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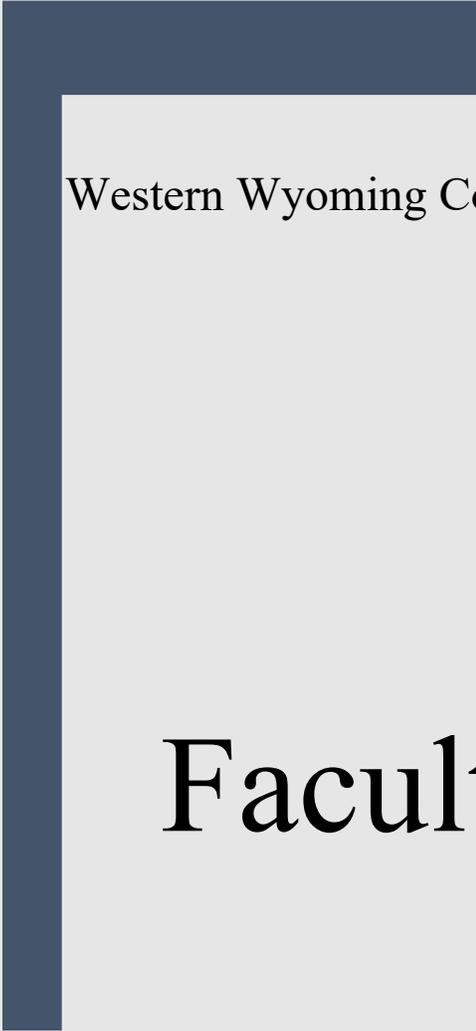
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Western Wyoming Community College

Faculty Handbook

Student Learning

2022 - 2023



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Disclaimer

NOTHING CONTAINED IN THIS FACULTY HANDBOOK OR IN ANY OTHER POLICIES, PROGRAMS, PROCEDURES, OR BENEFIT PLAN DESCRIPTIONS MAY BE CONSTRUED OR IMPLIED TO BE A CONTRACT OF EMPLOYMENT BETWEEN YOU AND WESTERN WYOMING COMMUNITY COLLEGE (“WWCC”).

IF YOUR EMPLOYMENT WITH WWCC IS PURSUANT TO A WRITTEN CONTRACT OF EMPLOYMENT OR WRITTEN APPOINTMENT SIGNED BY YOU AND WWCC, YOU AND WWCC ARE BOUND BY THE TERMS AND CONDITIONS OF THAT CONTRACT OR APPOINTMENT, AS WELL AS ANY APPLICABLE BOARD POLICIES, ADMINISTRATIVE PROCEDURES, AND HUMAN RESOURCE PROCESSES.

IF YOU DO NOT HAVE A WRITTEN CONTRACT OF EMPLOYMENT OR WRITTEN APPOINTMENT SIGNED BY YOU AND WWCC, YOUR EMPLOYMENT IS AS AN “AT WILL” EMPLOYEE, WITHOUT ANY FIXED TERM OF EMPLOYMENT. IF YOU ARE AN “AT WILL” EMPLOYEE, EITHER YOU OR WWCC MAY TERMINATE YOUR EMPLOYMENT AT ANY TIME, FOR ANY REASON, OR FOR NO REASON, WITH OR WITHOUT ANY PRIOR NOTICE OR PROCEDURE, AND WITHOUT RIGHT OF APPEAL.

NO SUPERVISOR, ADMINISTRATOR, TRUSTEE, OFFICER, OR OTHER EMPLOYEE OF WWCC HAS THE AUTHORITY TO MAKE ORAL PROMISES OR CONTRACTS WITH YOU REGARDING YOUR EMPLOYMENT. NO PROMISE OR GUARANTEE REGARDING YOUR EMPLOYMENT STATUS IS BINDING UPON WWCC UNLESS IT IS IN WRITING AND SIGNED BY THE COLLEGE PRESIDENT, THE PRESIDENT OF THE WWCC BOARD OF TRUSTEES, OR ONE OF THEIR WRITTEN DESIGNEES.

