



Holly Goslin, Outstanding Faculty 2023

# UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE AT BATESVILLE



FACULTY HANDBOOK

2023-24

## Welcome

Welcome to the University of Arkansas Community College at Batesville (UACCB) Faculty Handbook! This comprehensive guide is designed to provide you with all the information you need to succeed as a faculty member at our institution. Whether you are new to your faculty role at UACCB or have been with us for many years, this handbook will serve as a valuable resource to help you navigate the policies, procedures, and expectations of our academic faculty.

In these pages, you will find detailed information about our institution's mission, vision, and values, as well as our academic policies and procedures. You will also find guidance on our professional development opportunities, resources for teaching, and information about our shared governance model, and the various committees and organizations that make up our academic community.

We understand that the role of a faculty member is multifaceted and can be challenging at times. That's why this handbook is designed to provide you with a comprehensive overview of your responsibilities and the resources available to you. We hope that it will serve as a valuable tool to help you navigate your role as a faculty member and support you in achieving your professional goals at UACCB.

At UACCB our commitment to teaching and learning is the foundation of everything we do. And as such, we want to ensure you have a solid support network, easily accessible resources, and the support you need to be successful. Your efforts ensure our students have the best chance of being successful in meeting their academic and professional goals.

We are thankful to have you as a part of our college, and we hope that this handbook will be a useful resource. If you have any questions or concerns, please do not hesitate to reach out to your peers, Academic Dean, myself, or any of the many staff and faculty at UACCB. We are here to support you and help you succeed. We are proud of our faculty, and we look forward to seeing you grow and succeed in the coming year. Once again, welcome to UACCB!

Best Regards,



Dr. Holly Smith  
Vice Chancellor for Academic Affairs

## Introduction

The Faculty Handbook is an official publication of the University of Arkansas Community College at Batesville. At UACCB we are focused on providing educational opportunities that ensure our students, communities, and partners. When you talk with fellow faculty members at UACCB, you will likely notice their commitment to teaching students and to student success.

Our goal is to provide you with a foundational knowledge of who we are and what we do at UACCB. It provides the knowledge you need regarding the institution's history, mission, values, and vision. This handbook is also intended to highlight the personal focus we place on student success. We hope to provide faculty members with a brief overview that serves as a supplement to the [UACCB Policies and Procedures](#), the [University of Arkansas Systemwide Policies and Procedures](#), the [University of Arkansas Board of Trustees Policies](#), and the Local, state, and federal laws are also noted when relevant. The University of Arkansas Community College at Batesville is governed by the University of Arkansas Board of Trustees. We reserve the right to revise, modify, and repeal any of these policies through future formal actions.

## Equal Employment Opportunity

It is the policy of the University of Arkansas Community College at Batesville to prohibit discrimination of its students, faculty, and staff and to make every effort to eliminate discrimination within the UACCB community. UACCB should be a place of work and study for students, faculty, and staff, which is free of all forms of discrimination, sexual intimidation, and exploitation.

UACCB is committed to providing equal opportunity for all students and applicants for admission and for all employees and applicants for employment regardless of race, color, age, gender, pregnancy, religion, national origin, marital or parental status, disability, veteran status, or sexual orientation. In addition, discrimination in employment on the basis of genetic information is prohibited.

Anyone with questions regarding this policy may contact the Title IX Coordinator, the Personnel Officer, or the Vice Chancellor for Student Affairs by calling 870-612-2000 or in writing to the University of Arkansas Community College at Batesville, P.O. Box 3350, Batesville, Arkansas, 72503-3350.

*This edition of the Faculty Handbook supersedes all previous editions. Revision date: July 1, 2023.*

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## Mission, Vision, Values and Strategic Planning

### Introduction

The two-year college is a unique American contribution to higher education, and the University of Arkansas Community College at Batesville has played an important part in this movement by providing access to education for the people of north central Arkansas since 1991, when it was reorganized as Gateway Technical College.

Among the 14 vocational-technical schools converted into technical colleges and university branch campuses by an act of the Arkansas legislature, UACCB endeavors to provide quality Technical Certificate and Associate of Applied Science degree programs in occupational technical areas; a college parallel transfer curriculum including Associate of Arts, Associate of Arts in Teaching, and Associate of Science degrees; customized training for business and industry; continuing education programs for life-long learning and personal enrichment; and adult education.

In October 1997, Gateway Technical College merged with the University of Arkansas System and with the passage of a county sales tax became the University of Arkansas Community College at Batesville in March 1998. UACCB is accredited by the Higher Learning Commission. UACCB's service area was defined by the State Board of Higher Education to include Independence and Cleburne Counties; UACCB shares Stone and Sharp Counties with Ozarka College.

Since UACCB's conversion to an institution of higher education, the faculty, staff, and trustees have worked diligently to fulfill its mission of expanded service. New courses and programs of study have been added throughout the Industrial Technologies, Health Occupations, Business, and General Education curricula.

Renovation and expansion of the campus has also been an important part of the UACCB mission. Phase I construction was completed in the summer of 1999 and drastically changed the appearance of the campus. This phase included an 11,000 square foot Arts and Sciences Building, main entrance signs, an arcade on the Main Classroom Building, landscaping, additional parking lots and campus infrastructure. Phase II of the construction program was completed in the spring 2001. The corner stone to Phase II is Independence Hall, a 37,375 square foot Conference/Student Center. In 2002, the College invested in the utilities infrastructure on the newly acquired 25 acres east of the original campus property, connected the properties with a traffic bridge and constructed a new 14,000 square foot consolidated Plant Maintenance Facility and over the summer the former Business and Community Outreach building was renovated and now houses the Adult Education Center. The renovation of the building brought it in line with the campus motif and provided an added 1000 square feet to the structure. UACCB has a bright future and will strive to provide even greater educational opportunities for the citizens it serves.

### Mission Statement

The University of Arkansas Community College at Batesville provides quality educational opportunities within a supportive learning environment. We promote success through community partnerships, responsive programs, and an enduring commitment to improvement.

### Vision Statement

UACCB will be recognized for excellence in education, leadership, service, and innovation in response to educational, economic and social needs.

## Values

At UACCB we value...

- Unity through collaboration
- Achievement in educational goals
- Commitment to excellence
- Contribution to community
- Balance in learning and life

## Strategic Plan

The [UACCB Strategic Plan](#) spans 2020-2025. Strategic initiatives were developed and aligned with the Mission, Vision, and Values, which support “quality education opportunities within a supportive learning environment” through partnering, responding, and committing to improvement. The acronym for major initiatives is REACH, which conveys the institution’s overarching plan of growth and improvement through work and coordinated efforts toward a point or “destination” of achievement. The Strategic Initiatives include:

- **Respond:** Strengthen responsiveness to student, college, staff, community, college employee, and workforce needs
- **Engage:** Bolster engagement with students, faculty, staff, community, and employers
- **Access:** Improve access to quality education programs and services to support goal completion
- **Communicate:** Enhance internal and external connections through communication and collaboration
- **Help/Support:** Strengthen support for students in their educational pathways

## General Education Philosophy and Outcomes

The term "general education" at the College refers to providing opportunities for students to acquire a body of knowledge and skills commonly held to be relevant to living and working in a diverse society in the twenty-first century. The College has established a required core of general education courses in its degree and certificate programs.

The general education curriculum is the primary avenue through which students improve their ability to think, reason, compute, communicate, and adapt to change. However, the entire faculty and staff are committed to reinforcing, enhancing, and supporting the knowledge and skills acquired through this body of courses and are further committed to introducing general skills and knowledge not necessarily covered in depth in other classes.

The curriculum will provide each student the opportunity to:

1. Improve communication skills, which include listening, speaking, writing, and reading.
2. Increase proficiency with computation skills including understanding and applying mathematical concepts and reasoning as well as analyzing and using numerical data.
3. Increase proficiency in critical thinking and problem-solving skills such as creative thinking, analysis, synthesis, evaluation, and decision making.
4. Develop technological and information management skills, including the collection, analysis and organization of material from varied sources.
5. Develop professional work habits, ethics, and interpersonal skills.



## Accreditation

UACCB is accredited by the Higher Learning Commission ([hlcommission.org](http://hlcommission.org)), an institutional accreditation agency recognized by the U.S. Department of Education. UACCB's most recent reaffirmation extends through 2032-2033.

Higher Learning Commission  
230 South LaSalle St.  
Suite 7-500  
Chicago, IL 60604- 1413  
Phone: 800-621-7440 / 312-263-0456  
Fax: 312-263-7462  
[info@hlcommission.org](mailto:info@hlcommission.org)

UACCB is authorized to offer the Associate of Applied Science and the Associate of Arts and Associate of Science degrees by the AHECB.

As a state-supported, two- year institution, UACCB is recognized by the Arkansas Department of Higher Education, the Arkansas Department of Workforce Education, and the Arkansas State Approving Agency for Veteran's Training for financial aid purposes.

The University of Arkansas Community College at Batesville's concurrent enrollment program received reaccreditation in 2019 from the National Alliance of Concurrent Enrollment Partnerships (NACEP) Accreditation Commission. UACCB is one of 112 accredited programs in the country across 22 states.

The UACCB RN Program is Nationally Accredited by the Accreditation Commission for Education in Nursing (ACEN). With the most recent accreditation decision made by the ACEN Board of Commissioners for the RN nursing program is "Continuing Accreditation."

ACEN  
3390 Peachtree Road NE, Suite 1400  
Atlanta, GA 30326  
(404) 975-5000  
[www.acenursing.org](http://www.acenursing.org)

The University of Arkansas Community College at Batesville Arkansas EMT-Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Commission on Accreditation of Allied Health Education Programs  
8301 Lakeview Parkway  
Suite 111-312  
Rowlett, TX 75088  
727-210-2350

Many of the college's academic programs are reviewed and approved by program specific boards including the following:

- The Registered Nursing program is approved by the Arkansas State Board of Nursing.
- The Practical Nursing program is approved by the Arkansas State Board of Nursing.

- The Emergency Medical Technician program is approved by the Arkansas Department of Health, Division of Emergency Medical Services.
- The Certified Nursing Assistant program is approved by the Arkansas Department of Human Services, Office of Long-Term Care.
- The Adult Education program is approved by the Arkansas Department of Workforce Education.
- The Cosmetology program is approved by the Arkansas State Board of Health, Cosmetology section.

Federal regulations require the University of Arkansas Community College at Batesville to disclose whether its degree programs meet U.S. jurisdictions' educational requirements for licensure (34 CFR 668.43(a)(6) & 34 CFR 668.72(n)). The college provides this information for open viewing on the [institutional website](#).

## Institutional Structure and Governance

### University of Arkansas System Structure and Governance

Since its inception, the University of Arkansas System has developed a tradition of excellence that includes the state's 1871 flagship, land-grant research university; Arkansas's premier institution for medical education, treatment and research; a major metropolitan university; an 1890 land-grant university; two regional universities serving southern and western Arkansas; seven community colleges; two schools of law; a presidential school; a residential math and science high school; a 100 percent-online university and divisions of agriculture, archeology and criminal justice. The individual entities of the UA System maintain cooperative strength as well as diverse offerings that exhibit unmatched economic and social impact to the state.

