**

In accordance with the Timing and Action Calendar (Section B.1), if a faculty member has received an unsatisfactory rating on his/her FPR evaluation, this faculty member shall receive written notification from the division dean by October 1, stating the intent to invoke this procedure. However, immediate implementation of this procedure shall be delayed pending the results of any grievance filed by the faculty member that is directly related to the rating of unsatisfactory. This delay shall not constitute a violation of the Timing and Action Calendar. A reversal of an unsatisfactory rating to a different rating shall negate the intended or actual implementation of this procedure and no further action may be taken under the provisions of this policy. At the conclusion of the Faculty Grievance process, the completion of this procedure, if required, shall be accomplished in a timely manner.

The two options in this procedure are intended to provide the division dean with discretionary authority sufficient to respond appropriately to the particular situation.

- A. (Option A) Immediate Recommendation for Nonrenewal of Contract (only applicable to non-tenured faculty)



This option is applied when, in the judgment of the division dean, remediation of the areas of unsatisfactory performance is highly unlikely. This circumstance may include, but is not limited to:

1. Documented situations wherein the faculty member has been given counsel by his/her department chairperson and/or division dean regarding areas of less than satisfactory performance, and has been given the equivalent of one academic semester to improve but has not demonstrated adequate improvement.
2. Documented situations wherein faculty performance was below standard to such an extent as to preclude a reasonable chance for sufficient improvement within the equivalent of one academic semester.
3. Documented situations wherein department morale and productivity would be severely impaired by continued employment of the faculty member.
4. Other circumstances, as documented, related to unsatisfactory performance.

If this option is implemented, the division dean shall recommend, in writing, nonrenewal of contract for the faculty member to the chief academic officer by February 1. By February 15, if concurring with the recommendation, the chief academic officer will notify the faculty member of the recommendation (in a manner that requires signature of receipt by the faculty member), and that the recommendation is being submitted to the President. A copy of this notification will be given to the department chairperson and division dean, and a copy shall be placed in the faculty member's permanent file. Prior to the end of the academic year, the President or his/her designee shall notify the faculty member (in a manner that requires signature of receipt by the faculty member) of his/her decision on renewal or nonrenewal of contract, effective at the end of the current academic year. A copy of this notification will be given to the department chairperson, division dean, and chief academic officer and a copy shall be placed in the faculty member's permanent file.

### B. (Option B) Remediation Period

This option is appropriately selected when, in the judgment of the division dean, the faculty member can remediate determined areas of unsatisfactory performance within a time period equivalent to one academic semester, and is the only option available when a faculty member is tenured. The following guidelines shall apply:

1. A committee shall be appointed to prepare and monitor a written Faculty Improvement Plan (FIP) designed to remediate the determined areas of unsatisfactory performance during the current evaluation year.
2. The FIP Committee shall consist of the following:
  - a. the faculty member in question (nonvoting status)

- b. the department chairperson
  - c. the academic division dean who serves as chair
  - d. tenured member of the Faculty Personnel Committee appointed by the President of the Faculty Senate
  - e. one tenured member of the faculty member's division, selected by the faculty member in question
  - f. one tenured member of the faculty from outside the affected faculty member's academic division appointed by the President of the Faculty Senate and approved by the chief academic officer (two tenured members as described, at least one to be a department chairperson, shall be appointed when the affected faculty member is a department chairperson)
3. The Faculty Improvement Plan shall be signed by all members of the committee and shall contain:
- a. Objectives – designed to address the unsatisfactory items on the FPR.
  - b. Activities – designed to accomplish the stated objectives.
  - c. Evaluation – designed to evaluate the stated objectives.
- One copy shall be forwarded to the chief academic officer and another copy placed in the faculty member's permanent employee file.
4. The time period allowed for remediation shall be the equivalent of one academic semester.
5. During the remediation period, the FIP Committee shall meet at least twice to monitor progress and make necessary changes in the FIP. On or before the end of Spring Semester, the FIP Committee shall submit a formal written interim report to the chief academic officer detailing the progress or lack of progress made to date. This shall serve to aid the faculty member in assessing performance growth as related to the FIP. A copy of this report shall be forwarded to the faculty member.
6. At the final FIP Committee meeting, which shall be convened by the division dean at the end of the remediation period, a vote shall be taken on the results of the remediation. Three of the five voting committee members must vote affirmatively to indicate that the objectives of the FIP have been satisfied. The results of this vote shall be confirmed in a "memorandum of the committee's findings" to be issued by April 1, with a copy of the memorandum forwarded to the chief academic officer and another placed in the faculty member's permanent employee file. An affirmative vote shall not be construed as a Proficient evaluation for the subsequent FPR, but only that the determined areas shall be considered proficient at this time.

No later than April 10, the division dean shall recommend, in writing, renewal or nonrenewal of contract to the chief academic officer or designee. No later than April 25 the chief academic officer or designee shall notify the faculty member (in a manner that requires signature of receipt by the faculty member) of the

continuation or termination of contract. A copy of this recommendation shall be given to the faculty member, to the department chairperson, and placed in the faculty member's permanent file. Termination of contract shall be effective at the end of the current academic year.

7. Successful remediation of unsatisfactory performance shall not result in a retroactive change of rating for the evaluation year previously rated Unsatisfactory.
8. Failure on the part of the faculty member to abide by these procedural responsibilities shall constitute grounds for a termination recommendation by the division dean.
9. If, in the opinion of the faculty member, the aforementioned procedure is breached, the faculty member may choose to file a grievance with the Faculty Grievance Committee of Sinclair Community College. A review of the complaint by this committee does not guarantee or imply a reversal in any contested decision.

### **3.6 Department Chair Performance Review**

Department chairpersons will be evaluated on proportionate percentages of their faculty and administrative loads using the Faculty Performance Review (FPR).

### **3.7 Interim Chair Performance Review**

The Board of Trustees of Sinclair Community College has determined that evaluation of each professional member of the Sinclair Community College staff on a regular and continuing basis is essential. Therefore, the college has provided for an annual formal performance review of all non-tenured chairpersons and a tri-annual performance review of all tenured chairpersons.

During the years in which tenured chairpersons are not formally evaluated, they shall participate in an interim chairperson performance review described in the Sinclair Community College Faculty Handbook. Tenured faculty who become department chairpersons must follow the formal Faculty Performance Review (FPR) procedure for a minimum of two years. Then they will cycle with the interim FPR procedure.

If a dean determines that a chairperson who is scheduled for interim evaluation is unsatisfactory in one or more areas of the FPR and intends to initiate the formal chairperson's FPR process, the following procedure must be followed:

1. The dean shall notify the chairperson in writing two (2) weeks in advance of the intent to conduct the interim evaluation; the written communiqué must also delineate the areas of concern with respect to the FPR instrument.

2. The chairperson and the dean shall hold an interim FPR as described in the Sinclair Community College Faculty Handbook. At the interim conference, the dean shall then reconsider whether or not the formal performance review is still necessary. The formal notification of the interim evaluation conference, the interim evaluation conference, and written correspondence concerning the conclusions of the interim evaluation conference must all be completed by the end of the fourth week of the Fall Semester.
3. If, at the conclusion of the interim chairperson performance review conference, the dean decides to initiate the formal chairperson FPR, all actions must comply with the established Timing and Action Calendar with regard to the chairperson-FPR process.

## **SECTION 4: MERIT**

### **4.1 Merit Determination System**

#### **Eligibility to Apply for Merit Award**

Each year the total number of Merit Awards is not to exceed 55% of the total number of budgeted faculty lines.

Each full time tenure track faculty member is eligible to apply for and receive a Merit Award with the following stipulations:

1. Faculty who have retired, resigned or have been terminated are not eligible to apply for merit.
2. Faculty who are on a FIP are ineligible to apply for merit.
3. Faculty on sabbatical during the eligibility period or at the time applications are due are eligible to apply for merit.
4. Only currently employed full-time tenure-track and tenured faculty may be considered for merit.

#### **The Merit Award**

The Merit Award will:

1. be at least three percent of the average base salary for the prior year.
2. not be included in the faculty member's base pay except for the conditions described in the Closure Policy for Professors (Section 6.2).
3. be paid on or before July 15 of the year in which merit decisions were determined..

The merit award numbers and amounts can be found in Part B of the faculty handbook.

### **4.2 College-wide Merit Awards**

1. College-wide Merit Awards may be recommended on the basis of Professional Excellence.
2. The College-wide Merit Committee will consider performance in any one or more of the following Critical Performance Areas (CPAs) or Other as related to the college mission:
  - a. Scholarship and Professional Growth

- b. Teaching/Learning Facilitation
  - c. Assessment and Evaluation
  - d. Student Development
  - e. Curriculum Design
  - f. Workplace and/or Community Service
  - g. Other
3. A faculty member or a third party may initiate a College-wide Merit Application.

**Procedure to Apply for the College-wide Merit Award**

1. The Merit Application must be submitted to the office of the chief academic officer by 5:00 PM on May 1. If May 1 occurs on a weekend, then the deadline is 5:00 PM of the next business day. No late applications will be accepted. Compliance with the Merit Application procedure is essential in order for the Merit Application to be considered by the Merit Committee. The application will include the following:
  - a. Application Form

The application for College-wide Merit is located on the Sinclair Intranet under Forms/Faculty. Application must follow the format described in this form.
  - b. Narrative

The narrative portion of the application must not exceed five pages (12 point font, 8 ½ x 11 paper). If work on a team project is referenced, the applicant's specific individual contributions to the team's work/activities must be described in the narrative.
  - c. Documentation

A one-page list of the documentation (which is in the applicant's possession) to support the Merit Application.
  - d. Student Survey Results

If student surveys are referenced in the narrative, the results must be submitted with the Merit Application. These survey results should represent only three course sections within the Merit Application year. To be valid, student surveys must be administered by third parties whose names are provided to the committee. A tally/summary of student feedback and the original instruments should be included as attachments to the application.
2. Other than items listed in 1-4 above, no other materials should be submitted to the Merit Committee. All other documentation that supports the Merit Application will be maintained by the applicant and submitted to the Merit Committee only if requested. The documentation may take the form of, but is not restricted to, the following:
  - a. Learning materials

- b. Peer evaluations
- c. Supervisor evaluations
- d. Written evidence of support submitted by third parties (e.g., team member)
- e. Awards, commendations, testimonials
- f. Copies of materials published by the applicant
- g. Email correspondence and electronic calendars
- h. Other evidence as deemed appropriate by the applicant or the Merit Committee

#### **4.3 The Operation of the College-wide Merit Committee**

1. Merit Awards are determined by a committee consisting of the following members:
  - a. the chief academic officer or designee who serves as the Chair
  - b. the Academic Deans
  - c. two members elected by the Department Chairs Council
  - d. two faculty members elected by each academic division (these faculty representatives will not be department chairs)
2. With the exception of the chief academic officer or designee and the academic deans, who are permanent members, committee members are elected on a two-year rotation with no more than two consecutive terms.
3. Each member of the College-wide Merit Committee will review all the information in the Merit Application.
4. All Merit Committee votes will be taken by secret ballot. All applicants receiving ten or more affirmative votes from the fifteen committee members will be recommended for merit as long as the total number of faculty with affirmative votes does not exceed the percentage of the budgeted full-time tenure track faculty lines. If the number of recommended merit awards exceeds the allowable slots, then a second secret ballot will be cast. This voting process will continue until the merit awards are within the percentage limit.
5. If a member of the Merit Committee submits a merit application, he/she will not be present during the discussion of the application.
6. The Merit Committee does not make a list of meritorious activities. A list could be incomplete and misleading. The decision as to whether or not an activity is meritorious is made individually by each committee member. The process of making a collective decision for merit on the basis of ten or more affirmative votes has the effect of "averaging out" bias.
7. The chief academic officer or designee communicates the Merit Committee's recommendation to each applicant. The applicant may request a courtesy

conference with his/her Division Dean to discuss the Merit Committee's recommendation.

8. The Merit Committee's recommendations are submitted to the President by June 15, and decisions on Merit Awards will be communicated to the Board of Trustees.
9. Each year, as part of its regular practice, the Merit Committee will review the merit process and, when needed, make recommendations for revisions of the process to the Faculty Senate.



## SECTION 5: PROMOTION AND TENURE

### 5.1 Promotion

Promotion in rank is a recognition of progressive faculty accomplishment in the Critical Performance Areas that define the roles and responsibilities of tenure-track and tenured faculty at Sinclair. Promotion is not granted automatically but based on evidence that faculty meet the criteria for each rank as listed in this section of the handbook.

Promotion in rank is recognized through a salary increase to the recipient's base contract salary. This increase is 6% of the average faculty base salary. Funds for promotions in any given year are considered as part of the overall dollar amount available for adjustments to faculty base salaries.

Promotion in rank prior to a tenure decision shall not imply a subsequent automatic recommendation for tenure.

#### Guidelines for Applications for Promotion

Faculty members initiate the promotion process by submitting an application when they have met the criteria for promotion as described below. A **formal** Faculty Performance Review must be completed for the most recent FPR year. Faculty members are notified in writing by their respective dean when they are eligible to submit an application based on years of service completed in rank.

Applications must be submitted to the office of the chief academic officer by 5:00 PM on January 15. If January 15 occurs on a weekend, then the deadline is 5:00 PM on the next business day. No late applications will be accepted. Applications must include the following:

1. Application Form

The application for promotion form is located on the Sinclair Intranet under Forms/Faculty. Applications must follow the format prescribed in this form.

2. The narrative portion of the application must include the following four items and must not exceed 10 pages.

- a. Critical Performance Areas

- i. evidence to illustrate competence in the required Critical Performance Areas (CPAs) for his/her current rank.
- ii. comments about his/her potential for faculty development and contribution to the additional CPA for the projected rank.

- b. Continuous Improvement Targets (CITs)

- i. a summary(no more than one page in length) including current CITs as listed on the Faculty Performance Review and detailing how the progress toward the CITs contributes to a body of work appropriate for a faculty member at the rank being sought. This CIT page is included within the 10-page limit for the application.
  - c. Reassigned Time Responsibilities (for those faculty with six or more hours of reassigned time as part of their annual full-time load)
    - i. a description of how he/she demonstrated proficiency in fulfilling reassigned time responsibilities.
  - d. Final Summary
    - i. a summary (no more than one page in length and included within the 10-page limit) that explains how the cumulative accomplishments qualify the applicant for promotion and demonstrate promise for sustained, high quality performance in the future.
3. Letter(s)
- a. A letter of information from the candidate's supervisor must accompany the candidate's application for promotion.
  - b. For those faculty with six or more hours of reassigned time as part of their annual full-time load, include letter(s) from supervisor(s) documenting performance results. Additional letters from colleagues who are familiar with the candidate's reassigned duties may also be included.

## **5.2 Criteria for Promotion to the Rank of Assistant Professor**

The criteria for promotion to Assistant Professor include the following:

1. The applicant must hold a master's degree or the equivalent in professional experience. The adequacy of the equivalent in professional experience will be determined by the chief academic officer in consultation with the dean and the Promotion and Tenure Committee. Faculty should monitor and verify that their individual progress in graduate study and/or professional experience is demonstrative and satisfactory through regular consultation with their Academic Dean and with the chief academic officer or designee.
2. The applicant must have completed a minimum of three academic years in the previous rank at the college. An academic year is defined as the Fall and Spring Semesters. The first and second years must consist of both semesters: Fall and Spring. The current year in rank will be considered a full year.
3. The faculty member must be performing proficiently as indicated by the results of the Faculty Performance Review and must have been formally evaluated in the previous evaluation period.

4. Evidence of ability as a teacher including the development and implementation of new and effective teaching techniques for the improvement of courses.
5. Evidence of professional interest in continuing scholarly pursuits demonstrated by a candidate's participation in faculty development activities, workshops, conferences, seminars or other types of professional development.
6. Evidence of proficient and effective administrative skills. This criterion is applicable to only those faculty with administrative responsibilities as part of their full-time load.
7. Competence in Critical Performance Areas

There must be evidence of the faculty member's competence in the required CPAs for his/her current rank of Instructor:

- a. Scholarship and Professional Growth
- b. Teaching/Learning Facilitation
- c. Assessment and Evaluation

The applicant will also demonstrate his/her potential for continuing professional development and contribution to the additional CPA for the projected rank of Assistant Professor:

- a. Student Development

### **5.3 Criteria for Promotion to the Rank of Associate Professor**

The criteria for promotion to Associate Professor will include the following:

1. Master's degree plus additional graduate study or the equivalent in professional experience. The adequacy of the additional graduate study or the equivalent in professional experience will be determined by the chief academic officer in consultation with the dean and the Promotion and Tenure Committee. Faculty should monitor and verify that their individual progress in graduate study and/or professional experience is demonstrative and satisfactory through regular consultation with their Academic Dean and with the chief academic officer or designee.
2. A minimum of four academic years in the previous rank at the college. An academic year is defined as the Fall and Spring Semesters. Years one, two and three must consist of both semesters: Fall and Spring. The current year in rank represents a full year.
3. The faculty member must be performing proficiently as indicated by the results of the Faculty Performance Review and must have been formally evaluated in the previous evaluation period.
4. In addition to the demonstration of the development and implementation of new and effective teaching techniques for the improvement of courses, evidence of the ability to teach a variety of subjects, demonstration of a varied approach to teaching, and involvement in development of new or revised curricula.

