



FACULTY HANDBOOK

UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE AT BATESVILLE

TABLE OF CONTENTS

Introduction.....	3
Academic Governance.....	3
Academic Affairs Structure	3
Provost.....	3
Academic Deans.....	3
Academic Affairs Directors and Coordinators	3
Faculty Shared Governance	3
Faculty Appointment and Employment	5
Faculty Hiring.....	5
Faculty Appointment	5
Faculty Credentials.....	5
Faculty Compensation.....	5
Faculty Terms of Employment	6
Faculty Evaluation and Performance	6
Faculty Evaluation Criteria and Review	6
Teaching and Learning.....	6
Academic Policies and Procedures	7
General Faculty Job Description, 9-month Appointment.....	8
Summary of Essential Functions	8
General Faculty Job Description, 12-month Appointment.....	11
Additional Standards and Expectations.....	14
General Faculty Responsibilities	14
Classroom Scheduling	14
Final Examinations.....	14

Introduction

Academic Governance

Academic Affairs Structure

Provost

The Provost reports directly to the Chancellor and is the Chief Academic Officer at UACCB. The Provost 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 Provost 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.

Academic Deans

The Academic Deans report directly to the Provost. 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.

Academic Affairs Directors and Coordinators

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.

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.
4. 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 details related to Faculty Senate, please reference the [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.

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.

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.

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

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 of the University of Arkansas System.

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 in 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 Human Resources. It is the responsibility of the individual to update any additional work or degrees he or she has completed annually. Documentation can be submitted via Workday or transcripts can be mailed directly to Human Resources or hr@uaccb.edu.

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.

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 the Forms link within the Apps dashboard in <https://myapplications.microsoft.com/> (My Apps).

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

Arkansas Code Annotated §6-63-104 and Arkansas Higher Education Coordinating Board (AHECB) policy 5.5 requires 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 academic year. Institutional plans are on file with ADHE and significant amendments to these plans must be submitted for Board approval.

Teaching and Learning

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 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.

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.

General Faculty Job Description, 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.
 - a. 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 workdays 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 (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.
 - 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.
 - 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. HLC 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.

General Faculty Job Description, 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.
 - a. 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
1. 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 workdays 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 (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.
 - 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.
 - 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. HLC 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.

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, Preview Days, large scale student visits, etc.
- Participate in all Professional Development Activities, Graduation 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 purpose, missions, vision, strategic priorities, and 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 Provost's 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 Provost'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.