The UA System provides communities in Arkansas with access to academic and professional opportunities, develops intellectual growth and cultural awareness in its students and provides knowledge and research skills to an ever-changing society. The system enrolls more than 70,000 students, employs over 28,000 and has a total budget of more than \$4 billion. An intrinsic part of the texture and fabric of Arkansas, the UA System is a driving force in the state's economic, educational and cultural advancement.

### Board of Trustees

The Board of Trustees of the University of Arkansas is the institution's governing body. The board is comprised of 10 trustees representing each of the state's four congressional districts.

The president is the chief executive officer of the UA System and reports to the Board of Trustees. Each campus has a chancellor as its chief executive officer, reporting directly to the president. Information about the University of Arkansas System leadership and governance can be obtained [here](#).

### President

The [president](#) is the leader of the UA System and is appointed by and responsible to the Board of Trustees for the management of the officers and execution of the policies of the UA System and all of its campuses, division and units of administration. As chief executive, the president is responsible for making recommendations to the board for securing the necessary personnel and the fiscal resources required for the operation of the university and making recommendations regarding policies, budgets and regulations applicable to the system and its campuses.

## UACCB Structure and Governance

As one of seven two-year colleges in the University of Arkansas System the University of Arkansas Community College at Batesville (UACCB) serves an eight-county area in northeast Arkansas, offering associate degrees, technical certificates, certificates of proficiency, adult education (GED and ESL) and kids' college.

For the current UACCB organization structure, see [Supporting Document 1: UACCB Organizational Structure](#). The organizational chart can also be found on the [college website](#).

### Chancellor

The Board of Trustees of Arkansas State University appoints the Chancellor of ASU-Newport. The Chancellor is the chief administrative officer for the campus and reports to the President. As the chief administrator, the Chancellor is responsible for the overall well-being of the college, including the general areas of instruction, business affairs, and student services. The Executive Cabinet assists the Chancellor.

### Chancellors Executive Cabinet

The Executive Cabinet is composed of the Chancellor and reports directly to the Chancellor, which includes the Vice Chancellor for Academic Affairs, the Vice Chancellor for Student Affairs, the Chief Finance Officer, the Executive Director of Facilities and Auxiliary Services, and the Executive Director of Special Projects. The Executive Cabinet convenes bimonthly and represents every area of the college to ensure coordination of information, collective analysis of institutional matters and issues, and ensures the College maintains relevance by maintaining a clear focus on the mission, vision, values, and strategic initiatives.

### Board of Visitors

On September 18, 1997, the Board of Trustees of the College approved a recommendation to merge with the University of Arkansas System. Prior to the merger with the University of Arkansas System, the College was governed by a local Board of Trustees. After the merger on October 13, 1997, this group became the Board of Visitors. The [Board of Visitors](#) provides local input to College governance in an advisory capacity.

## UACCB Academic Affairs Structure and Governance

### Vice Chancellor for Academic Affairs

The Vice Chancellor for Academic Affairs (VCAA) reports directly to the Chancellor. The Vice Chancellor for Academic Affairs is responsible for the development, coordination, and implementation of the total instructional program, including faculty and staff recruitment and retention. It is the goal of the Vice Chancellor for Academic Affairs to ensure relevance of all academic offerings and endeavors and to foster the growth of those participating in the learning process-both students and faculty. The VCAA is also responsible for oversight of Institutional and Program Accreditation, assessment, academic student success, the Secondary Career Center, Adult Education, and the Registrar.

For the full text of the Academic Affairs Organizational Structure, see [Supporting Document 1B: Academic Affairs Organizational Structure](#).

### Academic Deans

The Academic Deans report directly to the Vice Chancellor for Academic Affairs. The Academic Deans represent each program and instructional area within the college. They are recognized as academic instructional facilitators and serve as the liaison between higher levels of administration and faculty. These are twelve-month, non-extended appointments.

For the full text of the academic affairs organizational structure, see [Supporting Document 1B: UACCB Academic Affairs Organizational Chart](#).

### Academic Affairs Directors and Coordinators

Directors report directly to the Academic Deans. The Directors represent the programs and instructional areas within their divisions. They are recognized as academic instructional facilitators and serve as the liaison to student academic support and co-curricular areas. These are twelve-month, non-extended appointments.

For the full text of the academic affairs organizational structure, see [Supporting Document 1B: UACCB Academic Affairs Organizational Chart.](#)

### Institutional Shared Governance

Committees serve an important function in the effectiveness of the institution. Faculty, staff, administrators, students, and community members serve on committees to generate a broad perspective on institutional goals and objectives. Faculty members are an integral part of the institutional shared governance structure and are expected to actively serve on committees each year. For the full text of the shared governance structure, see [Supporting Document 1C: UACCB Institutional Shared Governance Structure.](#)

### Faculty Shared Governance

#### Faculty Senate

The [Faculty Senate](#) extends committee-as-a-whole privileges to all faculty and professional librarians. All faculty members, both full-time and part-time, are encouraged to participate in the organization. The purposes of the Faculty Senate are:

1. To provide a means of unity and support among faculty;
2. To serve as a means of communication from the faculty to the administration and to the Board of Visitors in matters of faculty concern, interest, and welfare; and
3. To consider and make recommendations in the creation and implementation of institutional and academic policy.

The Faculty Senate establishes the following standing committees: Curriculum, Faculty Affairs, and Student Affairs. The standing committees' structures and responsibilities shall be determined by the individual committees and approved by the Faculty Senate.

For the full text of the Faculty Senate Constitution, see [Supporting Document 2: Faculty Senate Constitution.](#)

#### Faculty Affairs Committee

The Faculty Affairs Committee is a sub-committee of the Faculty Senate. The committee's purpose is to address issues and concerns relating to faculty roles, responsibilities, and rights. For the full text of the Faculty Affairs Committee guiding document which includes processes and procedures, [see Supporting Document 2B: Faculty Affairs Committee Structure and Responsibilities.](#)

#### Student Affairs Committee

The Student Affairs Committee is a sub-committee of the Faculty Senate. address issues and concerns affecting the student population of the University of Arkansas Community College at Batesville. For the full text of the Student Affairs Committee guiding document which includes processes and procedures, [see Supporting Document 2C: Student Affairs Committee Structure and Responsibilities.](#)

#### Curriculum Committee

The Curriculum Committee serves to ensure the curriculum development and revision process. The scope of the committee's operation ranges from generating ideas for courses to securing complete proposals for programs of study. The committee has no administrative oversight and no financial or liability responsibilities.

Curriculum Committee representatives are elected and voted into the role. The Curriculum Committee functions as a representative group of the Faculty Senate, as does the Faculty Affairs Committee and the Student Affairs Committee.

For the full text of the Curriculum Committee guiding document which includes processes and procedures, [see Supporting Document 3: Curriculum Committee and Processes](#). A complete [curriculum manual](#) is available and outlines all aspects of the curriculum committee functions, membership, processes, and corresponding resources and forms.

## Faculty Appointment and Employment

The University of Arkansas Community College at Batesville is committed to the principle of equal employment opportunities. The [UACCB Operating Procedure 220.1](#) guides the hiring procedures for all positions on the UACCB campus.

### Faculty Hiring

#### Faculty Appointment

Faculty Appointments are issued by the college to provide documentation of the intent to renew or hire a faculty member for the upcoming academic year. Faculty appointment and compensation is guided by the policies and procedures provided on the [college website](#).

#### Faculty Credentials

The University of Arkansas Community College at Batesville (UACCB) faculty members, including those in concurrent enrollment, adjunct, contractual, and consortia programs are expected to be appropriately credentialed for the assigned discipline and courses they teach, while also meeting the requirements and assumed practices as set forth by the College's regional accrediting agency, the Higher Learning Commission (HLC). The purpose of this procedure is to establish appropriate processes and protocols necessary for ensuring faculty possess the minimum faculty qualifications for compliance with HLC criteria for accreditation and assumed practices, and quality facilitation of learning at UACCB. As per the [Higher Learning Commission's Faculty Qualifications Guidelines](#), "Accreditation agencies expect that accredited institutions will use credentials as the primary mechanism to ascertain minimal faculty qualifications. HLC recognizes that experience also may be considered in determining faculty qualifications. In some situations, a combination of these may be appropriate."

Accordingly, the expectations set forth [UACCB Operating Procedure 406.1.1 Faculty Minimum Qualifications](#) pertain to all of the College's faculty, including those in concurrent enrollment, adjunct, contractual, and consortia programs. This procedure also provides information and clarification regarding faculty qualifications for those individuals responsible for hiring and supervising faculty. All faculty and academic administrative staff are required to have official transcripts of all academic work on file in the VCAA office. It is the responsibility of the individual to update any additional work or degrees he or she has completed annually.

#### Faculty Compensation

Faculty compensation for UACCB faculty is guided by the following [series of compensation operating procedures](#):

- 406.2 - Hiring-Compensation Procedure for Full-Time Faculty Overloads
- 406.2.1 - Hiring-Compensation Procedure for Adjunct Faculty
- 406.3 - Compensation Procedure for Full-Time Faculty Teaching Summer Terms while off-appointment
- 406.4 - Compensation Procedure for Online Instruction
- 406.5 - Compensation Procedure for Faculty Teaching Laboratory Courses

- 406.6 - Compensation Procedure for Faculty Teaching Low-Enrollment Courses
- 406.7 - Compensation Procedure for Full-Time Faculty Covering an Absent Faculty Member's Class or Classes

### Faculty Terms of Employment

UACCB Faculty workload and roles for faculty are guided by [UACCB Operating Procedure 406.1](#). The purpose of this procedure is to identify the full-time faculty teaching load for 9-month faculty and 12-month faculty at the University of Arkansas Community College at Batesville.

All faculty roles, regardless of appointment length, encompass the general areas of teaching/learning support, professional development, and institutional and community service. Primary responsibilities are to plan, develop and teach courses within the curriculum and in the co-curricular setting, in a manner that promotes and encourages student learning.

[Supporting Document 5: General Faculty Job Description, 9-month Appointment](#)

[Supporting Document 6: General Faculty Job Description, 12-month Appointment](#)

## Faculty Evaluation and Performance

### Faculty Evaluation Criteria and Review

UACCB identifies a clear process utilized to ensure the annual performance appraisal process for full-time faculty is structured, consistent, and allows for self, student, supervisor, and peer review inputs to ensure a holistic and objective approach. [UACCB Operating Procedure 406.9 Full-Time Faculty Performance Evaluation](#) outlines the evaluation philosophy, practice, timeline, and clarifying points.

Professional review begins at the beginning of each spring term and must be completed prior to the end of the spring term for each full-time faculty member. The process is documented through the use of the following evaluation documents:

- Form A-Student Evaluation of Instruction
- Form B-Complete Faculty Evaluation
- Form C-Dean (previous referred to as Division Chair) Evaluation
- Form D-Performance Evaluation Summary
- Form E-Performance Evaluation Summary Document
- Form P-Peer Review

These documents are currently available for review in [my.uaccb.edu](http://my.uaccb.edu)->Academics->Faculty->Full-time Faculty Performance Evaluation Forms.