5. In addition to providing evidence of professional interest in continuing scholarly pursuits demonstrated by a candidate's participation in faculty development activities, workshops, conferences, seminars or other types of professional development, evidence of active professional leadership both in and out of the classroom.
6. Evidence of proficient and effective administrative skills. This criterion is applicable only to those faculty with administrative responsibilities as part of their full-time load.
7. Competence in Critical Performance Areas

There must be evidence of the faculty member's competence in the required CPAs for his/her current rank of Assistant Professor:

- a. Scholarship and Professional Growth
- b. Teaching/Learning Facilitation
- c. Assessment and Evaluation
- d. Student Development

The applicant will also demonstrate his/her potential for continuing professional development and contribution to an additional CPA for the projected rank of Associate Professor:

- a. Curriculum Design or Workplace and/or Community Service

#### **5.4 Criteria for Promotion to the Rank of Professor**

The criteria for promotion to Professor will be the following:

1. Doctor's degree or master's degree plus additional graduate study or the equivalent in professional experience. The adequacy of the additional graduate study or the equivalent in professional experience will be determined by the chief academic officer in consultation with the dean and the Promotion and Tenure Committee. Faculty should monitor and verify that their individual progress in graduate study and/or professional experience is demonstrative and satisfactory through regular consultation with their Academic Dean and with the chief academic officer or designee.
2. A minimum of five academic years in the previous rank at the college. An academic year is defined as the Fall and Spring Semesters. Years one, two, three and four must consist of both semesters: Fall and Spring. Current year in rank represents a full year.
3. The faculty member must be performing proficiently as indicated by the results of the Faculty Performance Review and must have been formally evaluated in the previous evaluation period.
4. Demonstration of the development and implementation of new and effective teaching techniques for the improvement of courses. Evidence of the ability to teach a variety of subjects, demonstration of a varied approach to teaching, and involvement in development of new or revised curricula. Demonstrates ability to

- provide a broad and thorough understanding of the subject field and provides leadership in teaching and related responsibilities within the department.
5. Evidence of professional interest in continuing scholarly pursuits demonstrated by a candidate's participation in faculty development activities, workshops, conferences, seminars or other types of professional development. Evidence of active professional leadership both in and out of the classroom, including contributions to the appropriate professional organizations and/or the community. The candidate should demonstrate leadership within his/her professional community.
  6. Evidence of proficient and effective administrative skills. This criterion is applicable only to those faculty with administrative responsibilities as part of their full-time load.
  7. Competence in Critical Performance Areas

There must be evidence of the faculty member's competence in the required CPAs for his/her current rank of Associate Professor:

- a. Scholarship and Professional Growth
- b. Teaching/Learning Facilitation
- c. Assessment and Evaluation
- d. Student Development
- e. Curriculum Design or Workplace and/or Community Service

The applicant will also demonstrate his/her potential for continuing professional development and contribution to the remaining CPA not previously selected:

- a. Curriculum Design or Workplace and/or Community Service

## 5.5 Tenure

Faculty members will be eligible for consideration for tenure after five years of full-time, tenure-track service in rank. Tenure is not automatic but based upon specific criteria identified below. Tenure at Sinclair Community College may only be granted to faculty employed on a full-time, tenure-track basis for the academic year.

Tenure means the contingent right of the faculty member appointed to a tenured position to retain that position until retirement, removal "for cause," resignation, or program and/or budget exigencies. A tenured appointment is distinguished from an annual appointment or from an appointment for a stated period of years, which expires at a designated time.

Tenured faculty members, presently teaching, who assume administrative or other nonteaching reassignments at the college maintain tenure upon termination of their nonteaching assignment. If currently and adequately qualified for an available teaching position, the faculty member who leaves an administrative assignment shall have the opportunity to return to a former or an equivalent teaching position with tenure.

Contracts of tenure-track faculty members who have not been granted tenure within seven years of full-time contractual employment will not be renewed (per American

Association of University Professors guidelines). However, this stipulation does not apply to faculty members employed before September 1982.

### 5.6 Criteria for Tenure

Eligible tenure track faculty holding the academic rank of Professor, Associate Professor or Assistant Professor may apply for and may be granted tenure. The granting of tenure is not automatic, but is based on the following criteria:

1. The applicant must have attained at least the rank of Assistant Professor and must have earned at least one promotion in rank, unless the applicant was hired at the rank of Professor. Tenure may be granted in the same year in which the promotion in rank is granted. An application for tenure and a separate application for promotion must be submitted.
2. Five academic years of full-time tenure-track college teaching at Sinclair Community College are required. An academic year is defined as the Fall and Spring Semesters. Years one, two, three and four must consist of both semesters: Fall and Spring. The current year in rank represents a full year.
3. The faculty member must be performing proficiently as indicated by the results of the Faculty Performance Review (FPR). The FPR must have been formally administered for all previous evaluation periods, and the faculty member must be rated Proficient in the last year in order to be eligible for tenure.
4. Competency must be demonstrated in the following Critical Performance Areas:
  - a. Assistant Professor
    - i. Scholarship and Professional Growth
    - ii. Teaching/Learning Facilitation
    - iii. Assessment and Evaluation
    - iv. Student Development
  - b. Associate Professor
    - i. Scholarship and Professional Growth
    - ii. Teaching/Learning Facilitation
    - iii. Assessment and Evaluation
    - iv. Student Development
    - v. Curriculum Design or Workplace and/or Community Service
  - b. Professor
    - i. Scholarship and Professional Growth
    - ii. Teaching/Learning Facilitation
    - iii. Assessment and Evaluation
    - iv. Student Development
    - v. Curriculum Design
    - vi. Workplace and/or Community Service

5. The following employment conditions do **not** constitute eligibility for tenure:
  - a. Individuals paid and supported entirely by grant or contract funds cannot be considered for tenure. Years of service to the college acquired while being paid entirely by grant or contract shall not be counted as years of service for tenure track eligibility.
  - b. Temporary or part-time service shall not be included in determining eligibility for tenure, nor shall time on unpaid leave count toward tenure.
  - c. Neither adjunct faculty nor annually contracted faculty can be considered for or awarded tenure.

### **5.7 Operation of the Promotion and Tenure Committee**

1. Promotion and tenure applications are reviewed and recommendations are made by a committee consisting of the following members:
  - a. The chief academic officer or designee who serves as Chair
  - b. The Academic Deans
  - c. Two tenured faculty members elected by the Department Chairpersons Council
  - d. Two tenured faculty members elected by each academic division (these faculty representatives will not be department chairpersons)
2. With the exception of the chief academic officer and the Academic Deans, who are permanent members, committee members are elected on a two-year rotation basis.
3. Each member of the Promotion and Tenure Committee will review all the information in the promotion and/or tenure application.
4. The Promotion and Tenure Committee will interview:
  - a. All applicants who indicate on the application form their desire to be interviewed
  - b. Any applicant for whom five or more committee members consider an interview necessary
  - c. Any other individual(s) designated by the applicant

The committee may interview anyone it wishes, and individuals may request an interview with the committee without the applicants' consent. Applicants will be notified of such interviews and, as a result, applicants may request an interview with the committee.

5. All Promotion and Tenure Committee votes will be taken by secret ballot. All applicants receiving ten or more affirmative votes from the fifteen committee members will be recommended for promotion and/or tenure.
6. Members of the Promotion and Tenure Committee may not apply (for promotion or tenure) in the years of their service on the committee..

7. The Promotion and Tenure Committee has the option of requesting additional evidence to support an application for promotion and/or tenure.
8. No electronic media may be included as part of the application. A description of such material may be included in the application. The electronic media should be available for the committee if requested.
9. The Promotion and Tenure Committee's recommendations will be submitted to the President for review by April 15. Final responsibility for the awards of promotion and tenure rests with the President. The President's decisions will be submitted to the Board of Trustees at a spring meeting. Faculty granted promotion and/or tenure will be notified in writing by the chief academic officer.

Recommendations to deny promotion and/or tenure shall be made in writing to the faculty member by the chief academic officer following completion of the Promotion and Tenure Committee's review of applications by the date listed on the current Timing and Action Calendar (see Section B.1).



## **SECTION 6: FACULTY ASSIGNMENTS AND COMPENSATION**

### **6.1 Faculty Teaching Load**

#### **Teaching load**

Faculty must teach both semesters of the academic year. An academic year is defined as the Fall and Spring semesters. The standard teaching load is 30 credit hours per academic year, based on 15 credit hours per semester. Within and beyond the annual 30 hour teaching load, faculty are expected to develop and maintain competence in the required CPA's for their current rank (see Section 2.1).

Teaching load is computed on the basis of one full hour of credit for each contact hour in a lecture/discussion, and 0.80 hours of credit for each contact hour in laboratory/clinical/practicum/studio/directed practice, etc. For English composition courses, faculty teaching load is computed at 1.25 hours of credit for each contact hour. Courses taught as independent study are also part of teaching load and will be paid at the rate of 0.2 hours of credit per student. Independent study is covered under Section 7.11 of this handbook.

Faculty members must accept, if so assigned, teaching assignments in any part of the day or evening schedule.

#### **Payload**

Payload hours include all teaching load as defined above and reassigned time. Personal services agreements are not counted as payload hours. Faculty members will be given the opportunity by department chairs to review and approve the faculty payload record each semester prior to its submission to the academic division dean.

#### **Teaching Overload**

Faculty may be required to exceed the standard teaching load. Any payload hours in excess of 15 hours per semester or 30 hours per academic year are considered overload. The consent of the faculty member must be obtained before any teaching load over 18 payload hours per semester or 33 payload hours per academic year is assigned.

#### **Maximum Overload**

The total payload is limited to 25 hours per semester and 45 hours per academic year. The academic division dean must approve all exceptions to an excess of 25 payload hours in an academic semester in advance of such an assignment. The chief academic officer must approve all exceptions to an excess of 45 payload hours in an academic year in advance of such an assignment.

### **Summer Teaching Load**

The total payload for Summer term is limited to 18 hours (in any combination of all Summer terms). The chief academic officer must approve all exceptions to an excess of 18 payload hours for Summer term in advance of such an assignment.

### **Banking Hours**

A faculty member may request to bank up to and no more than a total of 6 overload hours during any Fall semester to apply against their payload in the next Spring semester (or to resolve deficits in base teaching load), by indicating that request in writing to the department chair. The academic division dean will act upon the request after consultation with the chair, and in consideration of the *Faculty Teaching Load Guidelines* set forth below. The maximum payload hours for Fall semester cannot exceed 30 to ensure that 15 hours, including any banked hours, are available for Spring semester.

Once a payload has been approved, the faculty member may alter the request to bank overload hours by sending a written request to the academic division dean, through the department chair, prior to the **eighth** week of the semester.

### **Teaching Load Shortfall**

The college hires and retains faculty members with the expectation that the standard teaching load of 30 payload hours is available and shall be assigned to each faculty member. Therefore, every attempt shall be made by the college to meet the basic required assignment of 30 teaching load hours. Should a faculty member's schedule fall short of the required minimum of 30 teaching load hours and overload has been banked, this banked overload shall be used, as noted above, to offset the shortfall up to, but not exceeding, the amount banked. Should a faculty member's schedule fall short of the required minimum of 30 teaching load hours and no overload has been banked or paid for which might be used to offset the shortfall, no reduction in base contract salary shall occur, and the faculty member will be assigned alternate work obligations within the academic year in order to reach a payload of 30 hours. If an hourly shortfall occurs and a faculty member has been paid for previous overload hours in the current academic year, it will be necessary to recover enough monies to make up for the shortfall. This recovery will be at the overload rate at which the faculty member was compensated. The number of overload payload hours recovered shall not be more than is necessary to achieve the payload of 30 hours.

Repayment shall be accomplished by withholding those monies required from a faculty member's regular pay beginning with the last scheduled pay in April during the affected academic year. The amount of monies withheld per pay period shall equal the total gross overload pay to be recovered divided by five (one pay in April, two pays each in May and June) in order to prevent undue economic hardship to a faculty member while assuring that the required monies are recovered prior to the start of the next faculty contract year. The accounting of recovery monies on a "gross pay" basis shall be done in order to allow for adjustments related to routinely withheld deductions.

### **Cross-over Teaching Assignments**

In some cases, faculty members will attain their base contract teaching load by crossing over to teach in other departments. Department chairs that have faculty members in need of, and who are qualified for, teaching load assignments in departments other than those he/she supervises will share this information with chairs in other departments.

The chair and/or the screening committee of the cross-over department will determine if the qualifications are suitable for their department and will make a recommendation regarding the acceptance of the faculty member to teach sections of suitable courses that are not staffed in the department.

### **Faculty Teaching Load Guidelines**

The primary guidelines for teaching assignments (base and overload) are:

1. Teaching assignments shall be made to accomplish the mission of the college. Department chairs are responsible for scheduling sections and assigning full-time and adjunct faculty to specific sections, and department chairs make the final decision regarding assignments.
2. Full-time faculty will receive priority over adjunct faculty in the assignment of classes, subject to the needs of the college.
3. Priority will be given to meeting all faculty members' base teaching load requirements, including those faculty members crossing over to/from other departments, before any overload will be assigned.
4. Teaching assignments for full-time faculty (base load, overload and summer sessions) shall take into consideration faculty requests for times/days, location, number of preparations and/or specific courses. These teaching assignments shall be rotated fairly and equitably as appropriate among qualified faculty, including crossover faculty. The priority of a faculty member's request shall not be affected in either department by that member's crossing over to another department at the request of the college or to make load. If such circumstances as cancellation of classes or other scheduling needs interfere with a chair's ability to meet faculty preferences, the chair is expected to consider these circumstances in scheduling for subsequent terms.
5. Faculty members should not accept base teaching load commitments/assignments in other departments without first discussing their schedule with the home department chair. Home department credit classes take precedence over other assignments in the preparation of faculty schedules.
6. The scheduling guidelines as presented should typically be adequate for the preparation of faculty schedules. If, however, reference to a hierarchy of preference is necessary, the following pertains:

- a. Full-time tenure-track departmental faculty
- b. Annually Contracted Faculty (within department)
- c. Full-time tenure-track faculty from another department
- d. Supplemental retirement plan faculty
- e. Adjunct faculty

### **Additional Compensated College Service**

Faculty members will consult with chairs regarding additional college service which will result in additional compensation. Chair and academic division dean approval of all additional assignments, including those paid through SSA or SSPA, is required. Faculty members should consult with their department chair before a commitment is made to accept an assignment that will involve release time.

## **6.2 Faculty Salaries**

### **Policy**

Salary increases are granted at the discretion of the Board of Trustees and are based on college performance, individual faculty member performance and available resources of the college.

All faculty members receiving an overall meets or exceeds expectations rating in the Faculty Performance Review are eligible to receive a base salary increase. The base salary cannot exceed the range maximum of the applicable rank. Faculty receiving an overall below expectations or unsatisfactory rating are not eligible to receive a salary increase.

### **Procedure**

The plan for increases in faculty salaries is developed by a collaborative faculty-administration team called Faculty Issues Team (FIT). This group meets regularly and makes recommendations to the college President on a regular (annual) basis. Changes to the compensation model originate with the FIT team and are reviewed by the Faculty Assembly, the President and the Board of Trustees.

Faculty salaries are based on four components: base salary with periodic increases and adjustments, closure, merit, and promotion awards.

### **Base Salary**

The salary ranges for faculty ranks can be found in Part B. The minimum salary level in each rank is called the Blue Line. Upon promotion, if the adjusted base pay of the faculty member is below the Blue Line for the new rank, a one-time salary adjustment is made to bring the base salary of the faculty member up to the Blue Line.

The maximum salary level in each rank is called the Red Line. When a calculated increase results in a salary level above the Red Line, the faculty member will receive a cash award equal to the amount of the increase in excess of the Red Line. The amount of the cash award is not added to the base salary.

Prior to the beginning of each new salary period, letters are provided to faculty members that detail their new salary.

### **Closure**

Closure is a method through which faculty members who demonstrate sustained outstanding performance may achieve the maximum salary of the Professor rank over the following specified timelines:

1. 24 years for faculty hired during or after the 1990 – 1991 academic year
2. 27 years for faculty hired prior to the 1990 – 1991 academic year

To be eligible for Closure a faculty member must meet the following criteria:

1. Promotion increases are awarded at the first opportunity through the Professor rank.
2. Overall meets or exceeds expectations ratings each year result in an annual general salary increase.
3. Faculty must be at the Professor rank to receive the merit-on-base adjustment.
4. Merit is awarded in at least 3 out of 4 consecutive years at the Professor rank.