WWCC HAS THE EXCLUSIVE RIGHT TO CHANGE BOARD POLICIES, ADMINISTRATIVE PROCEDURES, AND HUMAN RESOURCE PROCESSES, INCLUDING TIMELINES AND TIMEFRAMES, FROM TIME TO TIME AS IT IN ITS SOLE DISCRETION DEEMS NECESSARY, PROVIDED THAT THOSE ACTING ON BEHALF OF WWCC FOLLOW ALL APPLICABLE POLICIES OR PROCEDURES FOR CHANGES.

THE NEWEST VERSION OF THIS FACULTY HANDBOOK SUPERSEDES ANY AND ALL PRIOR FACULTY HANDBOOKS. THIS FACULTY HANDBOOK IS MEANT TO SUPPLEMENT THE EMPLOYEE POLICIES AND PROCEDURES MANUAL (THE “EMPLOYEE MANUAL”). IN ALL CIRCUMSTANCES WHERE THERE IS A CONFLICT THE EMPLOYEE MANUAL SUPERSEDES THE FACULTY HANDBOOK FOR PERSONNEL MATTERS.

Introduction/Foreword

This Faculty Handbook contains many of the Western Wyoming Community College (also sometimes referred to as “WWCC,” “Western,” or the “College”) Board of Trustee Policies (“Board Policies”) and WWCC Administrative Procedures (“Administrative Procedures”) unique to faculty members, along with additional general information that may be helpful to faculty members. This Faculty Handbook also provides faculty members with direct links to certain Board Policies, Administrative Procedures, and other sources of information. The Board Policies and Administrative Procedures may be viewed in their entirety at the [Board of Trustees website](#).

This Faculty Handbook is not a complete guide to academics, research, or other components of the faculty experience. The College also has an Employee Policies and Procedures Manual (the “Employee Manual”) that is applicable to all employees at the College, including all faculty members. In all circumstances where there is a conflict the Employee Manual supersedes this Faculty Handbook for personnel matters. In addition, and to the extent there is a conflict, the rules and regulations of the College, as set forth in Board Policies and Administrative Procedures, supersede the Employee Manual and the Faculty Handbook.

Any program with an additional accrediting body other than the Higher Learning Commission (“HLC”) may have a handbook that should also be consulted in addition to this Faculty Handbook. Anything not addressed in the accreditation handbook should be found here.

If requested, individuals with a disability will receive an alternate format of this document and/or the Board Policies and Administrative Procedures.

Those individuals requesting an alternative format, as well as any employee with specific questions about this Faculty Handbook, should contact the Vice President for Academic and Student Affairs by emailing cwittstruck@westernwyoming.edu or calling 307-382-1714 or the Associate Vice President for Human Resources by emailing jadams@westernwyoming.edu or calling 307.382.1832.

I. General Policies, Procedures, and Information

A. Academic Calendar (Board Policy and Administrative Procedure 6210A)

The College Administration will establish a procedure for review, feedback and development of the academic calendar. The calendar will be approved two years in advance so that there is always a two-year calendar in effect. The Board of Trustees (the “Board”) will review and approve the College’s official academic calendar annually.

*Complete details, including all applicable definitions and procedures, are in **Administrative Procedure 6210A**.*

B. Academic Freedom (Board Policy and Administrative Procedure 6110A)

The College educates people in the democratic tradition to foster a recognition of individual freedom and social responsibility and to inspire meaningful awareness and respect for the Bill of Rights. The College can best transmit these democratic values in an atmosphere that endorses academic freedom for the teacher and the student. This is an atmosphere free from censorship and other artificial restraints on free inquiry.

Because academic freedom is essential to fulfill the educational purpose of this College, the teachers have the right to protection from any censorship or restraint that might interfere with their obligation to pursue truth. The Board should, therefore, encourage and guarantee freedom of expression. At the same time, both the Board and the teachers recognize that this freedom includes the academic responsibility as described and defined by the relevant professional organizations.