Annual performance reviews are utilized at multiple levels for purposes including but not limited to:

- Evaluation of professional development needs and appropriate funding
- Identification of performance improvement challenges and successes
- Identification of trends in faculty performance
- Collection and reporting institutional data on faculty performance

As indicated by [AHECB Policy 5.5](#), Arkansas Code Annotated §6-63-104 and Arkansas Higher Education Coordinating Board (AHECB) policy 5.5 require that each college and university conduct an annual performance review of faculty members. The Arkansas Department of Higher Education (ADHE) staff are also required to make an annual report to the Coordinating Board and Legislative Council. Each institution has submitted a report to ADHE that describes the process followed during the 2021-2022 academic year. Institutional plans are on file with ADHE and significant amendments to these plans must be submitted for Board approval.

## Professional Development

UACCB strives to provide vast opportunities for employees to increase their workplace skills and become more effective and knowledgeable in their work assignments. UACCB encourages all faculty and staff to investigate avenues of professional development on and off-campus. To ensure that the College distributes professional development funds effectively and provides equal access to all employees, guidelines have been established in [UACCB Operating Procedure 440.2 Professional Development Funds](#). In addition [UACCB Operating Procedure 440.3 Use of Professional Education Funds for College Credit Course Work and/or Training Assignment](#) provides an avenue for a UACCB employee to apply for, and receive, professional education funds to help offset the cost of taking a college class for credit or completing a training assignment. The College recognizes the importance of encouraging faculty and staff to continue to upgrade their skills in their fields of work and wishes to offer a financial incentive for those who wish to pursue college course work for credit or for those completing a training assignment. As with any initiative involving money, the continued operation of this program is contingent upon the existence of sufficient funds in the budget to support its funding. Professional Education Funds are designated to offset the tuition expense for College Credit Course Work and/or training assignment for UACCB full-time employees as outlined in this Operating Procedure. As prescribed by the State of Arkansas, pursuit of this course work and/or training assignment is solely for the improvement of professional skills and enhancement of job performance of the state's employees. A set of guidelines has been established for the allocation of Professional Education Funds. Coursework or training that enhances an employee's work skills and/or job performance in their position will receive consideration for allocation.

All employees are encouraged to submit applications early to resolve any questions prior to actual enrollment. Funds are requested through the process set forth in [UACCB Operating Procedure 440.3 Use of Professional Education Funds Fillable Form](#).

Additional opportunities for on-going professional development, instructional support, and instructional design are available through the Center for Teaching and Learning (CTLE), which is funded by a Title III: Strengthening Institutions grant.

## Teaching and Learning

Additional opportunities for on-going professional development, instructional support, and instructional design are available through the Center for Teaching and Learning (CTLE), which is funded by a Title III: Strengthening Institutions grant.

The Mission of the UACCB Center for Teaching and Learning Excellence is to support, promote, and enhance inclusive teaching and effective pedagogical practice to support student learning and success. CTLE's vision is to enhance student learning by promoting and supporting effective, innovative, evidence-based teaching practices.

Training for faculty includes services from the Association of College and University Educators (ACUE) and Quality Matters (QM) organizations designed to bolster their student engagement, assessment, and access to inclusive, pedagogically sound course content. The CTLE also offers faculty onboarding, instructional design assistance, LMS support services and training, and various learning and support opportunities throughout the year. The CTLE can be contacted by emailing [ctle@uaccb.edu](mailto:ctle@uaccb.edu).

## Academic Policies and Procedures

UACCB is governed by multiple levels of policy and procedure including regional and program accreditor standards/policies, board licensure standards/policies, state specific policies, [University of Arkansas Board of Trustees Policies](#), [UA Systemwide Policies and Procedures](#), and UACCB institutional policies and



procedures. It is an expectation that faculty remain aware of these policies and how to access them as policies may be revised and new policies may be added. Some UA Board of Trustees Policies specific to faculty and staff include:

- 405.1 Appointments, Promotion, Tenure, Non-Reappointment and Dismissal of Faculty 3.29.18
- 405.2 Offset of Amounts Due to the University by an Employee 5.26.22
- 405.3 Resignations of Employment at the University of Arkansas 9.14.18
- 405.4 Termination of Employment 5.25.23
- 405.5 Retrenchment 5.25.23
- 405.6 Termination of Employment and Eligibility for Rehire 11.22.19
- 410.1 Nepotism and Related Conflicts of Interest 5.27.21
- 420.1 Annual Leave for Exempt Employees 5.25.23
- 420.2 Annual Leave for Nonexempt Employees 5.25.23
- 420.3 Sick Leave 5.25.23
- 420.4 Military Leave 5.21.20
- 420.5 Court and Jury Leave 5.25.23
- 420.6 Leave Without Pay 5.25.23
- 420.7 Education Leave 5.21.20
- 425.5 Retirement Program 5.4.20
- 425.6 Voluntary Retirement Incentives for Tenured Faculty 11.22.19
- 425.7 Voluntary Retirement Incentives for Non-Tenured Faculty and Staff 11.22.19
- 430.1 Self Insured Major Medical Program and Self-Insured Dental Program 5.24.18
- 430.2 Insured Employee Benefits Programs (formerly entitled, "Term Life and Accidental Death and Dismemberment Insurance" 5.24.18
- 435.1 Faculty Pay and Salary Conversions 3.18.21
- 435.3 Compensation for Administrators With Tenured Academic Appointments 1.28.16
- 440.1 Tuition Waiver for Employees 11.11.16
- 450.1 Outside Employment of Faculty and Certain Staff Members for Compensation 5.25.23
- 455.1 Off-Campus Assignments 3.18.21
- 465.1 Political Activity 3.30.16
- 470.1 Distinguished Professorships 3.29.18
- 470.2 Establishment and Administration of Endowments 5.24.18
- 475.1 Emeritus Status 3.17.22

Additional UA Board of Trustees policies of note regarding intellectual property and academic and course materials include:

- 210.1 Patent and Copyright Policy 8.21.19
- 210.2 Copyright and Distance Learning 10.2.01

University of Arkansas System Policies specific to faculty and staff include the following:

- 405.6 Termination of Employment 8.25.17
- 410.3 Faculty Appointments for Volunteer Service 4.29.16
- 421.1 Interpretation of Board Policy 405.1 4.29.16



- 425.1 Family and Medical Leave 6.4.20
- 425.2 Family and Medical Leave Act – Calculation of Leave 4.20.20
- 435.1 Holiday Schedule and Pay 12.17.20
- 435.4 Off Campus Duty Assignments 7.1.23
- 435.8 Leave Policy for Employees Transferred from Other State Agencies or School Districts 4.29.16
- 440.2 Extra Compensation for Faculty, Non-Classified or Classified, Exempt Employees 7.1.23
- 440.4 Terminal Pay 7.1.23
- 440.8 Payment and Compensatory Time for Overtime Work 4.29.16
- 440.9 Garnishment and Salary Liens 4.29.16
- 440.10 Reporting of Income from Other State Agencies 4.29.16
- 440.10A FORM Reporting of Income from Other State Agencies 4.29.16
- 445.1 Tuition or Registration – Fees Remission 11.11.16
- 445.1A FORM-Employee Request for Registration Fee Discount 11.19
- 445.1B FORM-Spouse or Dependent Request for Registration Fee Discount 11.19
- 465.1 Relations with Legislators and Members of Congress 4.29.16
- 470.1 Background Checks and Use of Criminal Record, Financial, and Substance Abuse-Testing Information in Employment Decisions and for Volunteers with Similar Responsibilities; Training for Positions Working with Minors 9.21.18

UACCB maintains an updated compilation of all institutional Policies and Procedures, which can be accessed on the institutional website within the [“Policies and Procedures”](#) link. Institutional Policies and Procedures are organized in nine (9) distinct sections for easy identification and access. Institutional Policies and Procedures are reviewed annually or as dictated by institutional need, by the Executive Cabinet, for needed revisions and updates.

While all Policies and Procedures should be reviewed thoroughly by all faculty regularly, section 400 “Faculty and Staff Affairs” contains the most pertinent information regarding faculty employment, compensation, due process, federal guidance for instructional accommodations, professional development, and general job expectations. Policies and Procedures are reviewed continuously to ensure the most updated information and practice is accessible for faculty and staff. Additional guidance for faculty who are employed under both 9-month and 12-month appointment lengths is available in [Supporting Document 5](#) and [Supporting Document 6](#), General Job Descriptions for 9-month and 12-month faculty appointments, respectively.

Specific Policies and Procedures relating to Academic Affairs and Academic Faculty are found in all nine (9) sections of the [Policies and Procedures](#) available on the UACCB website. A select list of notable Policies and Procedures relating specifically to Academic Affairs and faculty includes, but is not limited to the following:

#### General and Human Resources

- 245.0 - Survey Policy and Procedure
- 247.0 - IRB Policy and Procedure
- 250.0 - Non-Discrimination
- 270.1 - Minority Recruitment and Retention Plan
- 410.3 - UACCB Title IX Policy
- 410.5 - Procedure on Discrimination and Harassment
- 407.0 - Proof of Major Life Change Documentation

- 410.1 - Staff Grievance Policy
- 410.5 - Procedure on Discrimination and Harassment
- 419.1 - Family and Medical Leave Act Policy
- 420.0 - Sick Leave
- 465.2 - Arkansas Whistle-Blower Act

## Fiscal

- 265.0 - Travel Policy and Procedures
- 320.0 - Purchasing

## General Academic Expectations

- 340.0 - Time and Effort
- 340.1 - Time and Attendance
- 404.0 - Flexible Work Arrangements, Including Remote Work
- 405.1 - Overtime and Compensatory Time
- 406.1 - Faculty Workloads
- 406.1.1 - Faculty Minimum Qualifications
- 430.0 - Textbook Adoption
- 480.1 - General Dress Code

## Compensation

- 406.2 - Hiring-Compensation Procedure for Full-Time Faculty Overloads
- 406.2.1 - Hiring-Compensation Procedure for Adjunct Faculty
- 406.3 - Compensation Procedure for Full-Time Faculty Teaching Summer Terms while off-appointment
- 406.4 - Compensation Procedure for Online Instruction
- 406.5 - Compensation Procedure for Faculty Teaching Laboratory Courses
- 406.6 - Compensation Procedure for Faculty Teaching Low-Enrollment Courses
- 406.7 - Compensation Procedure for Full-Time Faculty Covering an Absent Faculty Member's Class or Classes
- 415.2 - Salary Conversion

## Evaluation and Professional Development

- 406.9 - Full-Time Faculty Performance Evaluation
- 406.10 - Compensation Procedure for Division Chairs - Assistant Dean Teaching Adjunct Classes
- 425.1 - UACCB Employee Book Award
- 440.2 - Professional Development Funds
- 440.3 - Use of Professional Education Funds
- 440.3 - Use of Professional Education Funds Fillable Form
- 450.1 - UACCB Foundation Reimbursements for Employees