The merit-on-base adjustment was developed to assist in achieving closure and the maximum salary within the time frame specified above. Eligible faculty in the professor rank will have 40% of the available merit award added to their base salary up to the range maximum (beginning in the 4th year of Professor rank if Merit was awarded in years 1-3.)

The calculation and payment of the merit-on-base adjustment includes:

1. The merit amount to be added to the new base salary (effective August 15) is calculated at 40% of the merit award paid out for the previous academic year.
2. All other base salary increases are applied first (*e.g.*, general increase, *etc.*).
3. Merit-on-base is only applied to base salary if the new calculated base salary is less than the professor range maximum.
4. Base salary cannot exceed the professor range maximum. The calculated amount in excess of the professor range maximum is not paid out as a lump sum.
5. Professors receiving any portion of merit-on-base continue to receive the full lump sum merit award (if deemed meritorious).

The closure process is periodically evaluated by the Faculty Issues Team to determine if closure goals are being met.

### **Merit**

The Merit Award for the evaluation period will be paid as a fixed dollar amount (see Part B for that amount) and, except for the conditions described in the closure policy for professors (Section 6.2), will not be included in the faculty member's base pay.

### **Promotion Awards**

A promotion salary adjustment equal to 6% of the previous year's average faculty salaries is added to the base salary of all promoted faculty members. (See Promotion, Section 5.1)

### **Summer and Overload Pay**

The payload hour rate for faculty will be reviewed annually by the Faculty Issues Team, and can be found in Part B of this handbook. The overload and summer payload hour rate will be monitored to ensure external competitiveness. Overload pay for a given semester will be paid in two installments.

### **Department Chairperson's Salary**

1. Salary range is consistent with individual department chairperson's faculty rank.
2. In addition to the faculty salary, a stipend is provided for additional administrative responsibilities.
3. Reassigned time is provided and is administered by the chief academic officer.

### **Payment of Salaries**

Annual salaries are divided into 24 payments. Salary payments will normally be distributed on the 15th and the last day of each month. However, if a payday falls on a Saturday, Sunday, or holiday, salary payments will be distributed on the last work day prior to the weekend or holiday. Schedules of specific dates are available from the Payroll Office.

Deductions from the annual salary of faculty on two-semester contracts for approved leaves without pay will be on the basis of 1/2 of the annual pay for each academic semester of leave.

## **6.3 Online Learning Compensation Policy**

Online courses are part of the approved curriculum of the academic unit of the college. Online courses will be developed per Section 7.12 Online and Hybrid Course Development and Facilitation Policy.

Compensation will be based on formulas recommended and periodically reviewed by the Online Teaching and Learning Advisory Committee.

### **Online Course Development**

A faculty member will be compensated for the development of an online course. The compensation will be based on the number of credit hours for the course to be prepared as well as the specific activities required to create or update the delivery of the course. A faculty member will also be compensated for the revision of an existing online course when scheduled for periodic review and revision by Distance Learning. The compensation will be agreed upon by the faculty member, department chairperson, and a representative from Distance Learning and will be proportional to the amount of content that must be developed or adapted by the faculty member.

### **Online Course Coordination**

Online faculty who coordinate multiple sections of an online master course where sections are taught by multiple faculty members will be compensated based on formulas recommended and periodically reviewed by the Online Teaching and Learning Advisory Committee.

Compensation will be made via the Special Services Agreement required by the Payroll Office.

### **Online Course Facilitation**

Faculty teaching online will be paid on a per section basis:

Minimum and maximum section sizes are set by department/division management. The department/division personnel will consider the online sections in the normal analysis of average class size, student need, and departmental ability to respond.

If an instructor chooses to teach students in a section with an enrollment under the minimum section enrollment, that instructor may choose an individualized instruction option compensated at the standard college rate per student.

## **6.4 Reassignment Policy**

### **Eligibility**

Faculty who have achieved tenure are eligible to apply for reassignment. Tenure-track faculty are not eligible to apply.

### **Conditions**

When the demand for a tenured faculty member's teaching area is declining and it is not likely the faculty member will be able to achieve minimum workload consistently in the future, either because of a decline in the demand for a program or the pending elimination of a program, the faculty member may apply to transfer to another teaching



area for which he/she is already qualified or request retraining to teach in a related area where there is demand. The department chairperson and/or the dean may also initiate such a request on behalf of the faculty member. The faculty member must be in good standing, with a current rating of proficient on his/her Faculty Performance Review.

### **Transfer**

If the faculty member is qualified to teach in a related area where there is sufficient demand to assure minimum workload will be met in the future, then transfer will be granted, contingent upon the agreement of the receiving department or program. “Qualified to teach” is interpreted as meaning the faculty member meets the requirements for hiring established by the receiving area, including any requirements of the Ohio Department of Higher Education and the Higher Learning Commission. The receiving area is expected to mentor the faculty member to promote a smooth transition for the faculty member and students. (Faculty who are eligible for crossover teaching assignments in other departments, as stipulated in Section 6.1, may qualify for this permanent transfer option, contingent upon the agreement of the receiving department and sufficient enrollment demand as determined by the chief academic officer.)

### **Retraining**

The faculty member may retrain to teach in a related area where there is a likely continuing demand for the faculty member’s teaching and where the faculty member can complete the retraining within two years. Consideration for retraining is based upon the viability of the faculty member’s education plan, developed in conjunction with and recommended by the dean and chairperson of the receiving area, and subject to approval by the chief academic officer. The chief academic officer may exercise discretion in granting longer than two years for the completion of an educational plan. The education plan would include the education needed to qualify the faculty member to teach in a new area, per Ohio Department of Higher Education and Higher Learning Commission guidelines, accrediting agencies’ requirements, and licensure requirements applicable to the area.

The college will fund, consistent with tuition reimbursement guidelines, academic coursework for the purpose of preparing to teach in a new field, up to a master’s degree should a full degree be necessary. In addition, the College will provide a total of six hours of reassigned time available only within the 15 credit standard workload, in support of this academic coursework.

### **Faculty Responsibilities**

From the time the faculty member begins his/her education plan, the faculty member has two years to complete the required education; if not, then the position will be discontinued. Faculty who retrain are obligated to teach for the college for two additional academic years following completion of the training.



For faculty who transfer or retrain and transfer, CITs that document work on the part of the faculty member to develop professionally in the new teaching area are required for two years following transfer.

## **SECTION 7: INSTRUCTIONAL POLICIES**

### **7.1 Textbook Selection**

This policy is intended to provide a structured process and guidance for text selection and to avoid any potential compliance issues with the Ohio Ethics Law or the institution's Conflict of Interest Policy.

1. Texts are selected for use in instruction on the basis of quality and cost-effectiveness.
2. Each department's faculty selects textbooks in conjunction with the department chair.
3. The textbook should be used for a minimum of a three-year period, if feasible.

#### **Policy and Procedure Related to Employee-Authored Texts and Study Guides**

Where employee-authored texts provide a best combination of quality and cost, such texts may be selected for use, provided independent selection procedures assure the quality and cost-effectiveness of the text(s) and that no undue influence by the faculty member or employee author has resulted in the selection.

An employee-authored text may be selected for use in any Sinclair Community College class or instructional program. Where a royalty or other remuneration is payable to the employee author as a result of the selection for use of such text, the text must be approved by a designated text selection team following established criteria for such text selection. This applies to both self-published and publisher company works. Validation of continued use of employee-authored texts must be reviewed at least every four (4) years, using the criteria and procedures required for initial selection.

#### **Text Selection Team**

Text selection involving an employee-authored text will be undertaken by a text selection team. The selection team will be composed of two or more faculty and a department chairperson (or the division dean or his/her designee if the author is the department chair). The employee author may not participate in nor attempt to influence the selection team process. Neither the employee author nor any member of the selection team can earn nor potentially earn profits, shared royalty or other remuneration from the use of such a text. If an employee-authored text is selected for use in a Sinclair course, all royalties and other profits from sales/rentals to Sinclair students must, at the author's discretion, either be waived or declined in lieu of an equivalent contribution by the publisher to the Sinclair Foundation, designated for a Sinclair scholarship fund of the author's choosing.

### **Criteria for Employee-Authored Text Selection**

Criteria to be considered by a text selection team to determine if an employee-authored text provides the best combination of quality and cost-effectiveness include (but are not necessarily limited to) the following:

1. The author is recognized in the field.
2. The material is up-to-date, technically accurate, and timely, or of such a nature as to be evaluated on the basis of permanence.
3. Cost-effectiveness based on the value of the text to the student who will be required to purchase the text.
4. Educational value or significance (material consistent with course content).
5. Contribution to the subject matter and to the interest of students.
6. Selection for use by other institutions of postsecondary education.
7. Degree of potential student/user appeal, including appropriate reading level.
8. Artistic quality, literary style, and/or clarity of presentation.
9. Quality of print format (acceptable size, shape, weight, binding, paper, cover and print type).
10. Availability of supplemental instructional materials.
11. Comparison with other texts currently in use.
12. Other criteria specific to the particular instructional program or subject matter.

### **Procedure**

The text selection team will rate any proposed employee-authored text and compare said text to other available texts using the form provided to document its findings. The team may recommend an employee-authored text for use in a classroom or instructional program if the team determines that the employee-authored text provides the best combination of cost and quality. Said recommendation must be reviewed and approved by the division dean.

Rejection by the text selection team of any proposal to use an employee-authored text may be appealed in writing to the division dean within five (5) days of the date notice of rejection was sent. Rejection by the dean may be appealed in writing to the chief academic officer within five (5) days of the date notice of rejection was sent. Decisions of the chief academic officer are final.

### **Employee-Authored Study Guides--Definition and Criteria**

An employee-authored study guide may be available that supports a specific text. Similar to an employee-authored text, an employee-authored study guide may be selected for use in any SCC class or instructional program. If a royalty or other remuneration is payable to the employee author as a result of the selection for use of such study guide, the adoption procedure would be the same as for the employee-authored textbook selection. The same criteria would be used on the form with the following additional conditions applied:

1. The study guide must be commercially available and nationally promoted to other postsecondary education institutions.
2. National availability of the study guide will be validated by the Tartan Campus Store based on its inclusion in a major national wholesale textbook buying guide such as Follett or MBS databases.

Study guides that do not meet the above criteria would fall under the guidelines in the “Other Materials” outlined below.

### **Other Course Materials**

Distribution and sale of employee-prepared materials to Sinclair students are subject to the following guidelines:

1. Materials to be sold to students must be approved by the department chair.
2. Distribution must be through the Tartan Campus Store.
3. Volume duplicating related to classes, instructional programs and special events or projects should be accomplished through Duplicating Services.
4. No royalties or other compensation shall be earned for the sale of employee-prepared materials to Sinclair students. However, faculty may retain copyright to faculty-prepared materials, as provided per Section 8.6.
5. All faculty-prepared materials sold to students must comply with fair use standards and be free of copyright infringement. Approval from the copyright owner or the representative agency when necessary must be obtained.

### **Complimentary Books Received by Faculty**

Textbooks received for review by Sinclair faculty or employees as a result of employment at Sinclair, whether such books are solicited or unsolicited, are the property of the college. These books may be used by the faculty member or employee for reference, may become part of a formal or informal lending library for a particular course or courses, or may be used in a lab setting for reference. However, once the faculty member or employee has determined the books are no longer useful, they should be turned into the Tartan Campus Store or delivered to designated book return sites. The Tartan Campus Store will arrange for the books to be sold and will deposit all money earned into the Faculty Assembly Finish Line Scholarship fund.

## **7.2 Syllabi**

The purpose of the syllabus is to provide students with a description of the policies, content and expectations necessary for successful completion of a course. Each syllabus must contain the information found in the guidelines within this section of the handbook and be updated each term. At the beginning of each academic term, faculty must provide students a syllabus that includes all required information. The syllabus

may be provided either on paper and/or an electronic version organized within the learning management system.

Faculty are required to make an electronic copy of each of their syllabi available to the department chair by the end of the first week of classes. Each academic department will maintain an updated course syllabus file for every course taught within the department.

### **Definition of Terms:**

The **Master Syllabus** contains information pertaining to a specific course including the outcomes and course outline. Master Syllabi are available through the Curriculum Management Tool (CMT) and course schedules on Sinclair's web site. Information found on the master syllabus should be identical for every section of the same course. Revisions in the master syllabus receive approval through the curriculum review and approval process. Each master syllabus will be reviewed at least every two years, and changes will be made as necessary.

The **Course Syllabus**, provided to students, includes all the information contained in the master syllabus in addition to specific items described by the instructor for the purpose of carrying out the objectives of the course efficiently and effectively.

The **Course Description** is a summary of the major highlights and purposes of a course as stated in the college catalog.

The **Course Outcomes** are specific statements listed on both the master and course syllabi that summarize what a student will demonstrate after completion of the course.

The **Course Outline** includes a list of major areas or units of content that are covered in the course.

### **Required items on the course syllabus include:**

1. **Course information** including Course Title, Number, credit hours, lab hours (if applicable), prerequisites (if applicable), course description, required textbooks, required materials, and technical requirements. Optional elements include reference materials and meeting days and times.
2. **Faculty Information** including the instructor's name, department, division, Sinclair email address, phone, office location and office hours.
3. **Outcomes** to include Course Outcomes taken directly from the master syllabus and Program Outcomes, if applicable, and General Education outcomes, if applicable.
4. **Course Requirements** including a brief list of major tasks to be completed by the student (for example: 2 exams, 5 quizzes, 2 short papers and 1 group assignment). Faculty should insert a calendar, schedule or outline including due dates of assignments or have an electronic calendar within the learning management system.

5. **Grading Information** including all assignments and examinations that form the basis of student evaluation in the course must be described to students through the syllabus. The proportion that each evaluative tool carries toward the final grade and the course grading scale must also be included.
6. **Course Policies** including both the college's attendance policy (students are expected to attend all classes) as well as any individual faculty or department attendance policies (for example, "Students will be dropped a letter grade if they miss more than two classes.")

Other course policies may include but are not limited to:

- a. administrative withdrawal
- b. use of technology
- c. safety guidelines
- d. academic integrity policy
- e. Sinclair Honor Code
- f. classroom etiquette
- g. plagiarism
- h. late assignments
- i. make-up tests
- j. incomplete grades
- k. cell phones
- l. lap tops
- m. recording devices

NOTE: Faculty retaining the authority to administratively withdraw a student for non-attendance may do so only if the syllabus clearly states an administrative withdrawal policy describing what is considered minimum participation in the course. All policies should be specific rules or contractual obligations on the part of the student. All policies should be concise and stated in terms of measurable or observable behavior.

7. Information regarding College and Department Learning Resources including the following services, as applicable: Library, Writing Center, Tutoring and Learning Center, Tutorial Services, Academic Resources Center, and Disability Services.
8. A copy of the Sinclair Policies, Procedures and Services for Students handout must be attached (or linked) to every syllabus each term.

### 7.3 Class Roster

#### Policy

Faculty are responsible for verifying student enrollment throughout the term. Faculty may not permit students who are not enrolled to attend class. Faculty are expected to

refer non-enrolled students to the Office of Registration and Student Records (10231) to receive confirmation of registration. If the student does not provide written confirmation, he/she is not permitted to return to class. Students who are not registered for the class are not eligible to receive a grade or credit.

### **Procedure**

Class rosters are available on the learning management system website and should be checked several times throughout the first two weeks and periodically throughout the term. Rosters are available to faculty through two sources: the learning management system and Web Advisor. Class rosters from Web Advisor are updated immediately upon student registration changes, and thus are more current. Class rosters from the learning management system are updated every 24 hours.

### **7.4 Procedure for Recording Student Attendance-Participation**

Verifying attendance of students receiving financial aid is essential to comply with a regulation of the U.S. Department of Education's Federal Refund Policy. The regulation related to the Title IV Financial Assistance Program requires verification of attendance/participation of all Title IV financial aid students through the fifty percent point of an academic term. Since identification of all financial aid students is not available at the onset of the term, it is necessary that attendance/participation of all students be tracked, regardless of aid status.

### **Procedure**

All faculty must track attendance/participation of all students for a period of not less than the fifty percent point of the academic term. The manner in which faculty choose to verify student attendance/participation may be varied. Acceptable options for tracking attendance/participation include one or more of the following:

1. recording attendance of all students for each class meeting
2. recording performance on quizzes and/or tests
3. recording performance/participation on course assignments.

Between the third week of the full semester and the twelfth week of the full semester, nonattendance records will be available through Web advisor. All Faculty must verify non-attendance of students as directed by the registration office.