Academic freedom, for the purposes of this policy, is defined to include the following 7 rights for teachers and students:

1. The right to use materials relevant to the students’ level of ability and maturity and to the College’s purposes.
2. The right to teach and learn about controversial issues which have economic, political, scientific, or social significance.
3. The right to maintain a classroom environment conducive to freely exchanging and examining significant economic, political, scientific, or social ideas.
4. The right of teachers to express their conscience as private citizens with the added professional responsibility to present balanced views of any controversial issues studied in the classroom.
5. The right of the faculty to pursue independent research, publication, and vocational expertise as long as it does not interfere with college responsibilities.
6. The right of the faculty to participate in the public affairs of the community as long as it does not interfere with College responsibilities.

7. The right of students to hold divergent ideas as long as any dissent is expressed within the guidelines of debate or discussion, generally expected in a classroom.

C. Objectives of the Instructional Program (Board Policy 6110B)

The objectives of the instructional program are stated in the College's mission statement and guiding principles.

The College is a publicly supported comprehensive center for learning, dedicated to providing life-long learning to a diverse and changing society.

In fulfilling its mission, the College is committed to:

- Provide the opportunity for students to develop, challenge, and enrich their values and beliefs, with diverse opportunities for self-expression and personal development.
- Provide excellent teaching in:
 - The liberal arts or general education programs for those seeking degrees;
 - The occupational, vocational, and technical programs for those preparing for jobs, or retraining and upgrading their skills;
 - Workforce Training, Continuing education and community service programs for those seeking to broaden their interests or to acquire additional skills; and
 - The basic and developmental skills programs for those seeking to improve their basic skills.
- Provide quality support services to enable students to achieve their educational goals.
- Serve as a resource center for students, citizens, business, industry, government, and other institutions.

D. Requirements for Degrees and Certificates (Board Policy and Administrative Procedure 6310A)

The Board is committed to ensuring the successful attainment of students' educational goals. The Board recognizes the primary mechanism through which students achieve these goals is by earning a degree or other post-secondary credential. The primary educational vehicles utilized by the College to help students achieve their educational goals are its degree and certificate programs.

This policy identifies the types of degrees and certificates the Board confers upon graduates of the College. It defines the types of and purpose for the degree/certificates offered by the College. The President shall be responsible for implementing administrative procedures to develop and maintain programs that comply with this policy.

The College is authorized to offer the following degrees and certificates:

- Bachelor of Applied Science: A degree primarily for students interested in moving into leadership roles in technical fields.
- Associate of Arts: A degree designed for students pursuing the arts, humanities, social sciences, and related disciplines. This degree prepares the student for transfer to a baccalaureate degree program and includes substantial coursework in the humanities, social sciences, arts and liberal arts.
- Associate of Science: A degree designed for students pursuing science, technology, engineering, mathematics, business and related disciplines. This degree prepares the student for transfer to a baccalaureate degree program and includes substantial coursework in mathematics, natural sciences, engineering, business and/or other related disciplines.
- Associate Degree in Nursing: This degree is primarily a technical degree that allows the graduate to apply to take the National Council Licensure examination for registered nursing (NCLEX-RN). This degree will also transfer to some four-year schools for students wishing to complete a BSN.
- Associate of Applied Science: A degree designed for students planning to enter the workplace upon degree completion. This degree has substantial applied coursework associated with the field of study.
- Skills Proficiency Certificates: These certificates are given in various occupational areas and require completion of a defined group of courses.

The Board supports a robust, rigorous, and diverse curriculum to ensure a broad education is available to the College's students. This curriculum must be practical and relevant to the purpose of the degree and certificate programs offered by the College and at all times should be designed and offered in a way that supports student completion and success.