## Student Affairs

- 501.1- Family Educational Rights and Privacy Act Policy
- 535.1- Off Campus Travel of Students Representing UACCB
- 540.0 -Campus Communications
- 540.1- Emergency Messages for Student
- 560.0- Student Code of Conduct
- 570.0- General Requirements for Graduation

- 585.1 Census Data Reporting
- 585.1 - Process for Student Withdrawal
- 586.1 - Request for Course Substitutions
- 587.0 - Request for Independent Study
- 588.0 - Request for Repeat Course Enrollment
- 591.0 Request for Incomplete Grade
- 592.0 Academic Appeals Process

## Facilities Operations and Campus Usage

- 710.1 - Use of UACCB Facilities, including Independence Hall
- 710.1.1 - Facilities Reservation Request Form
- 710.1.2 - UACCB Facilities Use Agreement
- 712.0 - Free Speech and Expressive Activities - Outdoors
- 715.1 - UACCB Fitness Center
- 801.0 - Inclement Weather Policy
- 810.0 - Use of Technology Resources
- 811.0 - Software Installation Policy
- 820.0 - College Security Camera Policy
- 830.0 - Data Classification Policy
- 831.0 - Data Management Use Protection Policy
- 832.0 - Drive Data Deletion Policy
- 890.1 - Work Order - Information Services
- 890.2 - Work Order - Maintenance
- 890.3 - Work Order - Copier

## Additional Standards and Expectations

### General Faculty Responsibilities

- Complete and submit a syllabus for each course section assigned, at least one week before the beginning date for the appropriate academic term as determined by the [Academic Calendar](#) via Simple Syllabus for review and approval by the appropriate Academic Dean.
- Meet for each scheduled class period and conduct classes in a professional manner
- Dress professionally
- Develop, maintain, and ensure relevance of course content, course outcomes, and course assessment.
- Develop course support materials as needed.
- Provide assistance to students and treat students with respect and courtesy.
- Offer suggestions for curriculum and course improvement.
- Be an active participant in New Student Orientation activities.
- Participate in all Professional Development Activities, Convocation events, and All-Campus Meetings.
- Preserve a learning environment in classrooms, labs, and offices.
- Promote academic support and counseling services for students.
- Participate in the faculty evaluation process.
- Keep current in their teaching fields.
- Keep the appropriate Dean informed of course progress and any problems that arise.
- Request help when needed.
- Maintain accurate student attendance records and grade reports using Blackboard.

- Submit census rosters and grades in a timely manner as per the Academic Calendar
- Contact the appropriate Dean prior to any absence or course schedule change. Classes should not be cancelled without the permission of the appropriate Dean.
- Maintain all instructional and technology equipment.
- Follow College policies and procedures.
- Actively support students, colleagues, and the division, program, and College goals.
- Promote a good public image of UACCB.
- Maintain an active presence with regard to email, phone exchanges, and Blackboard.
- Participate on College committees, student activities, and in other institutional activities.

#### Classroom Scheduling

- Classroom space is scheduled through the Vice Chancellor for Academics office. There should be no unauthorized room changes. Any request for room changes or reservations for additional spaces should be requested directly through the appropriate Academic Dean, who will then collaborate with the VCAA's office.

#### Final Examinations

- Final exams will be given during finals week as scheduled in the Academic Calendar. Faculty appointments and responsibilities extend through the date at which final grades are due, as posted in the Academic Calendar. Faculty should be available to students during finals week and through their end of service/appointment period date.

#### Campus Security

- Campus Security is available on Monday through Thursday from 8:00 a.m.—11:00 p.m. and Friday from 8:00 a.m.—5:00 p.m.
- The Security phone is 870-307-2421 and they can also be reached by radio available from Deans, Vice Chancellors, and the Campus Receptionist at 870-612-2000 Ext. 2000.

## Student Services, Support, and Resources

UACCB provides a wide range of student services, support, and resources. A [comprehensive list of student resources](#) is available on the college's website along with contact information for each and updated annually or as revisions are needed. This information is also linked on every course syllabus, every semester. In addition, this information is included in the [UACCB Student Handbook](#) and listed on the website within both the "[Getting Started](#)" and "[Students](#)" tabs. Additional Policies and Procedures are also provided on the institutional website under section [500-Student Affairs](#).

## Campus Facilities

UACCB encompasses 11 buildings on the existing campus. A detailed campus map and listing of these facilities is available on the [college website](#).

Internal room reservations can be requested using the [Faculty/Staff Form](#). Some key points to remember:

- Use the [Faculty/Staff Form](#) for internal/UACCB meetings or events while the [longer form](#) is for external groups or non-college functions.
- Sometimes, the availability of a date on the calendar may be hindered by events on the preceding or following day which require changes in the room setup, etc. Feel free to inquire about availability via email or phone if you're unsure.

- For recurring events, you can submit one form with all the dates needed [you can list them on the form or tell us the recurrence (1<sup>st</sup> Tuesday of every month or every Thursday through \_\_\_\_ date), etc.].
- Always make sure you get confirmation from a designated facilities personnel member before publicizing an event.
- Facilities personnel actively work to avoid double-bookings and scheduling conflicts; if you need one of our meeting spaces, please reserve rooms whenever possible even if it's for a small meeting. In case of last-minute meetings when you don't have time to complete a form, at least try to email [events@uaccb.edu](mailto:events@uaccb.edu) to inform us of the meeting. This helps prevent scheduling conflicts.

[External room reservations](#) can be submitted through the college website. At UACCB, we have a variety of spaces available for external meetings or events including:

- Rooms for small to medium sized meetings
- Lecture Halls for larger meetings or training sessions
- Our 730-seat auditorium for large concerts or events can also be expanded with additional seating to accommodate 1,500 attendees (if so reserved)
- Our banquet halls can seat a banquet of up to 350 or be used for smaller dinners or a variety of training events.

The UACCB Events Coordinator can provide any additional information needed and is available via email at [events@uaccb.edu](mailto:events@uaccb.edu).

## Health and Safety

UACCB prioritizes employee health and safety, through a variety of [Policies and Procedures](#) included in sections 200-Administration, 500-Faculty and Staff Affairs, 700-Facilities, and 800-Campus Operation and Physical Plant. Specific Policies and Procedures relating to employee health and safety include but are not limited to the following:

- 225.1 - Sex Offender Notification Regarding the Campus Community
- 230.1 - Protection of Minors on Campus
- 235.1 - Campus Tobacco Policy
- 240.0 - On and Off Campus Solicitation
- 250.0 - Non-Discrimination
- 265.0 - Travel Policy and Procedures
- 410.1 - Staff Grievance Policy
- 410.2 - Staff Anti-Sexual Harassment Policy
- 410.3 - UACCB Title IX Policy
- 410.5 - Procedure on Discrimination and Harassment
- 419.1 - Family and Medical Leave Act Policy
- 420.0 - Sick Leave
- 465.2 - Arkansas Whistle-Blower Act
- 712.0 - Free Speech and Expressive Activities - Outdoors
- 715.1 - UACCB Fitness Center
- 801.0 - Inclement Weather Policy

- 820.0 - College Security Camera Policy
- 890.2 - Work Order - Maintenance

## Code of Conduct

### Statement of Professional Ethics

UACCB recognizes the [1987 Statement of Professional Ethics](#). The American Association of University Professors (AAUP) statement of professional ethics outlines the ethical standards that should guide the behavior of professors and academic professionals in their roles as educators, researchers, and members of their institutions.

The statement emphasizes the importance of academic freedom, which allows scholars to pursue their research and teaching without fear of censorship or retribution. It also calls for integrity and honesty in research and scholarship, respect for the dignity and rights of all individuals, and a commitment to promoting diversity and inclusivity in academic settings.

The statement further outlines the responsibilities of professors to their students, colleagues, institutions, and the broader community, including maintaining high standards of teaching and research, avoiding conflicts of interest, and upholding the principles of academic governance. Ultimately, the AAUP statement of professional ethics aims to promote a culture of academic excellence and integrity, and to ensure that the academic profession serves the common good.

### Americans with Disabilities Act (ADA)

ADA (Americans with Disabilities Act) is a federal law that prohibits discrimination against individuals with disabilities in all areas of public life, including education. The law requires that colleges and universities provide reasonable accommodations to students with disabilities to ensure equal access to educational programs and activities.

Faculty members should be aware of ADA requirements and work with Access and Testing offices to provide necessary accommodations to students. It is important to maintain confidentiality of student disability information and to avoid making assumptions about a student's abilities or limitations. Faculty should also strive to create inclusive and accessible learning environments for all students. Additional resources and answers to common questions can be found at <https://www.ada.gov/>

UACCB's Access Services is available to provide additional resources, information, and processes for students seeking accommodations. Information on services provided and a full [Disability Services Handbook](#) can be found on the [UACCB website](#).

### Title IX

Title IX is a federal law that prohibits discrimination based on sex in any educational program or activity that receives federal funding. It requires educational institutions to take necessary measures to prevent and respond to incidents of sexual harassment, sexual assault, and other forms of gender-based discrimination. Faculty members have a responsibility to report any incidents of sexual harassment or assault to the appropriate authorities and provide support to students who are affected by such incidents. They also have a duty to create a safe and inclusive learning environment for all students, regardless of their gender or sexual orientation. Failure to comply with Title IX can result in severe consequences, including the loss of federal funding and legal action. Additional information is contained within [UACCB Operating Procedures](#) 410.3 Title IX Policy, 410.4 Title IX Accommodations for Pregnant and Parenting Students, and 410.5 Procedure on Discrimination and Harassment.

All complaints and concerns regarding conduct that may violate Title IX policies or procedures should be directed to the UACCB Title IX Coordinator, [Dr. Zach Perrine](#), Vice Chancellor for Student Affairs. Additional training materials can be accessed on the college's website, [Human Resources link](#).

## Family Educational Rights and Privacy Act (FERPA)

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of student education records. As a faculty member, you must comply with FERPA regulations when accessing and handling student information.

Under FERPA, students have the right to review and request changes to their education records, and schools must have written permission from the student before disclosing any personally identifiable information from their records.

As a faculty member, you may access student records that are necessary for you to perform your job duties, such as grades, attendance, and academic progress. However, you should not disclose any information to anyone who does not have a legitimate educational interest in the information. In addition, you should take reasonable steps to protect the confidentiality of student records, such as keeping them in a secure location and using password-protected systems.

It's important to familiarize yourself with FERPA regulations to ensure that you are protecting the privacy rights of your students and complying with the law. Additional information can be found on the United States Department of Education website at <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

## Freedom of Information Act (FOIA)

The Freedom of Information Act (FOIA) is a federal law that grants members of the public the right to access information held by government agencies. As a faculty member, it's important to understand that your institution may be subject to FOIA requests and that certain types of information may be subject to disclosure.

Under FOIA, individuals have the right to request access to records held by government agencies, including educational institutions that receive federal funding. These records can include things like emails, memos, reports, and other types of documentation.