### **7.5 Class Management**

Faculty are vested with the authority and responsibility for conduct of classroom activity. This section of the Faculty Handbook identifies basic policies for class management, as well as procedures for how faculty should handle exceptional circumstances.

### **Conduct of Classes**

Classes should begin and end promptly in accordance with the published time schedule. Courses must meet from the first through the last dates scheduled in the college calendar. Any changes must be arranged through consultation with the department chair and approved in advance by the academic division dean.

### **Classroom Environment**

Faculty will maintain a classroom atmosphere conducive to learning. Students should be advised that disruptive or harassing conduct will not be tolerated.

### **Change in Classroom Assignment**

Arrangements to move a class to a different room should be made through the department chair and the Registrar's Office.

### **Departure from Routine**

It is the responsibility of faculty to conduct all class sessions as scheduled (including time and location) by the college. Any departure from the college schedule, such as off-campus class sessions or field trips, should be arranged through consultation with the department chair and approved in advance by the academic division dean. Field trips and student travel must be prepared and completed in accordance with college policies.

### **Absence from Class and Class Cancellation**

Faculty should avoid class cancellations except in emergencies. When a Faculty member must miss a class because of approved professional travel or personal leave, the faculty member must make arrangements to ensure the continuity of student learning by arranging a substitute instructor, rescheduling the class, or providing for alternate assignments.

### **Classroom Equipment**

All classroom equipment which has been borrowed from another classroom should be returned. An inventory of equipment is maintained by the college for each classroom on the campus. Care should be taken to turn off all lights and secure equipment at the end of each class.

### **Smoking in Classroom**

Smoking is not allowed in any classroom, and is limited by Sinclair policy to certain designated outdoor areas.



## **Visitors and Children in Classes**

Other than guest speakers, team teachers, or other authorized guests, visitors are not permitted in classrooms when classes are in session. The presence of children creates a distraction, and children are not permitted in classrooms while classes are in session.

## **Blended/Hybrid Courses**

Courses that are delivered in a blended or hybrid format (a combination of face-to-face and online learning) must be so designated in the bulletin of course offerings so that students will be aware of the format prior to enrolling in the course.

## **Online Course Delivery**

All Sinclair courses that are offered online or in a blended or hybrid format must be delivered through the college's course management system.

## **Addressing Inappropriate Student Behavior**

Managing student behavior in the classroom, including problematic behavior, is an important component in faculties' teaching responsibilities. From time to time, faculty encounter students who demonstrate severe behavior or personal problems that disrupt, or can potentially disrupt, the teaching and learning environment. Listed below are resources for dealing with such students.

Refer to the department chair:

1. classroom management issues which do not pose a threat or potential threat but present a problem for the student, instructor or the learning environment
2. unique problems or challenges for which an instructor might need some advice or guidance

Refer to the Ombudsman (Ext 2205, Room 10-424,  
<http://www.sinclair.edu/services/conduct-safety/ombudsman/> :

1. students with a problem for which normal methods of resolution have not been successful
2. students needing assistance from a liaison or mediator between or with college personnel or departments
3. students who have a problem and need to know how to begin to resolve it

Refer to Student Judicial Affairs (Ext 2291, Room 10332,  
<http://www.sinclair.edu/services/conduct-safety/student-judicial-affairs/> :

1. students whose behavior violates the Student Code of Conduct  
<http://www.sinclair.edu/services/conduct-safety/student-judicial-affairs/student-code-of-conduct-handbook/>
2. students who have a need to learn more about their rights and responsibilities

Refer to Behavior Intervention Team (Ext 2291),  
<http://www.sinclair.edu/services/conduct-safety/public-safety/addressing-student-conduct-issues/>:

1. when there is a need for a rapid assessment and response to threatening language, behavior or written communication by a student
2. when a faculty member has a concern about a student's potential for harm to self or others
3. when a student seriously disrupts the teaching/learning environment (classroom, library, hallways, parking lot, Tartan Marketplace, etc.)

Refer to Department of Public Safety (Ext 2700, room 7112,  
<http://www.sinclair.edu/services/conduct-safety/public-safety/>

1. when an immediate response is needed to an emergency such as:
  - a. threatening behavior
  - b. hostile, abusive, or aggressive behavior
  - c. extreme emotional outbursts
  - d. articulated threats to harm self or others
  - e. unusual speech patterns (slurring, incoherent or rambling speech)
  - f. disoriented behavior
  - g. uncontrolled anger
2. When in doubt, call the Campus Police at Ext 2700.

The Sinclair Police dispatchers are trained to deal with reports regarding a wide variety of student behaviors and to then make referrals to the appropriate campus office for intervention. Where there is an imminent threat or danger, campus police will be dispatched immediately. If the incident does not pose an immediate threat or danger, the dispatcher will make a referral to the appropriate campus office.

## **7.6 Office Hours**

### **Academic Year**

In fulfilling the mission of a learning college, faculty need to be available to meet with students outside of regularly scheduled class time. It is also essential to college operations that faculty be accessible to colleagues and college officials.

Appropriate access may be defined in a variety of ways, taking into account the following minimum guidelines for formal office hours for full-time faculty:

1. Each faculty member will schedule office hours to be held at least five hours per week for student contact outside of class.
2. Each faculty member will schedule office hours at least three days per week on campus.

3. Each faculty member has the option of scheduling two of the required five weekly hours in the form of non-traditional or virtual office hours, choosing from available technology.

On-campus hours should be maintained in the faculty member's regularly assigned office or teaching area at times that are likely convenient for most students.

Faculty are expected to participate in scheduled departmental, divisional, and collegewide activities including those days when traditional office hours are not scheduled. If other required duties cause cancellation of any office hours, then faculty should schedule alternate office hours.

Formal office hours, with location, should be included on the course syllabus and posted on the faculty member's office door. In addition to these formal hours, faculty members are encouraged to be available to students immediately before and after class and by appointment, as their schedule permits. Additional student contact time made available by appointment does not justify cancellation of any posted office hours.

### **Summer Terms**

As is true during the academic year, it is important for students to have access to faculty outside the classroom during summer term courses. Faculty who teach during summer terms are expected to schedule, post, and maintain office hours in proportion to his/her teaching load. For example, if teaching a three payload hour course for the Summer (12-week) term, a minimum of one office hour per week is expected. For a similar course taught during the Summer A (8-week) term, two hours per week would be expected.

During summer terms, if a faculty member's teaching load is taught entirely online, all required office hours may be scheduled in the form of non-traditional or virtual office hours. Faculty are encouraged to honor a student's request for a face-to-face conference, when feasible.

## **7.7 Evaluation of Student Progress**

Evaluation reinforces and measures the relative success of learning and thus is an essential part of classroom and laboratory instruction. Each faculty member is expected to incorporate a sufficient number of regularly scheduled tests or other evaluative tools, such as presentations, projects or written papers, in order to make a valid judgment about a student's level of accomplishment.

Students should receive graded evaluation of performance throughout the term, including early evaluation within the first two to three weeks of the term. However, for courses (such as capstone, clinical, performing arts, etc.) in which an early evaluation is not aligned with the course objectives, students are to receive some type of

feedback within the first few weeks so they can gauge their progress towards reaching the course outcomes.

### **Grade Records**

Faculty assume primary responsibility for assigning grades. The college has the legal responsibility to award grades to students and shall do so upon the recommendation of faculty.

Each instructor is expected to keep an accurate record of all grades given each student and a reasonably accurate record of each student's attendance. Records of grades should be retained by the instructor for two years after the course has concluded. This information should be submitted to appropriate college offices when requested.

### **Final Grades**

Grades are submitted electronically by the faculty member following the instructions sent to each faculty member by the Registrar's Office. All faculty must submit grades by the required date and time.

### **Change of Grade**

Changes for an earned grade in any course – whether failing or not – can be made by the instructor who assigned the original grade. Should a student's grade need to be changed, a "Change of Grade" form can be obtained electronically via [my.sinclair.edu](http://my.sinclair.edu). Go to Forms Central and choose College Forms/Registration/Change of Grade Report Form.

When the change of grade form is submitted by that instructor, it must be approved by the appropriate department chair and then forwarded to the Office of Registration and Student Records. This process must be initiated within two years of the time the original grade was earned. This provides ample time for students to (1) challenge grades which they feel are incorrect and (2) complete work in instances when the time for changing an incomplete grade is extended by the instructor. It also provides a consistent guideline for retention of grade records by faculty.

### **Types of Grades that may be Assigned**

When a course is initially developed, the grading scheme for the course is determined and listed in the master syllabus. These grade options appear in the on-line course grade roster. Not all grades are available for all courses.

#### **1. Description of Grades**

A = Excellent  
B = Good  
C = Average

D = Below Average/Passing  
F = Failure  
Z = Non-Attendance  
S = Satisfactory  
U = Unsatisfactory  
I = Incomplete  
W = Withdrawal  
P = Pass  
N = Progress  
Y = Proficiency Credit  
IP = In Progress  
X = Audit

## 2. Incomplete Grade

A student may be given an "I" if the student's work has been passing but a portion of the course assignments have not been completed. To assign a student a grade of "I," the student and instructor must have made a prior written agreement. The student must contact the instructor and request an "I" grade. If both agree, an "Incomplete Grade Contract" is completed. When the required work is completed within 30 calendar days after the beginning of the next term, a "Change of Grade" form will be submitted to the Office of Registration and Student Records. If the work is not submitted, the "I" automatically becomes an "F". The "Incomplete Grade Contract" can be obtained electronically via [my.sinclair.edu](http://my.sinclair.edu). Choose College Forms/Registration/Incomplete Contract. A completed hard copy should be given to the student and a second completed hard copy must be kept with the instructor's grade records for the required retention period of two years after the course has concluded.

## 3. Z Grade

A "Z" grade should be assigned if a student was registered for the class but never attended. Once a student comes to class or logs onto a distance learning course one or more times, the student is no longer eligible for the "Z" grade.

Examinations, papers and projects not returned to students should be kept on file for at least one semester (16 weeks) by each faculty member. Faculty are not required to allow students to keep exams, but must return other work at the student's request.

### **7.8 Administrative Withdrawal of Non-attending Students**

Faculty members may administratively withdraw non-attending students from their classes. To remove a student from a course, the faculty member must comply with the following prerequisite conditions:

1. The faculty member must include the following link on the course syllabus, or use the eSyllabus which includes a link to Sinclair Academic Policies:  
<http://www.sinclair.edu/services/basics/registration-and-student-records/policies/>
2. The faculty member will obtain the Administrative Withdrawal Warning letter found on the College Forms on the Intranet under Student Forms. The completed Administrative Withdrawal Warning letter will be emailed to the student(s) using their my.sinclair account as notification of the impending withdrawal. This will provide an opportunity for the student to explain the poor attendance and to possibly correct the situation. The student will have seven days from the time that the e-mail is sent to respond. A copy of this communication must be kept with the faculty member's grade record.
  - a. Once the email is sent, the student must reply, as to receipt of the letter, within eight (8) days following the date of the letter unless the eighth day falls after the official withdrawal date. In this case, the faculty member must indicate on the letter that the student must contact the instructor prior to the last day of withdrawal, because students cannot withdraw themselves or be withdrawn administratively from a course after that date.
3. If the student does not respond to the communication, or if the attendance problem is not resolved between the student and the faculty member, the faculty member must complete an Add/Drop form for poor attendance and include the department chair signature. The notation "Administrative Withdrawal" will be written on the form at the time of its initiation. One copy of the Add/Drop form will be mailed to the student by the department office, and the other copy will be kept by the Office of Registration and Student Records.

Once the student has been administratively withdrawn from the course, he/she will not be eligible for any refund of tuition and fees for the course. The student will receive a "W" on his/her transcript which is assigned by Registration and Student Records.

### **7.9 Removal of a Student from a Course**

A student may be removed from a course by an instructor and assigned an "F" grade for the course for engaging in unsafe or unethical practice(s). Such removal and grade assignment may occur at any time during the term. Departmental policies related to this section will take precedence. To remove a student from a course and assign an "F" grade, the faculty member must comply with the following prerequisite conditions:

1. The faculty member, at the beginning of the course or term, provided the student with written notice of required safety and ethical procedures as determined by department faculty and approved by the academic division dean.
2. The faculty member gave the student instructions for compliance with the required safety and ethical practice(s).
3. The faculty member finds the student either to be knowledgeable and competent in an assessment of understanding the required safety and ethical practices, or, after having received appropriate support services (coaching, tutoring and/or other educational support services), repeatedly fails to demonstrate adequate knowledge and/or competency in the required safety or ethical practices.
4. The faculty member finds the unsafe and unethical conduct sufficiently serious to warrant an “F” grade, even if the student were allowed to finish the course.
5. The faculty member documents the unsafe or unethical practices by the student or otherwise shows that each of the prerequisite conditions has been met.
6. The faculty member submits the decision and supporting documentation for removal and an “F” grade for a Pre-failure review to assure policy adherence. The decision and documentation must be sent to each of the four members of the Pre-failure review:
  - a. The department chair
  - b. The academic division dean
  - c. The Senior Director of Enrollment Management or designee
  - d. The chief academic officer or designee

The pre-failure review must be completed within three days, and approval for removal of a student must be by at least three of the four reviewers.

Upon approval as determined by the pre-failure review, the instructor will provide the student with written notification of removal from the course and course failure. The written notice will include an explanation of the reasons for the decision. The instructor will submit the grade to the Office of Registration and Student Records at the end of the term.

### 7.10 Finals Week

During the final week of the semester, all course sections will participate in Finals Week. This policy does not apply to 8 or 12 week courses. How student accomplishment is to be evaluated is a judgment appropriately made by the faculty of the department. The existence of a Finals Week does not imply that a comprehensive examination is required, nor that examination is the preferable means for evaluating student mastery of course learning outcomes. This week provides time for conducting



exams but also for presentations, portfolio reviews and other means of evaluating student learning.

It is not the purpose of this week to introduce new material unless unscheduled college closings or the unavoidable circumstances resulted in reduced class meeting time and make-up time is needed to cover the learning outcomes of the course or to satisfy seat time requirements of applicable accrediting bodies.

Faculty may not administer the final evaluation for a class prior to the Finals Week. Any classes that meet during Finals Week will begin and end at the times the class regularly began and ended throughout the term.

The date of the evaluation, as well as additional class sessions during Finals Week that faculty wish to require students to attend, should be listed on the course syllabus distributed at the first class session or on the first day of the semester for online courses. Should an instructor intend to use multiple days of the Finals Week to conduct evaluations, this information should be shared with students via the syllabus distributed on the first day of the class.

In the event that unplanned closings or other unavoidable circumstances make it necessary to require attendance on class days during the finals week that were not marked as required on the syllabus, faculty should notify students of the change as soon as possible.

### **7.11 Independent Study Courses**

An independent study course enables students to master the learning outcomes of a course through individual study under the supervision of a faculty member. Independent study courses should be offered only to mitigate unusual circumstances. This would include but is not limited to illness, military deployment, or unusual work circumstances that do not allow a student to attend the course in a regularly scheduled format.

The validity and the ability to offer any independent study section in lieu of a scheduled traditional, online, or hybrid course section will be determined by discussion between the department chair, the instructor, and the student.

Instructors teach independent study on a strictly voluntary basis. If an instructor chooses to teach a course as an independent study, the course will count toward the instructor's teaching load. The following practices apply to independent study teaching and learning:

1. The independent study instructor is responsible for communicating regularly with all students enrolled in his/her independent study class, including contact during the first week of the term to establish course requirements.



2. The instructor will provide a course syllabus for the independent study experience that is based on the master syllabus for the course and includes the established learning outcomes for the course, assignments, and evaluation criteria and procedures. This syllabus must also be provided to the department chair, as required elsewhere in this handbook for all classes.
3. Students are required to demonstrate the same level of mastery of course learning outcomes as expected for students in regularly scheduled classes.
4. Students will work from the same texts and other information sources as they would for the regular course.
5. The student(s) and instructor will meet as many times as deemed necessary by the instructor to accomplish the course requirements.

Upon completion, the instructor reports student grades using the same procedure as for a regular course.

### **7.12 Online and Hybrid Course Development and Facilitation Policy**

Online and hybrid courses are part of the approved curriculum of the instructional division of the college and are offered in these formats for the purpose of meeting needs and interests of students.

Only courses that support the college's Online Learning strategy and the Divisional business models will be developed for online delivery. Faculty and the Web Course Development Department collaborate to develop a master online course that will be used by all sections. All online and hybrid courses will conform to the Quality Matters standards. Distance Learning and Instructional Support (DLIS) will review online courses for adherence to Quality Matters standards and coordinate the Quality Matters faculty peer review of hybrid courses.

Departments recommend to academic division deans which courses should be developed and delivered in a hybrid format, based on student need and interest. Final approval rests with the dean.