The College shall require a minimum of 60 credit hours for an Associate Degree, a minimum of 120 credits for Bachelor of Applied Science degree, and provides one-year certificates, as well as specialized shorter duration certificates. The College shall have a process by which students who wish to pursue a second degree must meet all degree requirements as well as complete 25% of coursework (usually 15 additional semester hours) at the College that apply toward the second program of study.

All credit-bearing programs shall be approved by the Curriculum Committee, the Board and the Wyoming Community College Commission.

To graduate, students must complete all requirements of their program. Students may opt to graduate under the current catalog requirements or under those of the catalog in place the year they began attending the College, as long as there has been continuous attendance.

The current College Catalog lists requirements for all degrees and certificates.

*Complete details outlining the general parameters for the academic programs offered by the College that lead to the award of one of the above-described degrees or certificates, including program requirements, are in **Administrative Procedure 6310A**.*

References:

Federal 34 CFR 602.16(a)(1)(viii); Higher Learning Commission, Criteria for Accreditation; Wyoming Statutes: §21-18-202(d)(i); §21-18-202(d)(ii)

E. Guidelines for Determining Qualified Faculty (Board Policy and Administrative Procedure 4110C)

In accordance with the guidelines established by the Higher Learning Commission, the College will ensure that all faculty are qualified to give instruction in assigned courses. In the minimum qualifications outlined below, whenever a qualification includes a requirement that a faculty member has earned a particular degree, the degree must be from an accredited institution of higher learning. Official transcripts must be provided to the Human Resources Department (“Human Resources”) to be included in the personnel file. An accredited institution of higher learning shall mean an institution that is fully accredited by one of the following agencies:

- Accrediting Commission of Career Schools and Colleges;
- Accrediting Council for Continuing Education and Training;
- Accrediting Council for Independent Colleges and Schools);
- Council on Occupational Education; Distance Education Accrediting Commission
- Higher Learning Commission
- Middle States Commission on Higher Education
- New England Commission of Higher Education
- New York State Board of Regents, and the Commissioner of Education
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools Commission on Colleges
- WASC Accrediting Commission for Community and Junior Colleges
- WASC Senior Colleges and University Commission

All Faculty Members

Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified.¹

¹Determining Qualified Faculty Through HLC’s Criteria for Accreditation and Assumed Practices: Guidelines for Institutions and Peer Reviewers, September 2020
https://download.hlcommission.org/FacultyGuidelines_OPB.pdf

General Education and Other Non-Occupational Courses

Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield 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 or subfield in which they teach. For faculty with fewer than 18 graduate credit hours, qualifications may be determined by tested experience.

Program Specific Exceptions

Career and Technical Education College-Level Certificate and Occupational Associate Degree Programs

Faculty teaching in career and technical education college-level certificate and occupational Associate degree programs should hold at least a bachelor's degree in the field and/or a combination of education, training and tested experience (see FN1).

Tested Experience is defined as “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” (see FN1). *Tested Experience is identified by the full-time faculty members in the academic discipline.*

Three Qualifying Options:

- Bachelor's degree in field;
- Associate degree in field and four years of Tested Experience; or
- Eight years of Tested Experience

Additionally, all faculty are required to – or will before beginning instruction – be current on any relevant professional certifications expected within their area of expertise. Faculty will hold all reasonable and relevant certifications as identified by the full-time faculty in the academic discipline.

Fine and Performing Arts Courses

- Instructors possess a master's degree relevant to what they are teaching. If a faculty member holds a master's degree or higher in a discipline or subfield 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 or subfield in which they teach (see FN1).
- A faculty member teaching creative writing, painting, or music may have had his/her expertise, ability, and talent validated through publication or through wide critical and public acclaim (see FN1).
- If tested experience is the criteria being used to qualify a faculty member, the 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 (see FN1).