However, there are some exemptions to FOIA that allow institutions to withhold certain types of information. For example, personal information such as social security numbers or medical records may be exempt from disclosure.

As a faculty member, it's important to understand your institution's policies and procedures for responding to FOIA requests. You should also be aware of any legal obligations to retain certain types of records and to ensure that those records are properly maintained and protected.

All FOIA requests should be directed to the Office of the Chancellor. Additional information on FOIA can be found at <https://www.foia.gov/>

## Mandated Reporter

As a mandated reporter in Arkansas, faculty members have a legal obligation to report suspected child maltreatment or abuse to the relevant authorities.

Any suspected child abuse or neglect must be reported to the Arkansas Child Abuse Hotline at 1-800-482-5964 or through an online report at [www.ar.gov/dhs/child\\_maltreatment](http://www.ar.gov/dhs/child_maltreatment). Reporting is mandatory when faculty members have reasonable cause to believe that a child has been subjected to abuse or neglect, or if the faculty members observe any child who has been subjected to abuse or neglect. Failure to report suspected child maltreatment or abuse is a punishable offense in Arkansas.

Faculty members should be aware of the signs and symptoms of child abuse and neglect, which may include physical injuries, behavioral changes, and poor hygiene. If they have reason to believe that a child may be in danger, they must report it.

It is important to note that mandated reporters are protected by law from retaliation for reporting suspected child abuse or neglect in good faith. They are also required to cooperate with any investigations that may arise from their report.

Additional Mandated Reporter training materials can be accessed on the college's website, [Human Resources link](#).

### Fraud and Ethical Conduct

UACCB is governed the University of Arkansas System's [policy 350.1](#) outlines fraud and ethical conduct can be summarized as follows:

1. The policy prohibits all forms of fraud, including but not limited to embezzlement, theft, misappropriation, and falsification of records.
2. The policy requires all faculty to uphold high ethical standards in their conduct, both inside and outside the university.
3. Faculty members are expected to report any suspected fraud or unethical conduct immediately to the appropriate university authority.
4. The policy provides for investigations of alleged violations, which may result in disciplinary action, including termination of employment.
5. The policy requires all faculty to comply with all applicable laws and regulations governing their activities, including but not limited to those related to conflicts of interest, financial disclosure, and research integrity.
6. The policy encourages faculty to participate in ongoing training and development related to fraud prevention and ethical conduct.

The University of Arkansas System's policy on fraud and ethical conduct for faculty emphasizes the importance of maintaining the highest standards of integrity and transparency in all activities related to the university.

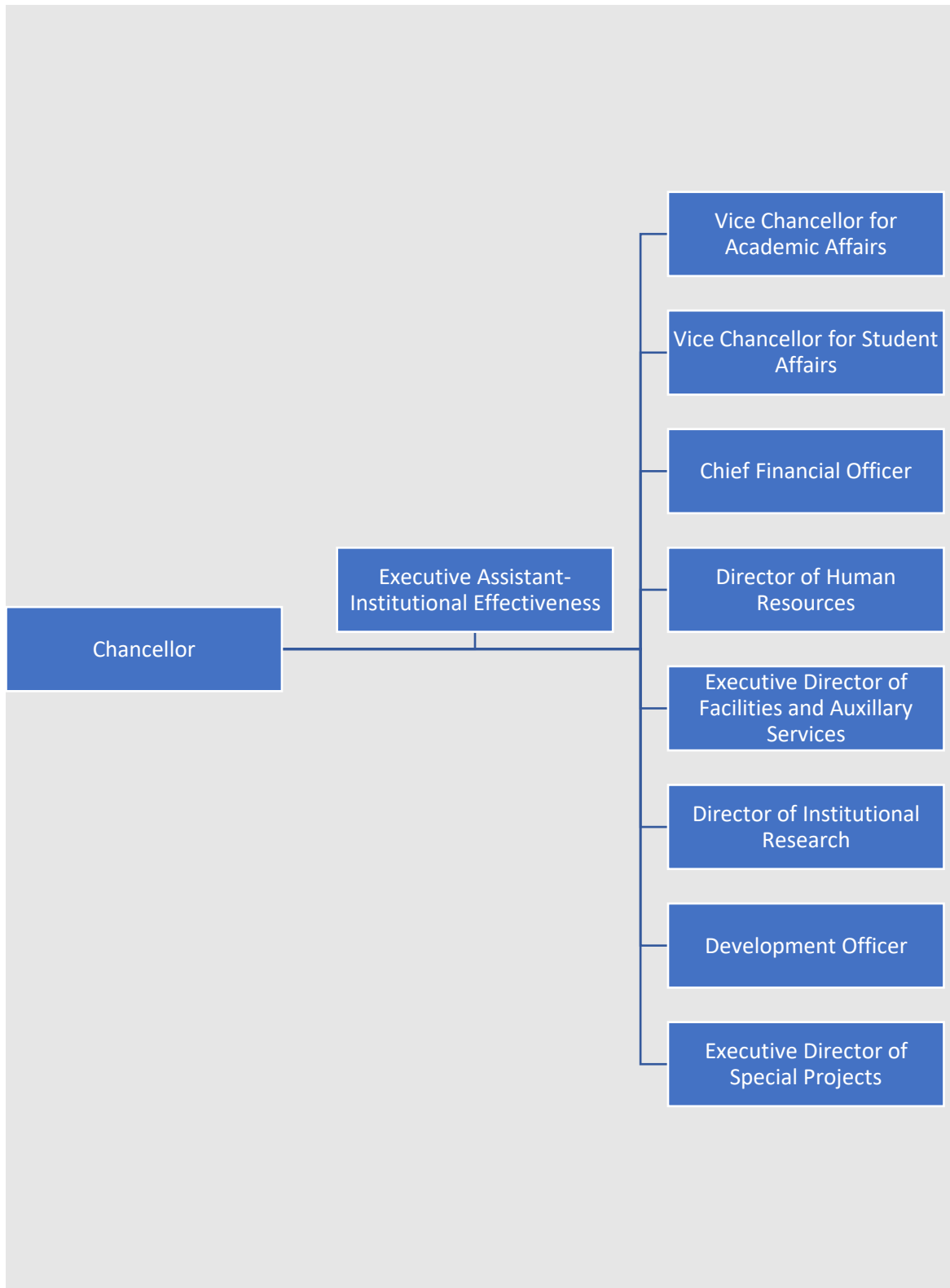
Additional information can be found on the [University of Arkansas System website](#).



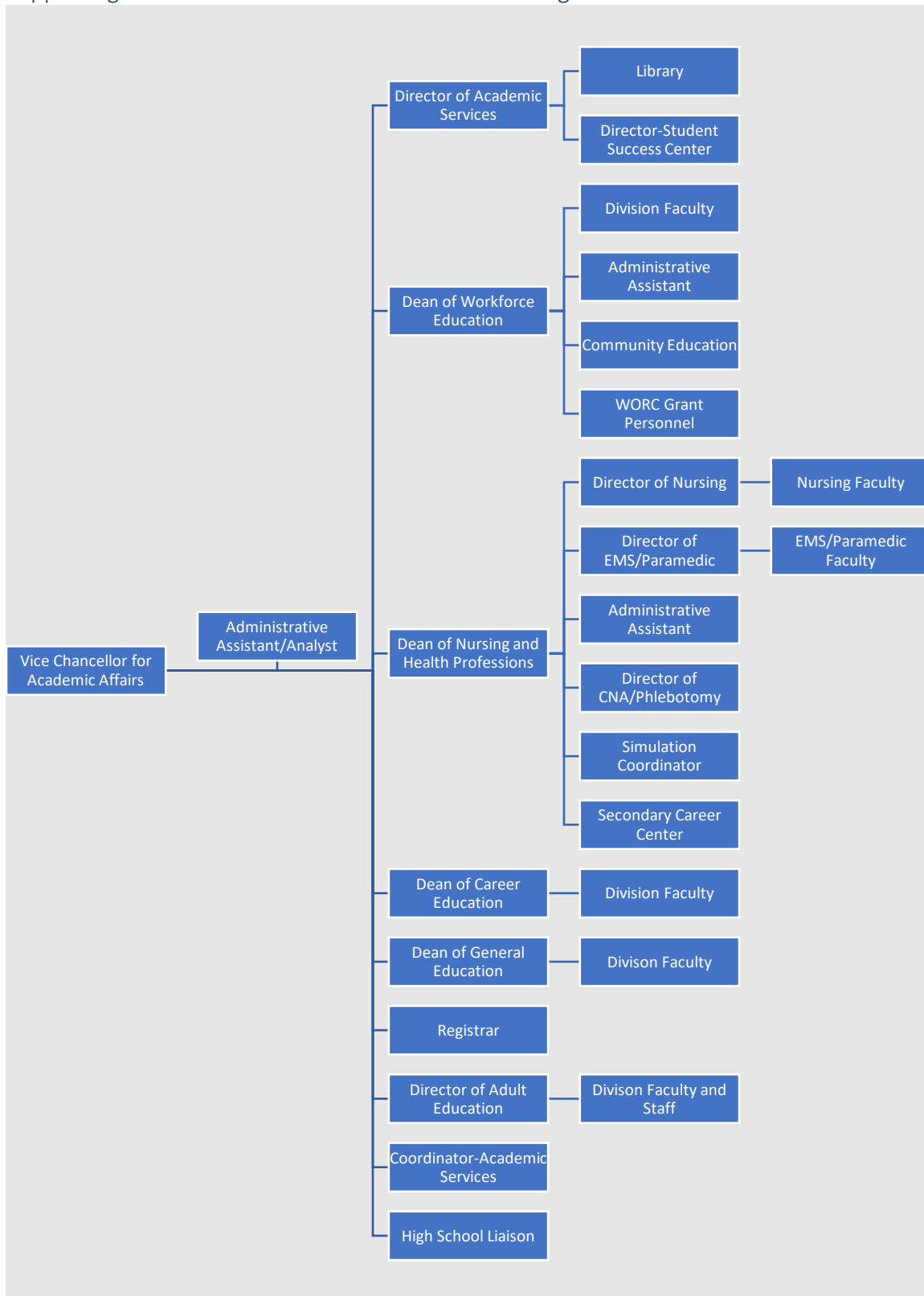
## Supporting Documents

Supporting Document 1: [UACCB Organizational Structure](#)