All courses to be delivered in online and hybrid formats are designated in the college's course schedule as such so that students will know prior to registration the format of the section for which they are enrolling. Course not designated as hybrid in the course schedule may not be delivered in a hybrid format.

Delivery Modalities: Sinclair offers traditional classroom, online and hybrid courses. These forms of course delivery are described in the chart below. The purpose of this policy is to outline responsibilities in online and hybrid classes.

<b>Delivery Modes</b>	<b>Description</b>
Online	Course is delivered online. Participants may complete all course requirements without coming to campus with the following exception. At the discretion of the academic department, tests may be completed online, at one of Sinclair Community College's testing centers, or in an approved proctored environment.
Hybrid	Course blends online and face-to-face learning in approximately equal amounts. Some face-to-face sessions are replaced with online instruction.
Classroom (traditional)	Course is delivered 100% in a face-to-face environment. Course may include web-based content, but such content does not replace class meeting time.

## Online Courses

### Chairperson Responsibilities:

1. Schedule and staff all online sections, properly noting the appropriate online and section designation.
2. Assign course coordinators and mentors for online courses.
3. Ensure faculty course coordinators and mentors have adequate preparation and training prior to assuming their roles in online sections.
4. May request access to course shells within the appropriate department.

### Online Course Coordinator Responsibilities:

1. Maintain and update the master course, including but not limited to syllabus, course content, repository, gradebook and setting access dates throughout the course material.
2. Confirm that all section shells are populated.
3. May request access to course shells within scope of responsibility.
4. Serve as a resource for faculty teaching the online course.
5. Set parameters for faculty to know when and how to contact course coordinator and what is the expected response time.
6. Back-up master course and repository following changes in course content.
7. Communicate with DL regarding upcoming changes that may require revision of the online master course.

### Teaching Faculty Responsibilities:

1. Successfully complete the online faculty certification course.
2. Faculty who choose to work off-campus are responsible for maintaining necessary hardware/software/internet access to effectively facilitate course
3. Ensure that each of their online section shells are populated with course content by 8:00 am on the first day of the term
4. Respond to students in a timely manner (extenuating circumstances require coordination with department chair or division dean):
  - a. The syllabus should clearly state the best means of communication (i.e., some faculty will be better equipped to return emails faster than telephone messages).
  - b. It is desired to have a return communication to the student within 24 hours, with a required return communication within 48 hours. Exceptions to this 48 hour return communication requirement include the following:
    - i. If a course does not have an assignment deadline on the weekend in question or the following Monday, then faculty will have 72 hours to reply to communications that come from students on a Friday afternoon.
    - ii. Faculty will have until the Monday after Thanksgiving to reply to communications from students that occur on (or after) the Wednesday before Thanksgiving.
    - iii. In cases where a holiday occurs within the 48 hour window, faculty will have an extra 24 hours to reply.
  - c. Faculty should consider the timeliness of deadlines and recognize the importance of rapid replies as deadlines approach.
  - d. Graded assignments, quizzes, and exams communicated within one week of due date
5. Communicate weekly with all students.
6. Communicate with assigned mentor during the first term of teaching online.
7. Frequently back up shell (weekly back-up suggested).

### Online Course Faculty Developer Responsibilities:

1. Successfully complete the Online Faculty Certification course.
2. Work with the Web Course Development Department to develop a master course and adhere to online course development guidelines and procedures.
3. Demonstrate proficiency in the Course Management System (CMS) used by the college.
4. The faculty member who develops the course will typically be given the opportunity to facilitate one or more sections, as warranted by enrollment, each term for two years. However, as with other courses, the department chair will have final authority over teaching assignments.

### SCC/Distance Learning Responsibilities:

1. Provide faculty training and support for the Course Management System (CMS) and other instructional technology applications for all faculty.
2. Provide Online Faculty Certification course.

3. Provide development support for approved fully online courses.
4. Coordinate student services for non-local, fully online students.
5. Provide an orientation course that prepares students to be successful online.
6. Maintain necessary information and updates on the web site for students taking online courses.
7. Provide a course survey to all online sections at the end of the term that is jointly developed by the Faculty Senate and Distance Learning and Instructional Services.
8. Periodically review online courses and assist with revisions to meet the college's adopted quality standards.

### Collaboration with ITS:

The delivery of courses or components of courses online requires collaboration between the college's instructional and information technology personnel. It is understood that IT staff will work to ensure the smooth operation of the IT infrastructure that supports online instruction and services and to communicate promptly regarding any planned or unplanned service interruptions. Distance Learning and Instructional Support serves as the point of communication for the Instructional Division with IT personnel regarding service issues.

### Hybrid Courses

#### Chairperson Responsibilities:

1. Approve faculty requests to teach a hybrid course or section.
2. Schedule and staff all hybrid sections.
3. Ensure faculty have adequate preparation and training prior to assuming their roles in hybrid sections.
4. Review the course syllabus and online materials to ensure the course meets the definition of a hybrid course as outlined above.

#### Teaching Faculty Responsibilities:

1. Successfully complete the Online Faculty Certification course, course management system training and other training as needed to develop, maintain, and facilitate the course.
2. Develop and maintain hybrid course content using the college's course management system
3. Ensure that course aligns with the course master syllabus.
4. Provide each student with a syllabus that includes a detailed schedule of in-class meetings and in-class activities, along with online activities, assignments, and assessments.
5. Ensure that the faculty-student interaction approximates the amount of engagement a student would experience in a traditional course.
6. Faculty who choose to work off-campus are responsible for maintaining necessary hardware/software/internet access to effectively facilitate course.

### SCC Responsibilities:

1. Distance Learning will provide support and faculty training for the Course Management system (CMS) and other instructional technology applications that hybrid instructors are encouraged to attend.
2. ITS will provide technical support for faculty and students via Help Desk, maintain CMS, create course shells, and create faculty/student accounts.

### **7.13 Field Trips and Other Student Travel**

Guidelines for field trips, along with forms that must be completed by students in advance of field trips, are available from the department chair or academic division dean. Faculty may be required by the college to obtain signed liability waiver forms from participating students.

#### **Class Field Trips**

Faculty who wish to offer students the opportunity to participate in field trips, excursions, or other activities off campus must obtain prior approval from the department chair. Such activities may be incorporated in a course when the learning outcomes of the activity are related to the defined learning outcomes of the course/program. Faculty may not require participation in off campus activities that necessitate a student missing a scheduled class session associated with another course for which the student is registered or if the trip requires the student to incur cost or miss work.

#### **Other Field Trips and Student Travel**

Students who travel in capacities that represent the college (examples include: attendance at the Phi Theta Kappa national conference; visits to Sinclair's sister colleges abroad; performance of musical or theatrical productions in the community; participation in athletic competitions) are considered to have an excused absence from class for the approved period of travel. The students are responsible, however, for completing all missed assignments, homework, exams and similar course requirements. Faculty are expected to make reasonable accommodations for students to make up these course requirements.

## 7.14 Military Policy

### Academic Attendance and Military Service

Sinclair Community College is dedicated to the success of our military students. To best serve the students who serve our country, this policy provides guidance on how to handle military orders and class attendance.

To seek an exception to the attendance policy listed in the syllabus:

- ☐ Students must notify each instructor of absence
- ☐ Must show a copy of \*military orders and fill out the Military Attendance form with the Veteran Services Office justifying a possible attendance exception
  - Veteran Services will send an official request with the Academic Attendance and Military Service policy along with the Military Attendance form to the instructor
  - Orders need to be provided to each instructor as follows:
    - Beginning of the term if available
    - Within 48 business hours of receiving your orders
- ☐ Instructor and student must discuss attendance exception plans within one business week from instructor notification from Veteran Services
- ☐ Instructor must return completed Military Attendance form to Veteran Services

Instructors will determine if the length of absence will still allow the student to fulfill the learning outcomes assigned in the course: an Incomplete Grade or a Military Drop Appeal can be considered. For students who have clinical hours and if a drop is necessary, students will be added back into the next available program curriculum offering. Instructors can consult with Veteran Services at [veterans@sinclair.edu](mailto:veterans@sinclair.edu) or at 937-512-2586 with questions related to the military orders.

Instructors are encouraged when possible to allow students to make-up the work without dropping the class. Some ideas to consider to making up classes and class participation are:

1. Complete assignments in advance
2. Write a paper summary of weekly readings
3. Complete make up tests/quizzes within the Testing Center
4. Present about Military Culture relating to class content
5. Complete alternative or extended clinical hours, if applicable
6. Consult Chair to switch from a face to face class to an online class

\*For security reasons, do not copy the military orders.

## **SECTION 8: POLICIES APPLICABLE TO FACULTY RESPONSIBILITIES**

### **8.1 Student Advising**

The responsibility for providing appropriate advising services to all students in each academic department is shared among the department chair, academic advisors and faculty. While academic advisors provide general assistance on programs, courses and student academic planning, faculty members are best qualified to provide specific academic advising in their own areas of expertise.

The faculty of the department create a department advising plan tailored to the requirements of its programs and/or the needs of its students. Each faculty member will be available for 18 hours per semester of advising and support services in conjunction with the department advising plan.

### **8.2 Academic Freedom**

The academic freedom of faculty to pursue without restraint the search for truth, and to freely express scholarly thought, is a core value of Sinclair Community College. The college adheres to the following from the *1940 Statement of Principles of Academic Freedom and Tenure* from the American Association of University Professors (AAUP):

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their 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.
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Academic freedom has been widely examined and debated since AAUP's original 1940 statement. It is recognized, both in case law and by the AAUP, that academic freedom



is not unlimited. Faculty members are therefore advised to exercise this important right with a sense of professional responsibility, including maintaining the highest standards of academic integrity.

### **8.3 Academic Integrity**

Sinclair faculty are expected to maintain the highest standards of academic integrity in regard to all academic endeavors and professional involvements.

1. A faculty member must verify that all materials presented or used in the execution of the faculty member's professional responsibilities and activities comply with fair use standards and are free of copyright infringement.
2. Faculty are expected to always provide appropriate attribution when using the work of others.
3. Faculty will be fair and objective in evaluating students' work.
4. Faculty will not solicit nor accept anything of value that may constitute, or create an impression of improper influence in the exercise of the faculty member's duty.

### **8.4 Conflict of Interest**

All board members, officers, faculty, and other members of the college are required to comply with Ohio law and the college's policy concerning ethics, gifts, public contracts, and conflict of interest as to transactions with individuals and organizations outside the college. Faculty members should be familiar with the terms of the college policy, which is available at <https://employees.sinclair.edu/hr/human-resources-policies/conflict-of-interest/> Copies of the college's Conflict of Interest Policy and the applicable Ohio statutes are also available in the Office of Human Resources. Questions should be directed to the chief academic officer or designee.

### **8.5 Additional Employment and Compensation**

The primary responsibility of faculty is performance of assigned duties at Sinclair Community College. While it is understood that faculty may assume additional employment opportunities, Sinclair Community College remains the faculty member's first priority.

Any additional employment accepted by faculty must:

1. not be performed to the detriment of institutional assignments.
2. not be reasonably construed by the public to be an official act of the institution.
3. not involve the use of official information of the institution which is not available to the public.



4. not create a conflict of interest. A “conflict of interest” is defined as a situation in which an employee's private interests, usually of an economic nature, conflict with or raise a reasonable question of conflict with his/her duties and responsibilities under his/her contract with the college.
5. not use the facilities or equipment of the college without the prior written approval of the chief academic officer or designee. The use of any facilities or equipment so approved shall be compensated for on a schedule approved by the chief academic officer or designee.

## **8.6 Intellectual Property**

### **Policy to Encourage Scholarly Works**

The Sinclair Community College Board of Trustees values and encourages the development of creative and scholarly endeavors relating to the instructional process by Sinclair’s faculty and staff. Such creative and scholarly works include, but are not limited to, journal articles, books, reviews, presentations and productions live or by any electronic media, educational software, and works of art including paintings, photographs, sculptures and musical compositions.

Not included as scholarly works are syllabi, course overviews, and class notes prepared as part of the routine instructional process for courses taught by Sinclair faculty, for Sinclair.

The college, where practicable, will make available to faculty and staff the resources needed to bring creative and scholarly endeavors to fruition. These resources may include the use of staff time with the prior approval of the staff member's immediate supervisor.

### **Faculty Rights to Intellectual Property**

Intellectual property includes any copyrightable matter, patentable matter, or any intellectually created tangible thing, matter, or work of authorship.

The college claims no rights to any intellectual property:

1. Created by faculty members on their own time and with their own resources;
2. Created by faculty members with the incidental use of those college facilities and resources usually available to faculty, such as office space, office equipment, supplies, library facilities, and other information resources, and ordinary access to computer hardware, software, and networks. Incidental use is defined as having a cost to the college of less than \$1000.

### **Special Use of College Resources**

A faculty member must reach a written agreement with the college, through such individual as designated by the chief academic officer, in advance if the use of college

facilities, resources, or personnel exceeds the limits of incidental use or if the creation of intellectual property is for financial gain. The written agreement must provide for the fair allocation of any costs and intellectual property rights that may result. Failure of the faculty member to do so may result in college action to seek reimbursement of costs from the faculty member, or to claim a share of ownership of the intellectual property created.

### **Syllabi and Course Materials**

Course syllabi are created in part by the college, and are governed in detail by college requirements. Any intellectual property rights in course syllabi shall belong to the college.

Course materials created by faculty that are necessary to fulfill the faculty member's assigned college responsibilities are the property of the faculty member. Course materials include such items as lectures, class notes, assignments, tests, classroom activities, study aids, presentation slides, audio visual materials, compositions, photographs, and works of art. Absent a written agreement to the contrary, course materials which are the property of a faculty member shall be considered licensed to the college on a perpetual, royalty-free, non-exclusive basis.

### **Sharing of course materials**

Faculty members often elect to share faculty-created course materials with colleagues. Sharing of course materials helps assure a continuity of the learning process, assists new and adjunct faculty achieve teaching proficiency, assures uniformity of learning outcomes when the academic discipline or external accrediting agencies demand such uniformity, encourages consistency in the delivery of multiple course sections, and helps the college fulfill obligations under state standards, accreditation requirements, and articulation agreements. A faculty member's collegiality in sharing course materials may be considered as a competence factor in the Critical Performance Area of Workplace Service. Sharing of course materials does not alter the faculty member's proprietary interest in those materials.

### **College Ownership of Faculty Works**

The college may become the owner or licensee of intellectual property created by faculty, when:

1. A faculty member chooses individually to transfer, assign, or contract away their intellectual property in full or in part, or to grant a license (e.g. non-exclusive right) to use, to the college.
2. The college enters into a written agreement with the faculty member for the creation of specified intellectual property for compensation that grants the college ownership or licensing rights.
3. A faculty member produces work product as part of college administrative duties, which work product shall belong to the college.

In the course of its operations, the college often creates institutional works. The college shall retain ownership of those works, unless otherwise agreed in writing among the participants. Institutional works include works that are supported by a specific allocation of college funds, or are funded by a grant to the college, or that are created at the direction of the college for a specific college purpose. Institutional works may also include works whose authorship cannot be attributed to one or a discrete number of authors, but rather result from simultaneous or sequential contributions over time by multiple faculty and/or other individuals. However, the mere fact that multiple individuals have contributed to the creation of a work shall not necessarily cause the work to constitute an institutional work. If the work would otherwise qualify under these rules as faculty-owned work, and can be attributed to a discrete number of authors, in such event those authors may claim joint intellectual property rights to the work.

### **Use of the Sinclair Name**

The name, marks or logos of the college may be used in soliciting and publishing research or other scholarly works under the following circumstances:

1. In soliciting privately-sponsored research or scholarly works development for profit, a faculty member may reveal faculty status at the college. The college's name shall not be used in advertising.
2. For private research without profit, or other products of scholarly activity, a faculty member may reveal faculty status at the college.
3. Other use of the name, marks or logos of the college may be made in reports, books, and papers for publication with the prior written approval of the President or the President's designee.
4. For contract research or development of scholarly works undertaken by the College, there will be no limitation on the use of the college's name, marks or logos except as may be imposed by the President.

## **8.7 Faculty Research Involving Human Subjects**

Faculty who wish to undertake research projects that involve human subjects must submit their proposed research for review by the college's Human Subjects Review Committee. This committee is chaired by the Director of the Research, Analytics and Reporting (RAR) Office. Questions regarding submission procedures should be directed to this office. Typical examples of human subjects research at Sinclair include surveys (using any research tool or instrument) and interviews to be conducted in classes, on campus or in the community. All proposed activities must be submitted for review and approval prior to the implementation of these activities.

Faculty who want more guidance as to exactly what needs to be approved by the Human Subjects Review Committee prior to implementation may wish to review the information found at <http://www.sinclair.edu/about/offices/grants-development/compliance/> or contact RAR.

## 8.8 Records Retention

In accordance with Ohio law, Sinclair has adopted a <http://www.sinclair.edu/about/offices/records-management/retention-of-business-records/> that governs how certain records must be retained, stored, and destroyed. Before making decisions concerning the disposal of any college record, faculty should consult the records retention policy.

Specific provisions of the college policy cover faculty records. Compliance with these provisions is required by all faculty members:

1. Individual faculty members' records of grades (i.e. grade records showing scores students earned on tests and other assignments used to calculate the final grade) must be retained for two years after the course is concluded because students have two years to petition a grade. Departing faculty members should turn these records in to their department.
2. Graded materials that have not been returned to students must be retained for sixteen weeks after the course is concluded in case students have questions or decide to review those documents. Faculty are not required to allow students to keep exams but must return other work upon the student's request.

Faculty may also be required to manage other types of college records. For a complete description of college records requirements, see the <http://libguides.sinclair.edu/records> in the Records Management section of the Office Handbook, available on the Sinclair Intranet under Handbooks.

Secure, confidential destruction of college-related materials is available through the <http://www.sinclair.edu/about/offices/records-management/confidential-destruction/>

## 8.9 Acceptable Use of Information Technology

To manage its information technology resources, Sinclair Community College has an Acceptable Use of Information Technology Policy. The Acceptable Use of Information Technology policy is binding upon all employees, and faculty should make themselves familiar with all of its provisions. The complete policy is published at <http://it.sinclair.edu/index.cfm/services/student-and-quests-services/policies-and-security-information/acceptable-use-of-information-technology-policy/>

## 8.10 Faculty Communication Obligations

The comprehensive communication resources provided by Sinclair to faculty and staff are essential to efficient college operation and faculty performance. All faculty members are expected to promptly attend to voice mail, e-mail, and traditional (hard

copy) mail communications and to keep those communication systems cleared and available for communication from students, colleagues, and college officials.

Faculty are encouraged to check college mail and email throughout summer months and breaks between terms for important communications from students, the college, faculty committees, and others.

### **8.11 Department/Program Review**

Members of each academic department/program at Sinclair Community College participate in a comprehensive review of the department every five years and submit annual updates on the department's progress between formal reviews. The purpose of this process is to support and verify the continuing development of academic departments and their assessment of student learning. Consistent with the expectations of the Higher Learning Commission which accredits Sinclair Community College, every department must assess student learning outcomes on an on-going basis and use the results of those assessments to make changes to improve student learning. The department/program review process supports and reinforces department assessment practices.

Sinclair Community College's department/program review process includes the following steps:

1. an environmental scan
2. a review of data on the department's productivity and outcomes
3. a self-study process and preparation of a report of the results of that self-study
4. a review by a team of faculty and staff from outside the department
5. commendations and recommendations from the chief academic officer regarding the department's work.

All faculty in the department participate in this review process, as well as on-going assessment of how well the department is helping students learn, persist, and succeed.

## SECTION 9: DEPARTMENT CHAIRS

### 9.1 Role of Department Chairs

The department chair reports to the academic division dean and supervises the full-time and adjunct faculty and staff members in addition to teaching, to fulfill his/her contractual obligation. The department chair, as are other full-time, tenure-track faculty, is evaluated through the Faculty Performance Review process. Responsibilities that are common to many but not all chairs are listed below.

#### 1. Administrative Responsibilities

- a. Leads the department by serving as the catalyst for promoting the mission of the department in support of the division and college's overall mission.
  - i. Promotes the professional growth and development of the department in keeping with the high level of educational standards established by the division and the college.
  - ii. Develops, revises, and implements educational goals and objectives established by the department and consistent with divisional and college goals and objectives.
  - iii. Convenes and conducts departmental meetings to further fulfill departmental responsibilities as an integral part of the college.
  - iv. Coordinates with department faculty preparation for the Program Review process, including the written self-study document submitted every five years and the Annual Updates.
  - v. Ensures compliance with accrediting, licensing, and credentialing agencies' requirements and reports as required.
- b. Manages the day-to-day operations of the department serving as the steward of the department's human, fiscal and physical resources.
  - i. Provides leadership for faculty development of curriculum as related to student, program, and/or community needs.
  - ii. Compiles course schedules each term, with input from faculty in order to meet the needs of students, programs, and the community.
  - iii. Staffs all courses according to faculty workload guidelines, established policy and procedures.
  - iv. Initiates staffing full-time and adjunct faculty positions according to established policy and procedures.
  - v. Fulfills responsibilities for preparation of and managing the approved departmental budget with input from departmental faculty.
  - vi. Seeks departmental faculty input into department matters.
  - vii. Manages laboratories, equipment, and supplies where appropriate, to assure their efficient usage; coordinates and supervises lab technicians.
  - viii. Oversees the assignment of designated classrooms and laboratories during scheduling.

- ix. Provides assistance in drafting proposals for funding and supervises utilization of monies received in cooperation with the academic division dean and department faculty.
  - x. Assumes responsibility for selecting, ordering, and evaluating instructional materials for the department with departmental input.
  - xi. Stays current with institutional software applications, such as CMT, Datatel.
  - xii. Works to resolve student concerns and complaints.
- c. Coordinates Curriculum development on the class and program level, which is regularly assessed for effectiveness in meeting community need, as well as program and general education outcomes.
- i. Assists in developing, offering, and managing programs, courses and continuing education.
  - ii. Coordinates support of general education and elective course requirements for the program, coordinating with the faculty and department chairpersons of the program-related courses to ensure that those courses are in alignment with the program learning objectives and outcomes.
  - iii. Reviews the Master Course Inventory annually to identify courses that have not been offered in the previous two years and initiates the process for removing any course which does not merit retention.
- d. Represents the department to the college and community, serving as its advocate and communication link between its various constituents, including professional contacts, accrediting bodies, advisory committees and/or transfer institutions.
- i. Serves as the department's representative at the Chairperson's Council, divisional, and college meetings.
  - ii. Maintains liaison with colleagues in other local institutions of higher learning to enrich the dialogue between the institutions.
  - iii. Develops and maintains contacts and regularly scheduled meetings with advisory committees and affiliate groups as appropriate. Develops contacts and maintains liaison with agencies or programs.
  - iv. Maintains liaison with career-related agencies.
  - v. Maintains professional organization contact and rapport for purposes of accreditation, licensing, and knowledge.
  - vi. Creates and updates articulation and affiliation agreements.
- e. Supervises and evaluates the full-time and adjunct faculty and staff within the department.
- i. Conducts annual faculty/staff performance reviews according to college policy.
  - ii. With appropriate flexibility, participates in and/or conducts the orientation and in-service training of all new faculty in the department.
  - iii. Manages support personnel.
- f. Assists colleagues across campus with student and workforce development, recruiting and retaining students and helping them achieve their goals of graduation, skills training, transfer or personal enrichment.



- i. Assists in job placement functions for in-service internships and graduates.
    - ii. Conducts recruitment, selection, orientation, and advising of students and evaluating student transcripts for graduation.
  - g. Encourages and facilitates staff and faculty development that improves student learning and the vitality of the curriculum.
    - i. Supports department faculty as community resource persons in their respective areas of expertise.
  - h. Serves as advocate for the students, faculty, staff and administration of the college, mediating conflicts and providing a bridge between the various constituents of the college.
  - i. Assists the academic division dean in assuming appropriate responsibilities as needed for the advancement of the department, division and college.
    - i. Performs any other appropriate responsibility as may be requested by the respective dean.
    - ii. When applicable, assumes additional duties and responsibilities for reassigned time activities.
2. Instructional Responsibilities (appropriate to those having instructional responsibilities)

Instructional responsibilities will be consistent with the guidelines as established and recorded in the Faculty Handbook.

### 3. Divisional and College Activities

The department chairperson is responsible for attending/participating in division and college activities as appropriate.

### 4. Qualifications

- a. Academic: Master's degree or its equivalency in demonstrated professional competence. (The adequacy of the equivalent in professional experience will be determined by the chief academic officer upon the recommendation of the division dean and with the approval of the President.)
- b. Experience: Prior teaching experience in a university or community college in at least one of the disciplines included within the department and successful administrative/supervisory experience.
- c. Personal: Demonstrates creative and innovative approach to management, leadership and professional development; works with colleagues effectively; maintains professional attitude toward the field, colleagues, and college.

5. Salary and Reassigned Time

- a. In addition to the faculty salary, a stipend is provided for additional administrative responsibilities (see Section 6.2).
- b. Reassigned time is provided and is based upon a process administered by the chief academic officer.

**9.2 Procedures for the Selection of Department Chairs**

**Search Committee Membership**

For the selection of a department chair, a search committee will be appointed by the academic division dean, with the approval of the chief academic officer. The membership of this committee will include at least one minority member and representation from both sexes, and will be constituted as follows:

1. At least four tenured or tenure-track faculty from the department involved. If the department has fewer than four tenured or tenure track faculty, then all tenured and tenure track faculty will be appointed.
2. One member to be a tenured or tenure-track faculty member from another department within the division. This committee member will not be a department chair.
3. One member to be a chair from that division.
4. At the discretion of the division dean, one member will be from the advisory committee if an advisory committee is in place. This committee member will not be an employee of the college.
5. If the total number of committee members is less than four, then additional tenured or tenure track faculty from a related department will be recommended to the division dean by the department faculty.

For those cases in which a new department is being formed, members of the search committee will be

1. One chair from the division within which the department is being created
2. A representative from the community, if deemed appropriate by the division dean
3. Four tenured or tenure-track faculty from related departments

The chair of the committee will be a faculty member (may be a faculty member who is a chair) of that division chosen by the committee from among its members. Persons not on the search committee may not attend any of the committee meetings without an invitation by the committee chair. The first meeting of the committee will be convened

and chaired by the academic division dean, who will be excused upon the selection of a committee chair. A representative from Human Resources will provide an orientation to college search procedures.

### **Search Committee Guidelines for Procedures**

In consultation with the search committee, a determination will be made by the division dean and the chief academic officer whether the search for a new department chair will be conducted within or outside of the college. "Within the college" is defined as limiting the search to college employees. "Outside of the college" broadens the search to include other qualified individuals as well as college employees. In consultation with the committee, the dean will be responsible for preparing the announcement of the vacancy with a position description, minimum qualifications, and final date for application. This announcement will be forwarded to the Office of Human Resources.

The position announcement for a search within the college will be posted in college communications. The position announcement for a search outside of the college will also be posted in college communications, will be distributed to all approved part-time faculty and to advisory committee members in the department, and will be sent to all appropriate local organizations, colleges, and universities as recommended by the Equal Employment Opportunity (EEO) Officer. The position will also be advertised in regional newspapers and national publications where appropriate.

Consistent with EEO guidelines, the committee will make a good faith effort to include minority candidates as well as persons from both sexes. Where the procedures outlined above do not succeed in attracting minority applicants or persons from each sex, the committee chair and division dean shall consult with the EEO Officer regarding additional efforts to be made in this regard.

The committee will review applications to determine which candidates are to be interviewed and establish times for these interviews.

As part of the committee's process, it will provide an opportunity for the faculty of the department to meet with and provide written feedback to the committee on each candidate interviewed.

Upon completion of its deliberations, the search committee will recommend to the dean at least two individuals for the position. In searches that result in a very small pool of applicants, the dean may choose to accept a recommendation by the committee of a single candidate. The search committee chair and Human Resources will be responsible for verifying the credentials (e.g., licenses) of those candidates being recommended for the position.

The academic division dean will interview all candidates recommended by the search committee. Following the interviews, the dean will discuss the committee's recommendations with the committee as a whole. The dean will then perform a reference check, and discuss the recommended candidates with the chief academic officer and will recommend one candidate for the position. The chief academic officer

will review the credentials of the candidate recommended by the dean and, if in agreement with the recommendation of the dean, interview the recommended candidate.

If the chief academic officer concurs with the recommendation of the Dean, the candidate will be appointed by the chief academic officer. Appointments are final upon the signing of the contract by the chief academic officer and the candidate.

If the chief academic officer, the academic division dean, or the search committee determines that none of the candidates is satisfactory, they may request that the initial search procedure be continued or reopened according to the previously stated procedures.

## **SECTION 10: LEAVES**

### **10.1 Sabbatical Leave**

A sabbatical leave is intended for the mutual benefit of the college and the faculty member granted leave. The purpose of sabbatical leave is to provide for the enrichment and professional development of faculty promoting curricular and/or institutional revitalization. Sabbatical leave allocates time for activities that normal duties would prevent including formal education and the acquisition of expanded and/or new skills; creative activities such as planned travel or writing; and contributions to improve and/or refocus instructional, institutional or public service activities in accordance with the mission of the college.

Full-time tenured or tenure-track faculty who have completed seven years of full-time continuous service from original appointment or after a previous sabbatical may submit an application for sabbatical. Even though application for sabbatical leave may be made during the seventh year of full time continuous employment, the effective date of the sabbatical may not begin until seven years of service are completed. Time granted for other types of leave, other than paid sick leave, shall not be included in the calculation of the required seven years of service. Time on leave due to military service, jury duty, or paid or unpaid leave approved under FMLA will not be counted in the seven years, nor does it cause the calculation of the seven year period to be restarted.

Sabbatical leaves may be granted by the chief academic officer when such leaves are judged to be in the best interests of the college. The number of employees who may be granted sabbatical leave in any year shall in no way impair the effectiveness of the instructional program at Sinclair Community College.

#### **Guidelines**

Guidelines and applications for sabbatical leave are available in Forms Central in the Sinclair intranet. Requests for sabbatical leave must be submitted to the Sabbatical and Professor Emeritus Committee by March 1.

A sabbatical leave may be granted for one or two semesters of the college calendar year. Each request must contain a specific plan for the professional improvement of the individual while on leave as well as indicate any auxiliary income anticipated during the leave. The Committee will ascertain that all guidelines for sabbatical leave have been adhered to before making recommendations to the chief academic officer. Within sixty (60) days from the completion of the leave, a written report will be submitted to the Committee through the office of the chief academic officer detailing accomplishments in relationship to the approved goals and activities of the sabbatical leave.

Each person requesting sabbatical leave must agree in writing to return to Sinclair Community College for one year of service after such leave-

If any significant changes in the sabbatical plan are desired, notification must be sent to the chief academic officer to verify support before proceeding.

### **Selection Guidelines**

The following will be considered in awarding sabbatical leaves:

1. Value of proposed activity to the college
2. Seniority
3. Assurance that the function or position requirements can be handled during absence without impairing the operation of the college.
4. Likelihood that the proposed activities can be completed well and within the length of time requested in the leave

### **Length of Leave and Compensation**

Sinclair Community College will compensate sabbatical leaves as follows:

<b>Duration of Leave</b>	<b>Salary</b>
One academic year	One-half salary
One semester	Full pay

Duration of leave does not include the summer term. Salary payments will be made on the regular college pay dates.

Monies received from any source by an individual on sabbatical leave cannot exceed the amount he/she would normally expect to receive from the college. Fellowships, grants-in-aid, or earned income to assist the purpose of the sabbatical may be permissible with prior approval from the chief academic officer.

### **Benefits Status**

Faculty on sabbatical leave are understood to be working on approved college responsibilities. Therefore, upon completing sabbatical leave, the faculty member resumes their previous responsibilities.

Time on sabbatical leave will count as regular service and will not interrupt the individual's progress through the salary range.

The acceptance of a sabbatical leave shall in no way jeopardize eligibility for merit, tenure or retirement status. Hospitalization and insurance shall be continued during the period of sabbatical leave as though the employee were on full-time active status.

TIAA/CREF, State Teachers Retirement System (STRS) of Ohio, and Social Security contributions will be paid on the salary received. Note, STRS employees must submit a [Notification Form 3345.28](#) before taking sabbatical leave. This form is available in the

Human Resources office. An individual on a reduced salary plan may choose to pay any additional withholding amount which may be required to maintain retirement benefits at the normal level.

### **10.2 Political Leave**

Any faculty member seeking state or federal elective office will be required to take a leave of absence without pay during the period of the campaign, this time extending through the end of the current semester.

Such faculty member is guaranteed the right of return to the position he/she held in absentia should he/she lose the election, providing he/she continues to meet the college standards and requirements in that position.

1. Tenure, rank, years of service, and personnel review status existing at the time the leave began shall be resumed.
2. Leave time shall not be counted as college service time for promotion and tenure eligibility.
3. The faculty member should contact the public retirement system for information on the effect of leave time on pension benefits.

If the faculty member wins the election, the faculty member's employment status will be determined based on applicable law.



## **SECTION 11: PROFESSOR EMERITUS**

### **11.1 Professor Emeritus**

#### **Policy**

Emeritus is a title which may be conferred on selected retired faculty whose records of accomplishment reflect distinguished service to the college.