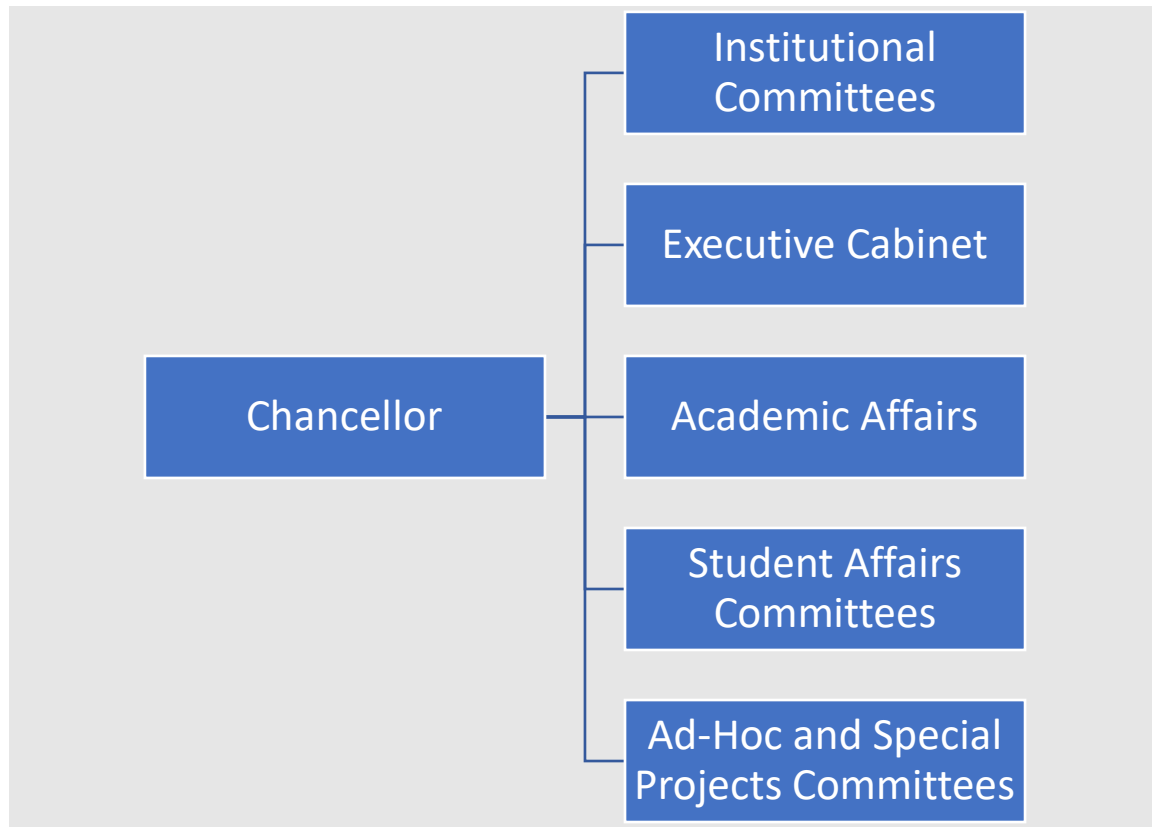
Supporting Document 1A: UACCB Executive Organizational Chart



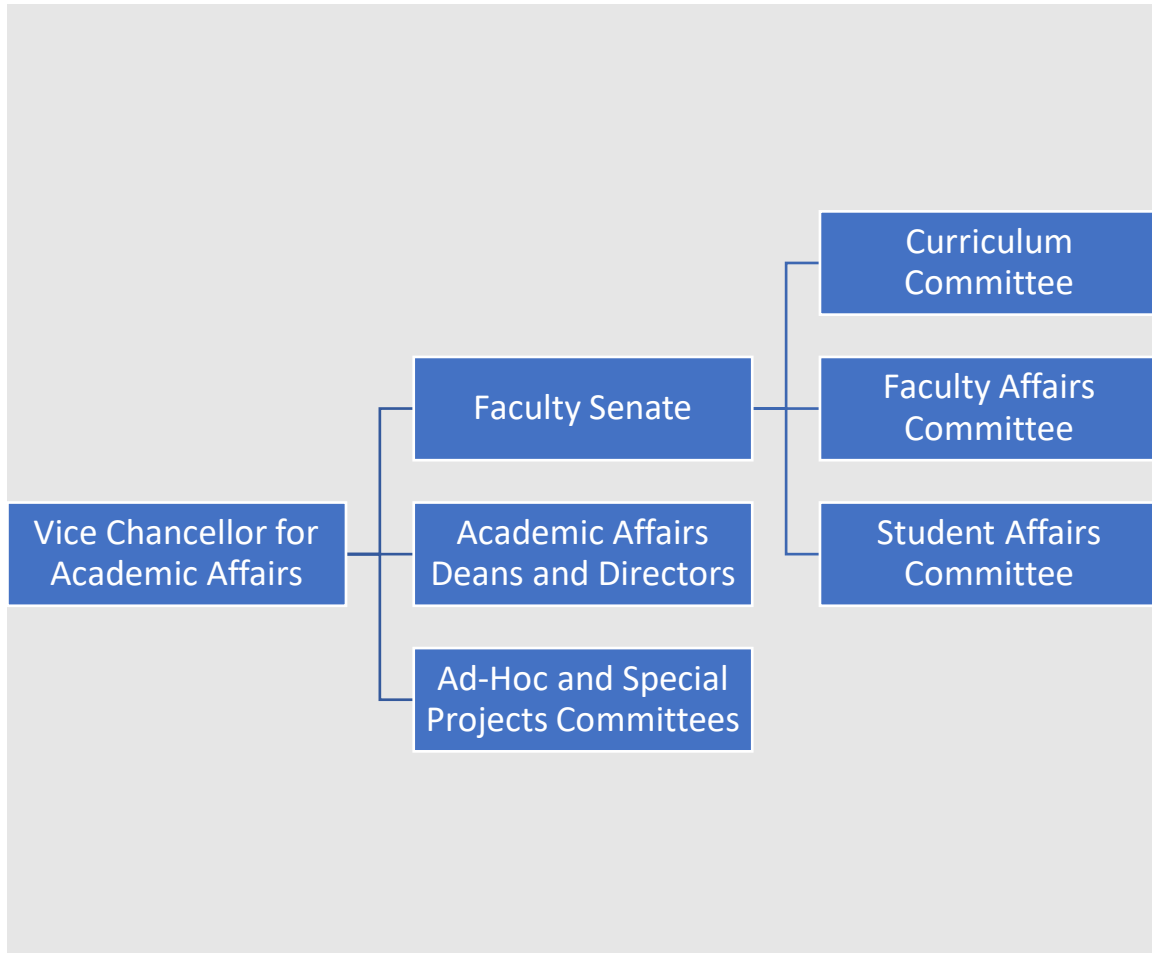
## Supporting Document 1B: UACCB Academic Affairs Organizational Chart



## Supporting Document 1C: UACCB Shared Governance Committee Structure



## Supporting Document 2: Faculty Shared Governance



**CONSTITUTION OF THE FACULTY SENATE OF  
University of Arkansas Community College at Batesville**

October 14, 1999

Amended May 3, 2005

Amended August 14, 2008

**Article I: Name and Purpose**

**Section 1.** The name of the organization shall be the Faculty Senate of the University of Arkansas Community College at Batesville.

**Section 2.** The purposes of the Faculty Senate are:

- (1) to provide a means of unity and support among the faculty;
- (2) to serve as a means of communication from the faculty to the administration and to the Board of Visitors in matters of faculty concern, interest, and welfare; and
- (3) to consider and make recommendations in the creation and implementation of institutional and academic policy.

**Article II: Membership and Organization**

**Section 1. Membership**

- (1) The membership of the Faculty Senate will be full-time University of Arkansas Community College at Batesville employees as defined as faculty in UA System Policy No. 405.1
- (2) Associate members (non-voting) may consist of part-time faculty and professional staff.

**Section 2. Meetings**

- (1) There shall be a minimum of one meeting each month during the academic year.
- (2) Special meetings of the Faculty Senate shall be called by the Senate president at the request of either the Chancellor of the College or any member of the Faculty Senate.

**Article III: Officers - Duties and Selection**

- Section 1.** The officers of the Faculty Senate shall be the president, vice president, secretary, treasurer, and parliamentarian.
- Section 2.** The officers of the Faculty Senate shall be elected from the voting membership.
- Section 3.** Nominations for officers will be held in March of each year. At least two candidates will be nominated for each office, except the office of parliamentarian. The parliamentarian shall be appointed by the president.
- Section 4.** Elections will take place in April of each year, and the elected officers will be announced at the last meeting of the academic year.
- Section 5.** Terms of all officers will be one academic year. The maximum term for all officers is two consecutive years.
- Section 6.** Duties of the Officers
- (1) The duties of the president shall be:
    - (a) to preside over all meetings of the Faculty Senate;
    - (b) to prepare an agenda for each regularly scheduled meeting;
    - (c) to schedule all regular and special meetings and to inform all concerned;
    - (d) to appoint, as necessary, faculty members to attend Board of Visitors meetings; and
    - (e) to assign new business to appropriate committees.
  - (2) The vice president shall take over the duties of the president if the president is unable to fulfill those duties and shall be one of two authorized (exclusive of one another) signatures for conducting Faculty Senate business on the official bank account.
  - (3) The duties of the secretary shall be:
    - (a) to record, report, and distribute all minutes of Faculty Senate meetings;
    - (b) to maintain archives of the minutes of the Faculty Senate and its standing committee meetings;
    - (c) to maintain a roll of membership;
    - (d) to assume responsibility of official correspondence of the Faculty Senate as directed by the president;
    - (e) to distribute the agenda one week prior to regular meetings and three days prior to special meetings; and
    - (f) to submit the official resolutions and decisions of the Faculty Senate to the Vice Chancellor for Academics.

- (4) The duties of the treasurer shall be:
  - (a) to assume responsibility for any funds of the Senate;
  - (b) to prepare recommendation for presentation to the parties involved in any matter of monetary action by the Senate; and
  - (c) be one of two authorized (exclusive of one another) signatures for conducting Faculty Senate business on the official bank account.
- (5) The parliamentarian shall ensure that Faculty Senate meetings are conducted according to the standards set forth in the current edition of **Robert's Rules of Order**.

**Section 7.** Any member and committee wishing to address the Faculty Senate should make a written request and provide supporting documents to the president at least one week in advance of the next meeting. If the president, for any reason, vacates the office, the vice president automatically becomes the president for the unexpired term.

#### **Article IV: Conduct of Meetings**

**Section 1.** Any member and committee wishing to address the Faculty Senate should make a written request and provide supporting documents to the president at least one week in advance of the next meeting so that the matter may be added to the agenda. Unless this procedure is followed, the issue may be discussed during the meeting, but not voted upon.

This rule may be suspended in the case of an emergency by a vote of three-fourths of the members present.

**Section 2.** The Faculty Senate shall be guided by the current **Robert's Rules of Order** (Revised) in all points not expressly provided for in the Constitution.

**Section 3.** The quorum of the Faculty Senate shall be a simple majority (one-half plus one) of the voting membership. No official action may be taken without a quorum being present.

**Section 4.** A simple majority vote of voting members present is binding unless otherwise stipulated within this Constitution.

**Section 5.** Upon the request of any member of the Faculty Senate, the method of voting will be by secret ballot.

#### **Article V: Committees**

**Section 1.** UACCB faculty will serve on standing and ad hoc committees.

**Section 2.** The faculty will assume leadership roles in other committees as necessary.



**Section 3.** The Faculty Senate establishes the following standing committees: Curriculum, Faculty Affairs, and Student Affairs.

**Section 4.** The standing committees' structures and responsibilities shall be determined by the individual committees and approved by the Faculty Senate.