#### **Procedure**

1. The Professor Emeritus selection criteria include the following: Completion of ten or more years of service at the college in an instructional capacity.
  - a. Attainment of tenure.
  - b. Attainment of the rank of Associate Professor or Professor
  - c. Distinguished accomplishments in teaching, service to the college, and service to faculty member's discipline or profession
2. Nominations are made by submitting a nomination letter to the chief academic officer. This letter should include suitable detail to appropriately describe the qualifications and accomplishments of the nominee.
3. Letter of nominations must be received in the chief academic officer's office not later than 5:00 PM on March 1. If March 1 occurs on a weekend, then the deadline is 5:00 PM of the next business day.

#### **Privileges Accorded**

1. A permanent college identification card.
2. Use of the Library and use of college computer facilities for academically related studies during specified open time periods. Use of the Physical Activities Center during the specified open time periods.
3. A free parking pass.
4. Tuition waiver for retiree, spouse, and dependent children.
5. Complimentary passes to college-sponsored activities such as sporting events and Blair Hall productions, when possible.
6. Use of office space, if available.

## **SECTION 12: SEVERANCE, SUSPENSION, AND TERMINATION OF TENURE**

### **12.1 Severance, Suspension, and Termination of Tenure**

#### **Suspension of Tenured or Tenure-Track Faculty for Nonacademic Reasons**

Immediate suspension of a faculty member shall occur when a faculty member's continued presence threatens harm or disruption to the college, students, employees or others, as determined by the chief academic officer and with the approval of the President. Some typical examples might include, but are not limited to, sexual harassment, performance problems related to substance abuse, and illegal activities. Suspension shall not be used to restrain faculty members from their exercise of academic freedom, as defined in this Faculty Handbook.

At the time of suspension, a written statement of cause shall be provided to the suspended faculty member by the chief academic officer. This statement must be related directly and substantially to the fitness of the faculty member to exercise his/her duties. The chief academic officer shall inform the President of the Faculty Senate promptly of the reasons for the action.

The faculty member is entitled to have this suspension reviewed by a committee of peers, or the faculty member can waive this review through notification to the President of the Faculty Senate. Absent this notification, the President of the Faculty Senate shall convene within five working days (Monday through Friday when classes are in session) an ad hoc Short-Term Suspension Committee and select the committee chairperson.

The committee shall consist of one faculty member appointed by the chief academic officer with the concurrence of the Faculty Senate President, the Faculty Senate President or other Faculty Senate representative and the Faculty Senate Personnel Committee Chair or designated representative. Within five working days of the appointment of this committee, it shall meet with the suspended faculty member in order to consider the circumstances leading to the suspension and recommend further action. No time limit shall be placed on the activities of this committee to ensure fairness, although every effort shall be made to complete this task as soon as possible. The committee may interview all persons it reasonably believes have information relevant to its consideration of the suspension.

Promptly after completing the hearing process, the Short-Term Suspension Committee shall recommend to the chief academic officer either (a) reinstatement, (b) continued suspension for a specified period followed by a second review of the situation or (c) termination. Final decisions regarding these recommendations reside with the chief academic officer and the President of the college.

During any suspension period, the faculty member shall be released from all assigned duties at the college. Salary and fringe benefits shall remain in force. Any

arrangements to be made regarding coverage of the faculty member's teaching or other assignments during a suspension shall be the responsibility of the college.

### **Termination of a Faculty Member for Nonacademic Reasons**

Following consideration of the recommendation from the ad hoc Short-Term Suspension Committee, a decision to terminate may be rendered. In such case the following shall apply:

#### **1. Notification of Termination**

If the employment of a faculty member is to be terminated, the individual shall be given a written notification, confidential to the extent allowed by law, from the chief academic officer. This notification shall state the cause and must be related directly and substantially to the fitness of the faculty member to exercise his/her professional duties. Such notification must be approved by the President of the college. Termination will not be used to restrain faculty members in their exercise of academic freedom. A faculty member who receives a notification of termination shall elect, in writing, within 30 days to (a) resign, (b) accept the termination, or (c) initiate the procedure for contesting the termination. If alternative (c) is selected, the faculty member shall be released from all assigned duties at the college but shall continue to receive salary and fringe benefits.

#### **2. Procedure for Contesting Terminations**

- a. The faculty member who receives a notice of termination and elects to contest the termination shall be provided a hearing before the Faculty Grievance Committee. The grievance procedure shall begin at the Secondary Level as described in this Faculty Handbook. (Section 13.2) Action taken by the ad hoc Short-Term Suspension Committee shall be equivalent to the grievance procedure at the Primary Level.
- b. The burden of proof will rest, at all stages of the procedure, with those initiating the suspension and termination process. Burden of proof shall be defined as the burden of satisfying the Faculty Grievance Committee and the President of the college that the charges are well grounded and valid.
- c. At any point in the process, the decision to terminate may be withdrawn by written notification to the President of the college and to the affected faculty member.
- d. At any point in the process the faculty member has the right to resign or accept termination.

### **Termination of Tenure**

Termination of a tenured appointment may be based on:

1. financial exigency of the college
2. bona fide discontinuance of a program or department of instruction
3. "for cause" (e.g., grave misconduct, professional incompetence, neglect of duty, etc.).

After the faculty member has achieved tenure, any dismissal procedures will be initiated by the Academic Dean of the division prior to February 1 of the year of intended termination of contract.

Dismissal for nonacademic reasons may be initiated when there is sufficient cause for such action. The faculty member may elect to challenge the termination through the faculty grievance process (see Section 13.2)

## **SECTION 13: FACULTY GRIEVANCE**

### **13.1 Faculty Grievance Committee**

The Faculty Grievance Committee constitutes an impartial hearing board solely for the purpose of hearing grievances brought forth by an individual faculty member or group of faculty members. The grievant(s) must be faculty members with representation in the Faculty Assembly.

The committee is composed of twelve elected members from the Sinclair Community College Faculty Assembly who have achieved tenure. The membership on the committee is comprised of three elected members from each academic division. Terms of office will be for two academic years, elected on a rotational basis.

Every year, each division elects an alternate who will serve on the committee only if an elected member is unable to serve. Academic division Senators will forward the names of the elected representatives to the President of the Faculty Assembly by the first week of classes during the Fall Semester of each academic year.

This committee should not be confused with the Faculty Personnel Committee, whose duties are found in Article IV of the Constitution and Bylaws of the Sinclair Community College Faculty Assembly.

### **13.2 Faculty Grievance Procedure**

#### **Purpose**

Faculty members are encouraged to attempt to resolve disputes informally with colleagues, department chairs and college administrators prior to filing a grievance. Please reference the section B.9, Informal Conflict Resolution.

The Sinclair faculty grievance procedure provides an alternative dispute resolution process designed to address disputes efficiently at the lowest administrative level possible.

The faculty grievance process shall be treated with high priority by all persons involved and shall proceed expeditiously. All time deadlines included in the faculty grievance process should be observed to the greatest extent reasonably possible. However, the failure of the grievant, the Faculty Grievance Committee or the college to meet those deadlines despite a good faith effort to do so shall not terminate the process or prejudice the rights of the grievant.

Disputes related to discrimination are not subject to the faculty grievance process and should be directed to the Equal Employment Opportunity (EEO) Officer of the college in the office of Human Resources. <https://employees.sinclair.edu/hr/human-resources-policies/equal-opportunity-non-discrimination-revised-september-2009/>

### **Definition and General Provisions**

1. A "grievance" is a claim or complaint by faculty member(s) as to the application of the provisions of the Faculty Handbook or written agreements made by the college with the faculty member or members making the claim. For example, a decision concerning the award of merit is not a grievable matter; however, the adherence of the merit committee to the prescribed procedures may be cause for a grievance.
2. The "grievant" is the faculty member or members making the claim.
3. The term "faculty" includes any individual or group of individuals with representation in the Faculty Assembly.
4. A grievance must be handled in the prescribed manner which includes two levels. The first level shall be called "primary" and the second level shall be called "secondary".
5. A "determination" is the decision to support or not support, in whole or in part, a grievance at any level of the grievance (primary or secondary) procedure, or a decision that the claim does not meet the definition of a grievance under these rules.
6. The grievant may at any step of the grievance procedure have with him/her another tenured or tenure track faculty member to serve as a representative to assist in clarification of issues. In addition or alternatively, the grievant may at any step of the grievance procedure have with him/her an attorney; however, the attorney may not participate directly in any meeting or hearing under the grievance procedures, and the role of the attorney will be limited to observing and advising the grievant.
7. If the grievant intends to have a representative or attorney with him/her, he/she shall notify the chief academic officer as soon as possible prior to the meeting or hearing and provide the name, address, and telephone number of the representative or attorney. If the representative is an attorney, the college may have an attorney present at the meeting or hearing, and the meeting or hearing may be rescheduled so that the college attorney may be present.
8. Anyone who has been involved in a decision that is the basis of the grievance and anyone who has served as a representative of a grievant at any step of the grievance procedure shall not take part as a committee member in any determination made by the Faculty Grievance Committee involving that same grievant.

9. All grievances shall be processed as rapidly as possible. For the purposes of these provisions, a "working day" shall be defined as any weekday, Monday through Friday, excluding holidays or other days at which time the college is officially closed. Any grievance which is filed in the summer shall be heard during the first ten working days after Fall Semester classes begin.
10. All discussions, tapes, records, and other documents with respect to a grievance shall be kept confidential by the parties involved.
11. A disagreement by the faculty member concerning the Faculty/Administrative Performance Review does not constitute an initiation of the Grievance Procedure.

## **Procedure**

The grievance procedure is respected as a valuable mechanism for dispute resolution within the college. It is the right of any faculty member to take grievable disputes to the formal grievance process. Faculty members shall not be discouraged from pursuing any bona fide grievance by any department chair, college administrator, or other person that could be named in the grievance. The use of grievance procedures shall not negatively influence a faculty member's performance evaluation or other rights and privileges within the college.

A faculty member who wishes to initiate the grievance procedure must obtain the Grievance Committee Information Sheet on Forms Central on Sinclair's Intranet. This form should be used by the faculty member to complete Steps I, II, and III of the primary level of the grievance procedure. The primary level may begin anywhere along Steps I, II, or III in an effort to settle the grievance by written mutual agreement.

### **1. Primary Level**

Step I: This is a step taken by a grievant through a written request for a meeting with the department chair to discuss a grievance. This request must be made in writing within ten working days of the event or condition causing the grievance. This meeting will take place within five working days of a request for such a meeting. A written determination shall be sent to Human Resources Director, chief academic officer, academic division dean, and other parties involved within three working days.

Step II: The grievant may make an appeal of the determination made in Step I to the academic division dean. The request for a meeting for this appeal must be made in writing and submitted within three working days after the receipt of the determination in Step I. This appeal shall be heard by the academic division dean within five working days after it is submitted. The academic division dean shall strive at this point to settle the grievance by:

- a. meeting individually with the grievant, and
- b. meeting individually with the parties involved, and
- c. meeting collectively with the grievant and the involved. A determination shall be put in writing within five working days by the academic division dean with copies



being sent to the Human Resources Director, chief academic officer, academic division dean, department chair, other parties involved, and the grievant.

Step III. The grievant may make an appeal of the determination in Step II to the chief academic officer after conducting a personal conference between the grievant and the appropriate academic division dean. The appeal must be made in writing. This appeal shall be heard within five working days after the request is received. A determination shall be put in writing within five working days by the chief academic officer with copies being sent to the academic division dean, department chair, Human Resources Director, and other parties involved.

### 2. Secondary Level

Step I: If a grievant wants to continue the grievance process after the Primary Level, the grievant must file a written statement with the chief academic officer and the Grievance Committee of the Faculty Assembly. This must take place within five working days of the determination of Step III above. The grievant must submit, with the statement of the grievance, a copy of all the determinations made in Steps I, II, and III above (see Grievance Committee Information Sheet) with copies being sent to the chief academic officer, academic division dean, department chair, Human Resources Director, and other parties involved.

Step II: The Faculty Grievance Committee, upon receipt of the written grievance, shall meet within five working days to determine if the primary steps have been completed. If it is determined that those steps have not been completed, the matter shall be returned to the chief academic officer with a recommendation about how and at what step the grievance should proceed. If it is determined that those steps have been completed, a hearing shall be held within ten working days by the Faculty Grievance Committee. Within seven working days after the hearing, the committee shall make a determination. The time restrictions may be waived by mutual agreement of the grievant and the committee.

In cases of a grievance against the recommendations of the Promotion and Tenure Committee, the grievant may request two faculty members and two deans of the grievant's choice to appear as witnesses during the hearing procedure of the Faculty Grievance Committee. The committee shall submit its findings along with the determination to the chief academic officer, copies of which shall be sent to the academic division dean, department chair, Human Resources Director, other parties involved, and the grievant.

Step III: The chief academic officer shall review the determination of the Faculty Grievance Committee. Within five working days, the chief academic officer shall in writing notify the grievant and the Faculty Grievance Committee of his/her determination, with copies being sent to the academic division dean, department chair, Human Resources Director, and other parties involved.

Step IV: The grievant may appeal the determination of the chief academic officer to the President of the college, but only as to any procedural irregularities alleged in the

handling of the grievance. Within five working days, the President shall in writing notify the grievant and the Faculty Grievance Committee of his/her determination, with copies being sent to the chief academic officer, academic division dean, department chair, Human Resources Director, and other parties involved.

Upon the determination of the President, the grievance procedure is completed.

### **13.3 Faculty Grievance Committee Procedure**

#### **Preliminary Faculty Grievance Procedure**

1. The Faculty Grievance Committee will meet during the Fall Semester of each academic year to elect a Committee Chair and review the Faculty Grievance Procedure.
2. Upon receipt of a written grievance statement, the Faculty Grievance Committee Chair shall convene a meeting of the committee within five working days to determine if the Primary Level steps of the Faculty Grievance Procedure have been completed.
3. The Faculty Grievance Committee shall then review all written information to determine if the evidence indicates that there is a cause for grievance. In cases where the committee feels there is no cause for grievance, the committee shall notify the grievant(s) as well as other relevant parties.
4. If the committee finds there is sufficient cause for grievance, the committee shall determine the individuals involved, namely, those persons who were parties to the grievance process either by being named in the grievance or by being responsible for reviewing the grievance process. The committee shall notify the parties of the time, date, and place for the initiation of the formal hearing procedure. Decisions of the Faculty Grievance Committee under the Preliminary Grievance Procedure shall be made by a simple majority vote of the committee.

#### **Hearing Procedure**

1. Two-thirds (i.e., eight members) of the membership of the Faculty Grievance Committee must be present to convene a formal hearing and three-fourths of those participating in the formal hearing must affirm any determination made at that hearing.
2. An audio recording of the hearing may be made for the use of the Faculty Grievance Committee to aid in its deliberations. Any recording will be a record of the college and will be available to the Committee, the grievant and the chief academic officer.

3. At the commencement of the formal hearing, the Chair of the Faculty Grievance Committee shall introduce the parties involved and explain Section C, the Post-Hearing Procedure and the following hearing procedures:
  - a. The grievant(s) and/or his/her representative will address the committee first and present relevant information in support of the grievance.
  - b. The party being grieved against and/or his/her representative shall then have the opportunity to answer the grievance and present relevant information.
  - c. The chair shall then give each committee member the opportunity to question any or all parties involved in the hearing. No committee members shall interrupt any other member during this period of inquiry.
4. General questioning by any party to the grievance will follow, but any individual posing a question must be recognized by the chair.

#### **Post-Hearing Procedure**

1. The Faculty Grievance Committee shall meet as necessary to review the information derived from its hearing and to determine if the information is sufficient or if additional information is necessary for its deliberations.
2. Within the time allotted in Section 13.2, Secondary Level, Step II, the Faculty Grievance Committee shall make its determination by secret ballot. Three-fourths of those committee members participating in the formal hearing must affirm any determination derived from this formal inquiry.
3. A subcommittee shall compose a draft of the determination document; however, this document must be approved by the committee as provided for in the paragraph immediately above (Post-Hearing Procedure Step 2)
4. After the determination document, which may also contain the committee's recommendations as well as its findings regarding the grievance, has been approved by the committee (as described immediately above), the document will be forwarded to the chief academic officer. All members of the Faculty Grievance Committee will be informed in writing of the disposition by the chief academic officer.

## **PART B**

B.1	Timing and Action Calendar . . . . .	Page 117
B.2	Calculation of Class Meeting Time . . . . .	Page 120
B.3	Curriculum Review/Approval Process . . . . .	Page 120
B.4	Academic Petition Process . . . . .	Page 120
B.5	Procedure for the Appointment of Adjunct Faculty . . . . .	Page 120
B.6	Faculty Development Resources . . . . .	Page 121
B.7	International Activities . . . . .	Page 121
B.8	Grants Development Process . . . . .	Page 122
B.9	Informal Conflict Resolution . . . . .	Page 122
B.10	Retirement . . . . .	Page 122
B.11	Faculty Salaries and other Remuneration . . . . .	Page 124

## **Appendices and Links for Additional Information.....Page 125**

- I. Faculty Assembly Constitution
- II. Faculty Assembly Bylaws
- III. Full-time Employee Handbook
- IV. Student Support Services
- V. Emergency Closing Procedure
- VI. Academic Integrity Policy
- VII. Student Judicial Affairs Code of Conduct Handbook
- VIII. Course Syllabi Templates

## **PART B**

### **B.1 Faculty Timing and Action Calendar**

2016-2017

August 1	Mini-sabbatical applications including statements of support due to the Center for Teaching and Learning Office for award interval of September and October
August 15	FPR form (now electronic) available on Forms Central, under "Faculty." Please note that the FPR review period is Fall 15, Spring 16, and Summer 16 (Summer is not required)
August 15-17	Faculty Planning Days (i.e., course preparation, FPR creation, other work to prepare for academic year)
August 18	Fall Conference
August 19	Fall Faculty Professional Development Day
August 22	Fall Semester Full and A-Term Classes Begin
August 22	Division deans notify faculty that they may provide input into 2015/16 evaluation of their respective department chairpersons
September 5	Campus Closed - Labor Day Holiday
September 15	All Faculty Performance Reviews to division deans (For departments with 12 or more tenure track faculty, this deadline is extended to September 30)
September 19	Fall 12 Week Session Begins
October 1	Mini-sabbatical applications including statements of support due to the Center for Teaching and Learning office for award interval of November and December
October 3	Division deans notify faculty of an unsatisfactory rating on FPR evaluation (not first-year faculty)
October 3	Faculty Performance Reviews from Deans to Chief Academic Officer (For departments with 12 or more tenure track faculty, this deadline is extended to October 15)
October 16	Fall Semester A-Term Classes Ends

## SCC Faculty Handbook

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October 17	Fall Semester B-Term Classes Begin
November 1	Faculty Performance Reviews to President
November 11	Campus Closed – Veterans Day
November 23	Classes beginning at 5 PM or later are cancelled for Thanksgiving Holiday
November 24-26	No regularly scheduled classes meet – Thanksgiving Holiday
December 1	Division deans notify faculty in their respective divisions who are eligible to apply for promotion and tenure
December 1	Mini-sabbatical applications including statements of support due to the Center for Teaching and Learning Office for award interval of January and February
December 5-11	Finals Week
December 11	Fall Semester Full, B-Term, and 12 Week Classes End
December 26-30	Campus Closed – Winter Holiday
January 2	Campus Closed – New Year's Day Holiday
January 9	Spring Semester Full and A-Term Classes Begin
January 16	Campus Closed – Martin Luther King Holiday
January 17	Promotion/Tenure applications and summary materials submitted to Chief Academic Officer by 5 p.m. (Room 7330)
January 29	Supplemental Contract requests due for those retiring as of June 1, 2017
February 1	Mini-sabbatical applications including statements of support due to the Center for Teaching and Learning Office for award interval of March and April
February 6	Spring Semester 12 Week Classes Begin
March 1	Sabbatical leave request forms due to Chief Academic Officer
March 1	Nominations for Professor Emeritus due to Chief Academic Officer
March 5	Spring Semester A-Term Classes End
March 6-12	Spring Break

## SCC Faculty Handbook

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March 13	Spring Semester B-Term Classes Begin
March 15	Division deans notify first-year faculty of unsatisfactory rating on FPR evaluation
April 1	Division deans notify faculty that they may provide input into 2016/17 evaluation of their respective department chairpersons
April 1	Mini-sabbatical applications including statements of support due to the Center for Teaching and Learning Office for award interval of May and June
April 1	Chairperson of the Promotion and Tenure Committee recommendations to deny promotion and/or tenure shall be made in writing to faculty member
April 15	Promotion/Tenure Committee submits recommendations to President
April 15	Final date for Division Dean to recommend non-renewal of contract of first year faculty to Chief Academic Officer
April 30	Faculty notified of Promotion and Tenure recommendations
May 1	Merit applications materials submitted to chief academic officer by 5 p.m.
May 1-7	Finals Week
May 7	Commencement
May 7	Spring Semester Full and B-Term Classes End
May 19	Faculty Promotion/Tenure recommendations reported to Board of Trustees
June 1	Mini-sabbatical applications including statements of support due to the Center for Teaching Learning Office for award interval of July and August
June 10	Merit Committee submits recommendations to President
June	Faculty Merit recommendations reported to Board of Trustees
June 30	Faculty notified of Merit determination
July 15	Meritorious faculty receive remuneration for Merit Awards



### **B.2 Calculation of Class Meeting Time**

The length of class meeting time is determined by the Ohio Department of Higher Education (ODHE), based on required minutes of instruction per credit hour. Sinclair schedules classes in accordance with ODHE requirements, and all classes must meet for the required amount of time specified by the ODHE.

### **B.3 Curriculum Review/Approval Process**

The development of the curriculum is the responsibility of the college's faculty. To this end, a faculty committee called the Curriculum Review Committee, which is a subcommittee of the Curriculum Committee, is responsible for reviewing requests for new courses/modules/programs and revisions to existing courses/modules/ programs. This committee consists of four faculty members appointed by the President of Faculty Senate for three-year terms, and one department chairperson appointed by the Chairperson of the Department Chairpersons Council. The committee is chaired by the Assistant Provost of Curriculum and Assessment and reviews and recommends curriculum changes on a continuing basis.

### **B.4 Academic Petition Process**

The Academic Petitions Committee will only consider requests to change "F" or "Z" grades to withdrawal status ("W"). All other grade disputes must be submitted to the instructor who assigned the grade.

A change of grade may be requested, within the two year time limit, for emergency circumstances that prevent a student from withdrawing by the deadline date or after the deadline. In order to request consideration from the Academic Petitions Committee, a student must complete an academic petition form located in the Office of chief academic officer and return that form to the same office. The student will be asked to submit documentation to verify the circumstances pertaining to the petition.

### **B.5 Procedure for the Appointment of Adjunct Faculty**

Department chairs are responsible for recommending candidates for adjunct faculty appointments to deans and the chief academic officer. Chairs work with the Academic Staffing Coordinator of the Human Resources Office to advertise and process applications. Tenured and tenure-track faculty assist with this selection process, according to the procedures established within each department.

## **B.6 Faculty Development Resources**

The first Critical Performance Area for tenure-track and tenured faculty is Scholarship and Professional Growth. To support the ability of faculty to remain current in their disciplines and continuously grow as teachers, the college provides support from several sources.

The Center for Teaching and Learning supports the development of Sinclair's faculty, full-time and adjunct, as teachers and members of the academic community. Through an extensive array of conferences, workshops, presentations, learning communities, and other events, the Center provides opportunity for faculty to explore practices and pedagogies that contribute to successful teaching and learning. The CTL and its faculty volunteers are available to individual faculty and to academic departments and divisions to provide assistance on a variety of teaching-learning topics. The CTL also oversees the Mini-Sabbatical Program, a source of funding for faculty who wish to attend conferences, institutes, and similar events as part of their overall professional development. Guidelines and due dates for Mini-Sabbatical applications are available through the CTL. In addition to faculty development, the CTL also coordinates the recognition of faculty members' achievements as teachers through its awards program.

Faculty may seek funding for conference attendance through their departments and other college sources. As a Board member college of the League for Innovation, Sinclair supports presentations by its faculty and staff each year for the League's conferences. Additionally, conference attendance and presentations are often supported as part of grants and contracts. International professional travel may be funded on a limited basis for selected activities that are related to the college's goals for international education.

Membership and participation in professional organizations can be a valuable source of faculty professional development. If a faculty member desires to join a professional organization, dues for this membership are the faculty member's responsibility. The college will, on a selective basis, provide funding for attending meetings of professional organizations where attendance is clearly related to improving the faculty member's currency in his/her field of study or profession. If the organization is one in which the college should have representation, the college may elect to fund an institutional membership which, in turn, may benefit the professional development of all faculty in the field or profession.

All professional travel must be approved in advance and follow the college's travel policy, which can be found at Forms Central in the Sinclair intranet.

## **B.7 International Activities**

Faculty who are interested in leading student study abroad travel should contact the Director of International Education regarding policies and procedures for such travel.

### **B.8 Grants Development Process**

Sinclair Community College pursues external funding through grants, contracts and gifts in order to allow the college to undertake initiatives it would not be able to support through its usual funding. This work is carried out by the Grants Office which is under the oversight of the Vice President for Institutional Advancement. Faculty who are interested in pursuing a grant for a project or initiative should first discuss the initiative with the department chair and academic division dean to ensure it is consistent with department and division goals. The Grants Office can assist with searching for external funding sources, the development of proposals, submitting proposals for college review, and submission of approved proposals to the funding agency.

Grants, contracts, and gifts are made to the college rather than to an individual. All proposals or other requests to any external funding agency or donor must be first approved by the appropriate college administrator as identified by the Grants Office.

### **B.9 Informal Conflict Resolution**

Faculty members should bring to the attention of their supervisor(s), i.e., department chair (or academic division dean if applicable), any work-related conflicts as soon as possible after they arise. If attempts to resolve the conflict with the immediate supervisor(s) is/are unsuccessful, the faculty member should attempt to resolve the issue with that person's supervisor.

For potential grievance issues, the faculty member may consult with a faculty senator or senate officer for an explanation of what is grievable (see Section 13.2 [Faculty Grievance Procedure](#)) and an explanation of the formal grievance process.

If the interpretation of a section of the Faculty Handbook is in question, the faculty member may request that the Faculty Senate President submit the question to the Personnel Committee of the Faculty Senate for additional clarification. The findings of the Personnel Committee constitute an opinion that may be useful in informally resolving the issue, but they are not binding.

Issues related to discrimination, sexual harassment, or other potentially illegal behavior should be reported directly to the Director of Human Resources.

### **B.10 Retirement**

A faculty member who chooses to retire is requested do so effective at the end of an academic term. Sixty days written notice is requested, and should be sent to the office of the chief academic officer.

#### **Full-Time Reemployment of College Retirees**

A retired faculty member may apply for full-time employment with the college under the same hiring procedures as any other applicant. Reemployment may have financial consequences related to social security, income taxes, and retirement benefits through the State Teachers Retirement System that the retired faculty member should thoroughly investigate.

### **Supplemental Retirement Contract**

After retirement, a full-time faculty member as defined by this handbook is eligible to apply to teach on a temporary, part-time basis under a Supplemental Retirement contract with the college. Such employment is not automatic, but is contingent upon the needs of the college, and allows for continued service on a temporary, part-time basis for three years at a payload rate of one-fourth the faculty member's final base salary, and a workload rate of one-third the normal 30 payload hours per academic year. Additional teaching in an academic year over 10 payload hours may be arranged by agreement and will be compensated at the full-time faculty overload rate. A faculty member may also be hired to teach during the summer term where regular policies/procedures for faculty workload apply.

### **Procedures for Supplemental Retirement**

1. At least six months before the effective date of the intended retirement, the faculty member must complete and sign the following forms and forward both to the chief academic officer, via the faculty member's department chair or dean:
  - a. Supplemental Retirement Application form
  - b. Limited Service Agreement form
2. The chief academic officer must notify the faculty member at least three months prior to the effective date of the intended retirement concerning the college's acceptance or rejection of the faculty member's application.
3. If the application is rejected, the faculty member retains the right to remain in the member's full-time position.
4. If the application is accepted, the faculty member must complete the retirement process prior to beginning the supplemental retirement contract.
5. A faculty member's participation in the Supplemental Retirement Plan will remain in effect for a maximum of three years. Participation may be extended on an annual contract basis beyond three years by mutual agreement of the faculty member and the college.
6. A faculty member investigating supplemental retirement contracts should contact the office of the chief academic officer.

### **Retirement Plan Rules and Other Legal Requirements**

Certain terms and conditions of faculty retirement, reemployment of a retired faculty member, and supplemental retirement contracts may be governed by tax law, state law, and the rules of

the State Teachers Retirement System (STRS) or private retirement plans. Individual faculty members are responsible for thoroughly investigating those requirements to protect their benefit rights.

## **B.11 Faculty Salaries and Other Remuneration**

### **Faculty Base Salaries**

The salary ranges for faculty are as follows:

Rank	Range	FY 2016-2017
Professor	Maximum	\$97,177
	Minimum	\$68,685
Associate Professor	Maximum	\$80,167
	Minimum	\$57,511
Assistant Professor	Maximum	\$68,167
	Minimum	\$49,412
Instructor	Maximum	\$58,844
	Minimum	\$43,056

### **Merit Award**

The merit award for the 2016-17 year evaluation period will be paid as a fixed dollar amount of \$3,475.

### **Summer and Overload Pay**

#### FY 2016-2017

Overload \$929

Summer \$929

### **Department Chairperson's Salary**

In addition to the faculty salary, a stipend of \$7,500 is provided for additional administrative responsibilities.

## **Appendices and Links for Additional Information**

- I. Faculty Assembly Constitution:  
<http://www.sinclair.edu/about/offices/staff-senate/constitution-and-by-laws/>
- II. Faculty Assembly Bylaws:  
<http://www.sinclair.edu/about/offices/faculty-senate/bylaws-and-rules/>
- III. Full-time Employee Handbook :  
<https://employees.sinclair.edu/hr/employee-handbooks/>
- IV. Student Support Services:  
  
Disability Services:  
<http://www.sinclair.edu/support/disability/>  
  
Tutorial Services:  
<http://www.sinclair.edu/services/academic/tutorial-services/>
- V. Emergency Planning  
  
Closing Procedure  
<https://employees.sinclair.edu/hr/manager-tools/emergency-closing-of-sinclair-college/>  
  
Emergency Procedures Guide  
<http://www.sinclair.edu/services/conduct-safety/public-safety/planning-for-emergencies/emergency-procedures-guide/>
- VI. Academic Integrity Policy:  
<http://www.sinclair.edu/about/learning/gened/hc/>
- VII. Student Judicial Affairs Code of Conduct Handbook:  
<http://www.sinclair.edu/student/judicial/sss/index.cfm>
- VIII. Course Syllabi Templates  
Faculty are encouraged, but not required, to use the syllabus template below as a tool to ensure that all required information is included on the syllabus. The common formatting will help students find information more easily. Additionally, there is an online template tool called esyllabus at: <https://syllabus.sinclair.edu/>

## Syllabus Template

- Course Number
- Section
- Term
- Credits
- Room
- Meeting Days
- Meeting Time
- Faculty Information
  - Instructor(s)
  - Department
  - Phone Number
  - Use Course Mail
  - Office Location
  - Division
  - Alternate Number
  - Alternate Email
  - Office Hours
- Prerequisites
- Course Description
- Course Objectives/Competencies
- Course Outline
- Course Requirements
- Class Policies
- Grade Policies
- Evaluation/Grades

Exams and Assignments	Points/Percentage	Grading Scale

- Course Schedule

Week	Material to be Covered	Assignments Due

- Make Up Work (Optional)
- Unit outcomes (Optional)
- Additional Information (Optional)
- Reference Materials/Bibliography (Optional)
- Technical Requirements (Optional)
- Testing Information

- Sinclair Policies

### Sinclair Academic Policies

Visit the links below to view Sinclair policies regarding adding or dropping a course, withdrawing from college, late registrations, change of schedule, administrative withdrawal, student behavior guidelines, safety and security, and other academic policies. Understanding these policies is the responsibility of every student.

- Policies for Academic Progress, Academically Dismissed Students, FERPA Records, Fresh Start  
<http://www.sinclair.edu/services/registration/Policies/>
- Add/Drop a Course <http://www.sinclair.edu/services/registration/Registration/AddorDropClasses/>
- Honor Code and Plagiarism Policies: <http://www.sinclair.edu/about/learning/gened/hc/>
- Student Handbook <http://www.sinclair.edu/student/leader/handbook/>
- Policies, Procedures & Services <http://www.sinclair.edu/catalog/pub/2012/policiesandprocedures.pdf>
- Disabilities Policy & Procedure Guidelines for Students <http://www.sinclair.edu/support/disability/policies>

### Attendance

Students are expected to be present at all class sessions. It is the students' responsibility to read and understand the class attendance policy or the SinclairOnline course participation policy that will be defined in the syllabus for each course. It is the faculty member's responsibility to define attendance or participation requirements and to monitor and record the students' fulfillment of these requirements. It is a program's prerogative to have specific policies across multiple sections due to the unique requirements of that program. Attendance for traditional classes or participation for SinclairOnline classes may affect final grades, financial aid eligibility, and V.A. benefits.

### Sinclair Semester Dates

Click the link below to view important semester dates such as registration deadlines, payment deadlines, start and end dates for the semester as well as the last day to withdraw with a refund and the last day that withdrawal is allowed.

<http://www.sinclair.edu/stservices/rsr/dates/index.cfm>