Article VI: Amendments

**Section 1.** This Constitution may be amended at any meeting of the Faculty Senate by a two thirds vote of the quorum members present, providing the proposed amendment has been submitted in writing by its proponents to the Faculty Senate for review at least one week in advance of the meeting.

## Supporting Document 2B: Faculty Affairs Committee Structure and Responsibilities

### *Purpose*

Because faculty needs directly impact the teaching and learning process, the purpose of this committee is to provide a formal means whereby Faculty Senate may address faculty affairs issues.

### *Membership*

The Faculty Affairs Committee membership shall consist of the following personnel:

- A minimum of four (4) full-time faculty members selected by the Faculty Senate to provide representation from the various program areas
- Vice Chancellor of Academic Affairs or designated representative, ex-officio

The faculty members shall volunteer from the Faculty Senate. Committee members shall serve two-year terms.

The chairperson and the secretary shall be nominated from the members of the committee and shall serve a one-year term.

All committee members except the ex-officio members shall have voting privileges.

### *Jurisdiction and Responsibilities*

It shall be the duty of the Faculty Affairs Committee to address issues and concerns relating to faculty roles, responsibilities, and rights. Areas of concern to this committee shall include:

1. proposing faculty in-service activities.
2. reviewing and maintaining any recommended revisions and changes to the faculty handbook.
3. reviewing and maintaining guidelines of professional and academic ethics for faculty.
4. reviewing and maintaining a faculty evaluation plan.
5. academic appeals.
6. any matter not foreseen in the above statements, but involving the roles, responsibilities, and/or rights of the faculty.

The work of this committee may originate from a request from a member of the faculty, staff, and/or administration.

All proposals approved by this committee shall be submitted to the full Faculty Senate for approval.

A two-thirds majority of the Faculty Senate shall be required to approve proposals.

Upon approval by the committee and the Faculty Senate, the proposal will be presented to the Vice Chancellor for Academic Affairs, by the president of the Faculty Senate, who shall then present the proposal to the president with whom lays final approval for Board reviews.

Approved:

## Supporting Document 2C: Student Affairs Committee Structure and Responsibilities

### *Purpose*

Because student needs directly impact the teaching and learning process, the purpose of this committee is to provide a formal means whereby Faculty Senate may address student affairs issues.

### *Membership*

The Student Affairs Committee membership shall consist of the following personnel:

A minimum of 25% of the eligible Faculty Senate members, appointed from the membership of Faculty Senate.

- One (1) voting member from the Office of Student Affairs.
- One (1) voting member from the student body to be appointed by the existing committee.

The terms of office for the committee members shall be for two years. Committee members shall rotate through the standing committees for Faculty Senate before repeating service to a committee. The student member shall serve one year.

The chairperson and the secretary shall be nominated from the committee members at a meeting of the Committee during Professional Development week at the beginning of the fall term and shall serve a one-year term. The outgoing Chairman will remain on the Committee one more year in order to advise the new Chairman and provide continuity to the Committee.

For voting purposes, a quorum is defined as a simple majority.

### *Jurisdiction and Responsibilities*

It shall be the duty of the Student Affairs Committee to address issues and concerns affecting the student population of the University of Arkansas Community College at Batesville. Areas of concern to this committee shall include but are not limited to:

1. Recommending and reviewing policies and programs pertaining to the student body, such as:
  - a. financial aid
  - b. scholarships
  - c. placement in classes (in conjunction with the Curriculum Comm.)
  - d. student grievances
  - e. student awards and recommendations.
2. Serving as a liaison between Student Services and Faculty Senate in an effort to promote the exchange of information.

Approved:

## Supporting Document 2D: Curriculum Committee Structure and Responsibilities

### *Purpose*

The purpose of the Curriculum Committee at UACCB is to ensure the relevance and quality of the curriculum offered to students. The committee plays a vital role in reviewing and evaluating new programs and courses, as well as reconfigurations to existing programs and courses. It serves to align the curriculum with industry, business, high school, and four-year institution requirements, while upholding college and state standards.

### *Membership*

The membership of the Curriculum Committee consists of:

**1. Committee Officers**

- Vice Chair: Elected by the Faculty Senate, voting
- Chair: Holds tie-breaking authority
- Past Chair: Advisory role, non-voting

**2. Faculty Division Representatives**

- Elected by divisions, serving one-year terms
- Representation based on full-time faculty numbers in each division

**3. Standing Members (Non-voting)**

- Librarian
- Financial Aid
- Registrar
- Advising
- Learning Resource Center
- Office of the Vice Chancellor for Academics
- Office of the Vice Chancellor for Student Affairs

**4. Academic Deans and Directors (Non-voting)**

- Dean of Career Education
- Dean of General Education
- Dean of Health Professions
- Dean of Workforce Education
- Director of Adult Education

**5. Quorum and Attendance**

- A simple majority of voting members required for a valid meeting
- Attendance is required for all members; if unavailable, they must send a representative from their division or office to ensure continuity and adequate representation in the decision-making process.

Term limits and service commitments are in place for representatives and officers, with a maximum of six consecutive years on the Curriculum Committee.

### *Responsibilities*

It shall be the duty of the Curriculum Committee to address issues and concerns affecting the curriculum at the University of Arkansas Community College at Batesville. Areas of concern to this committee shall include but are not limited to:

1. Ensuring the relevance and quality of the curriculum offered to students by reviewing and evaluating new programs and courses, as well as modifications to existing programs and courses.
2. Aligning the curriculum with industry, business, high school, and four-year institution requirements, while upholding college and state standards.
3. Assessing proposals based on merit and institutional need, including their relevance to the institution's mission and strategic goals, alignment with industry trends and workforce needs, and potential impact on student success, program quality, and resource allocation.

The Curriculum Committee is a standing committee of the Faculty Senate, ensuring transparency and communication through regular reporting.

Approved: 4/17/2023

### Supporting Document 3: Curriculum Committee Process

The full UACCB Curriculum Manual is available in SharePoint and can be accessed on the [Curriculum Committee SharePoint](#) site. This manual serves as a comprehensive guide for course and program development, providing users with essential materials and resources to effectively design and revise their courses and programs. As research on teaching and learning progresses, the manual will be updated to include the latest findings, ensuring users have access to the most current information.

## Supporting Document 4: Statement of Professional Ethics

1987 Statement of Professional Ethics The statement which follows, a revision of a statement originally adopted in 1966, was approved by the American Association of University Professors' Committee B on Professional Ethics, adopted by the Association's Council in June 1987, and endorsed by the Seventy-third Annual Meeting.

### Introduction

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to professors in such matters as their utterances as citizens, the exercise of their responsibilities to students and colleagues, and their conduct when resigning from an institution or when undertaking sponsored research. The Statement on Professional Ethics that follows sets forth those general standards that serve as a reminder of the variety of responsibilities assumed by all members of the profession. In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to ensure the integrity of members engaged in private practice.

In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The Association supports such local action and stands ready, through the general secretary and Committee B, to counsel with members of the academic community concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of adverse action, the procedures should be in accordance with the 1940 Statement of Principles on Academic Freedom and Tenure, the 1958, Statement on Procedural Standards in Faculty Dismissal Proceedings, or the applicable provisions of the Association's Recommended Institutional Regulations on Academic Freedom and Tenure.

### The Statement

- I. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, professors devote their 48 energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
- II. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
- III. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas,

- professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
- IV. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
- V. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Available at <https://www.aaup.org/report/statement-professional-ethics>



## Supporting Document 5: General Faculty Job Description, 9-month Appointment

### Job Description for Full-Time Faculty:9-Month Appointment

When an individual accepts a teaching appointment at UACCB, they accept responsibilities and obligations as a professional educator under the direction of the appropriate academic dean. The primary duty is the instruction of assigned classes. Additional responsibilities include but are not limited to, involvement in student success initiatives, service to the college and community, professional development, and other duties as assigned.

#### Summary of Essential Functions

##### 1. Practice excellence in course instruction, development, and maintenance.

- a) Instruct courses, including classroom time, committed to lecture, student discussion, and other methods of instruction.
- b) Conduct clinical classes that include supervising students, scheduling, debriefing, and evaluating students in clinical, internship, observation, field experience, and similar settings as appropriate for the course or program.
- c) Develop courses by working in collaborative groups to analyze and redesign courses, curricula, and assessments. Includes research and creation of course curriculum and syllabi, textbook selection, selection of additional learning aids, updating materials, etc.
- d) Maintain courses by updating and posting syllabi, constructing tests, grading assignments, and completing course assessment materials.

##### 2. Contribute to student success initiatives.

- a) Serve as student advocates, advisors, success coaches, tutors, and mentors. Help students identify and achieve their educational goals through participating in the college's advising process, as well as providing incidental academic advice to students in class.
- b) Participate in focus groups, stakeholder dialogues, and campus and community-wide conversations regarding student success.
- c) Assist in data gathering and assessment. d) Participate in faculty workshops to discuss and analyze data and design evidence-based student interventions.
- e) Be available to respond to students via email, phone, or personal conferences. The method of contact and hours of availability should be clearly communicated to Academic Coordinators, Academic Deans, Directors, and students through the course syllabus each semester.

##### 3. Demonstrate professional growth and academic relevance.

- a) Perform self-assessment and evaluation.
- b) Remain current in academic or program discipline, including licensure, certification, or continuing education requirements where appropriate.
- c) Observe and study new instructional techniques and pedagogical advances for lectures, labs, and clinical courses.
- d) Implement innovative uses of technology to improve the learning environment.
- e) Participate in faculty development experiences linked to strategic improvements in student success.
- f) Attend seminars or conferences on instructional improvement.
- g) Re-evaluate and re-define instructional objectives.
- h) Continually revise and update course content and materials of instruction.

#### 4. Carry out specific division/department responsibilities.

- a) Attend division and department meetings.
- b) Initiate and/or participate in overall division-wide program development, maintenance, evaluation, revision, or expansion.
- c) Participate and contribute to the division budget planning, division strategic planning, and assessment planning and implementation.
- d) Mentor and assist in orienting new faculty, either formally or informally, where appropriate or required by the division.

#### 5. Contribute to college activities through committee service and participation in other college/student activities.

- a) Attend committee meetings and regularly scheduled faculty and staff meetings. This may include the following committees/meetings: standing, ad hoc, shared governance, advisory, hiring committees, faculty senate, or student organizations.
- b) Attend commencement and other pinning or graduation services.

#### 6. Contribute to the local community through service activities.

UACCB values contributions made to the local community by instructional staff. Service that enhances the instructor's experience and expertise in his/her field contributes to the university and community relations. These contributions are not formal requirements of the position, but they are greatly valued by the institution.

#### 7. Perform other academic duties as assigned.

Other responsibilities may arise on occasion that require additional temporary duties. Direction will be provided by the Academic Dean to accommodate those additional duties within the weekly schedule.

### Faculty Load and Work Week

1. Faculty course load will be governed by the UACCB Campus Procedure 406.1 Faculty Workloads Procedure.
2. The work week for full-time faculty should follow the respective appointment period expectations: 12 months, 9 months, and the specific program area responsibilities.
3. The standard workweek expectation for all full-time employees, regardless of appointment period, is 40 hours. All 9-month full-time faculty, unless otherwise stated, must maintain a minimum requirement of 10 office hours per week, across a minimum of four work days per week. These office hours should be posted and used for advising, tutoring, and other academic support and course preparation duties. All faculty must be available on campus as needed to attend scheduled ad-hoc and committee meetings and provide advising and academic support services for students.

### Expectations of Conduct and Professionalism

1. Begin class on time and in an orderly and organized fashion.
2. Be courteous and approachable.
3. Follow approved policies and procedures in the conduct of all institutional activities.
4. Help encourage a desire to learn the subject matter.
5. Meet and assist students during office hours or by appointment at other reasonable times.
6. Assign grades and maintain course and student records in accordance with FERPA regulations and submit grades and records by established deadlines.
7. Keep a weekly schedule that best facilitates student learning and access. Any changes in the scheduled class times or locations should have prior approval by the Academic Dean.

### Physical Requirements

1. Frequent interaction with others.

2. Lecturing and interacting with students requires a combination of sitting and standing for 1+ hour.
3. Ability to lift 7-30 pounds, lifting, and overhead work may be required in carrying all necessary supplies, books, and course materials.
4. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions and expectations.

### Educational Requirements

Faculty qualifications are determined by using credentials as the primary mechanism to ascertain minimal faculty qualifications. These guidelines follow the [Higher Learning Commission's criteria for accreditation and assumed practices](#). Together, HLC's Criteria for Accreditation and Assumed Practices define the quality standards that all member institutions must satisfy to achieve and maintain HLC accreditation. HLC recognizes that experience also may be considered in determining faculty qualifications. As per the Higher Learning Commission:

*Faculty credentials refer to the degrees that faculty have earned that establish their credibility as content experts and thus their competence to teach that content in the classroom. Common expectations for faculty credentials in higher education include the following:*

1. *Faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield<sup>1</sup> (as applicable) in which they teach, and/or for which they develop curricula, with coursework at least one level above that of the courses being taught or developed. Completion of a degree in a specific field enhances an instructor's depth of subject matter knowledge and is easily identifiable.*
2. *With the exception noted in the bullet immediately following, faculty teaching in undergraduate programs should hold a degree at least one level above that of the program in which they are teaching. If a faculty member holds a master's degree or higher in a discipline other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline in which he or she is teaching. If an individual faculty member has not achieved 18 graduate credit hours in the discipline in which he or she teaches, the institution should be able to explain and justify its decision to assign the individual to the courses taught. These decisions should be supported by policy and procedure that are acceptable to the professional judgment of HLC peer reviewers. See the following subsection for more information about how experience may be considered in determining faculty qualifications.*
3. *Faculty teaching in career and technical education college-level certificate and occupational associate's degree programs should hold a bachelor's degree in the field and/or a combination of education, training and tested experience. (Note: See the Tested Experience section below.) Such qualifications are allowable even in instances where technical/occupational courses transfer, which HLC recognizes is an increasing practice.*
4. *Faculty teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.*

*Tested experience may substitute for an earned credential or portions thereof. Assumed Practice B.2. allows an institution to determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. This experience should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching.*

[UACCB Campus Procedure 406.1.1 Faculty Minimum Qualifications](#) outlines the college's process for evaluating, qualifying, and documenting approved teaching qualifications.

## Supporting Document 6: General Faculty Job Description, 12-month Appointment

### Job Description for Full-Time Faculty: 12-Month Appointment

When an individual accepts a teaching appointment at UACCB, they accept responsibilities and obligations as a professional educator under the direction of the appropriate academic dean. The primary duty is the instruction of assigned classes. Additional responsibilities include but are not limited to, involvement in student success initiatives, service to the college and community, professional development, and other duties as assigned.

#### Summary of Essential Functions

1. Practice excellence in course instruction, development, and maintenance.
  - a) Instruct courses, including classroom time, committed to lecture, student discussion, and other methods of instruction.
  - b) Conduct clinical classes that include supervising students, scheduling, debriefing, and evaluating students in clinical, internship, observation, field experience, and similar settings as appropriate for the course or program.
  - c) Develop courses by working in collaborative groups to analyze and redesign courses, curricula, and assessments. Includes research and creation of course curriculum and syllabi, textbook selection, selection of additional learning aids, updating materials, etc.
  - d) Maintain courses by updating and posting syllabi, constructing tests, grading assignments, and completing course assessment materials.
2. Contribute to student success initiatives.
  - a) Serve as student advocates, advisors, success coaches, tutors, and mentors. Help students identify and achieve their educational goals through participating in the college's advising process, as well as providing incidental academic advice to students in class.
  - b) Participate in focus groups, stakeholder dialogues, and campus and community-wide conversations regarding student success.
  - c) Assist in data gathering and assessment. d) Participate in faculty workshops to discuss and analyze data and design evidence-based student interventions.
  - e) Be available to respond to students via email, phone, or personal conferences. The method of contact and hours of availability should be clearly communicated to Academic Coordinators, Academic Deans, Directors, and students through the course syllabus each semester.
3. Demonstrate professional growth and academic relevance.
  - a) Perform self-assessment and evaluation.
  - b) Remain current in academic or program discipline, including licensure, certification, or continuing education requirements where appropriate.
  - c) Observe and study new instructional techniques and pedagogical advances for lectures, labs, and clinical courses.
  - d) Implement innovative uses of technology to improve the learning environment.
  - e) Participate in faculty development experiences linked to strategic improvements in student success.
  - f) Attend seminars or conferences on instructional improvement.
  - g) Re-evaluate and re-define instructional objectives.
  - h) Continually revise and update course content and materials of instruction.
4. Carry out specific division/department responsibilities.
  - a) Attend division and department meetings.

- b) Initiate and/or participate in overall division-wide program development, maintenance, evaluation, revision, or expansion.
- c) Participate and contribute to the division budget planning, division strategic planning, and assessment planning and implementation.
- d) Mentor and assist in orienting new faculty, either formally or informally, where appropriate or required by the division.

#### 5. Contribute to college activities through committee service and participation in other college/student activities.

- a) Attend committee meetings and regularly scheduled faculty and staff meetings. This may include the following committees/meetings: standing, ad hoc, shared governance, advisory, hiring committees, faculty senate, or student organizations.
- b) Attend commencement and other pinning or graduation services.

#### 6. Contribute to the local community through service activities.

UACCB values contributions made to the local community by instructional staff. Service that enhances the instructor's experience and expertise in his/her field contributes to the university and community relations. These contributions are not formal requirements of the position, but they are greatly valued by the institution.

#### 7. Perform other academic duties as assigned.

Other responsibilities may arise on occasion that require additional temporary duties. Direction will be provided by the Academic Dean to accommodate those additional duties within the weekly schedule.

### Faculty Load and Work Week

1. Faculty course load will be governed by the UACCB Campus Procedure 406.1 Faculty Workloads Procedure.
2. The work week for 12- month full-time faculty should follow the respective appointment period expectations: 12 months or 9 months, and the specific program area responsibilities.
3. The standard workweek expectation for all full-time employees, regardless of appointment period, is 40 hours. All 12-month full-time faculty, unless otherwise stated, must maintain a five-day, 40 hour work week on the UACCB campus. In addition, 12-month faculty must maintain a minimum requirement of 10 posted office hours per week, within the five standard work days per week. These office hours should be used for advising, tutoring, and other academic support and course preparation duties. All faculty must be available on campus as needed to attend scheduled ad-hoc and committee meetings and provide advising and academic support services for students.

### Expectations of Conduct and Professionalism

1. Begin class on time and in an orderly and organized fashion.
2. Be courteous and approachable.
3. Follow approved policies and procedures in the conduct of all institutional activities.
4. Help encourage a desire to learn the subject matter.
5. Meet and assist students during office hours or by appointment at other reasonable times.
6. Assign grades and maintain course and student records in accordance with FERPA regulations and submit grades and records by established deadlines.
7. Keep a weekly schedule that best facilitates student learning and access. Any changes in the scheduled class times or locations should have prior approval by the Academic Dean.

### Physical Requirements

1. Frequent interaction with others.
2. Lecturing and interacting with students requires a combination of sitting and standing for 1+ hour.

3. Ability to lift 7-30 pounds, lifting, and overhead work may be required in carrying all necessary supplies, books, and course materials.
4. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions and expectations.

### Educational Requirements

Faculty qualifications are determined by using credentials as the primary mechanism to ascertain minimal faculty qualifications. These guidelines follow the [Higher Learning Commission's criteria for accreditation and assumed practices](#). Together, HLC's Criteria for Accreditation and Assumed Practices define the quality standards that all member institutions must satisfy to achieve and maintain HLC accreditation. HLC recognizes that experience also may be considered in determining faculty qualifications. As per the Higher Learning Commission:

*Faculty credentials refer to the degrees that faculty have earned that establish their credibility as content experts and thus their competence to teach that content in the classroom. Common expectations for faculty credentials in higher education include the following:*

1. *Faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield<sup>1</sup> (as applicable) in which they teach, and/or for which they develop curricula, with coursework at least one level above that of the courses being taught or developed. Completion of a degree in a specific field enhances an instructor's depth of subject matter knowledge and is easily identifiable.*
2. *With the exception noted in the bullet immediately following, faculty teaching in undergraduate programs should hold a degree at least one level above that of the program in which they are teaching. If a faculty member holds a master's degree or higher in a discipline other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline in which he or she is teaching. If an individual faculty member has not achieved 18 graduate credit hours in the discipline in which he or she teaches, the institution should be able to explain and justify its decision to assign the individual to the courses taught. These decisions should be supported by policy and procedure that are acceptable to the professional judgment of HLC peer reviewers. See the following subsection for more information about how experience may be considered in determining faculty qualifications.*
3. *Faculty teaching in career and technical education college-level certificate and occupational associate's degree programs should hold a bachelor's degree in the field and/or a combination of education, training and tested experience. (Note: See the Tested Experience section below.) Such qualifications are allowable even in instances where technical/occupational courses transfer, which HLC recognizes is an increasing practice.*
4. *Faculty teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.*

*Tested experience may substitute for an earned credential or portions thereof. Assumed Practice B.2. allows an institution to determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. This experience should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching.*

[UACCB Campus Procedure 406.1.1 Faculty Minimum Qualifications](#) outlines the college's process for evaluating, qualifying, and documenting approved teaching qualifications.



Supporting Document 7: [Academic Calendar 2023-2024](#)

## Supporting Document 8: 9-Month Faculty Reporting Calendar 2023-2024

### 9 Month Faculty Calendar

2023 to 2024

Jul 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					0

Aug 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						14

Sep 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						20

Oct 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						22

Nov 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		17

Dec 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						11

Jan 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			20

Feb 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		
						21

Mar 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						16

Apr 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						22

May 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						9

Jun 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						0

Days highlighted in yellow are "off appointment" days

Days highlighted in green are holidays

Spring Break

172 Work Days

9 Holidays

181 Total Days