- Faculty members (including part-time faculty and graduate teaching assistants, as applicable) shall be qualified by earned degrees and/or professional experience and/or demonstrated teaching competence for the subjects and levels they are teaching.²

Nursing Courses

Nursing faculty shall hold an active, unencumbered Wyoming RN license and be experientially qualified. Faculty shall also meet the following educational requirements:

Full-time faculty:

- Graduate degree in nursing education; or
- Graduate degree in nursing and successfully complete at least ten (10) clock hours of educational preparation in principles and methods of teaching, learning, and evaluation of performance outcomes within six (6) months of hire date; or
- Obtain a graduate degree in nursing within five (5) years of hire date and successfully complete at least ten (10) clock hours of educational preparation in principles and methods of teaching, learning, and evaluation of performance outcomes within six (6) months of hire date. The administrator shall immediately notify the Board in writing of the hire of the non- graduate prepared faculty member along with a plan for compliance with the requirements.

Part-time faculty:

- Minimum of a baccalaureate degree with a major in nursing; and
- Successfully complete at least ten (10) clock hours of educational preparation in principles and methods of teaching, learning, and evaluation of performance outcomes within six (6) months of hire date.

Physical Activity Courses

Instructors possess a college degree, relevant certifications and/or 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 (see FN1).

The Following Statements Apply to All Faculty Members:

- For cases in which the degree earned does not qualify exclusively, qualifying coursework will be evaluated by full-time faculty in the corresponding academic discipline, the school chair, and Vice President for Academic and Student Affairs. The evaluating parties will forward their recommendations to the College President

² NASM Handbook, National Association of Schools of Music, 2021-2022 <https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2022/02/M-2021-22-Handbook-Final-02-02-2022.pdf>

for final approval; all qualifying coursework credits must be earned from an accredited institution, and the courses must be passed with a letter grade of “B-” or higher.

- In the event that there are insufficient full-time faculty members in the corresponding academic discipline to make a determination regarding credentials, the school chair will appoint a taskforce to determine suitability of credentials and coursework; the taskforce may include faculty from other colleges or universities.
- If Tested Experience (“*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*” (see FN1)) is being used to qualify a faculty member, the following individuals must sign off on this exemption to the master’s degree requirement: College President, Vice President for Academic and Student Affairs, and the appropriate school chair.

Visiting Appointments

Late searches

Faculty searches that are initiated after May 1st for Fall starts or after October 1st for Spring starts will be posted as Visiting Instructor/Assistant Professor. The Professional Standards Boards for these positions will follow the same procedures as a search for Initial Contract positions. Visiting Faculty job descriptions will clearly state that the position is for either one semester or one academic year.

The time that a faculty member serves in a Visiting position count toward their attainment of a Continuing Contract. Visiting Faculty members who have been converted to Initial Contract may be eligible to be offered a Continuing Contract after three full Academic Years on a combination of a Visiting and Initial Contract

Moving from Visiting to Initial Contract

Faculty members on Visiting Contract cannot be moved to an Initial Contract without signed recommendations from the majority of the Professional Standards Board that hired the Visiting Faculty, the current School Chair, and Vice President for Academic and Student Affairs or their signatories.

Visiting faculty members may only be recommended for Initial Contract if they are found to be at the level of *Meets Expectations* in their teaching and contribution to Western, while demonstrating a commitment to Western’s Guiding Principles. The evaluation of visiting faculty will be based upon the observations and evaluations of the Visiting faculty member’s School Chairs and/or their appointees.

F. Family Educational Rights and Privacy Act (FERPA) (Board Policy and Administrative Procedure 5110C)

The College complies with all federal and state retention and privacy laws. The College shall protect all student records maintained by the institution, as outlined in the Family Educational Rights and Privacy Act of 1974 as amended (FERPA), which is designed to protect the

confidentiality of the records that educational institutions maintain on students and to give students access to their records to ensure the accuracy of the contents.

For the purposes of this policy, a student is any person who attends or who has attended the College; if a student is attending a postsecondary institution – at any age – the rights under FERPA have transferred to the student.

*Complete details, including all applicable definitions and procedures, are in **Administrative Procedure 5110C**.*

G. Communication Expectations

Email is the official form of communication on campus. Faculty should check their email regularly and respond quickly unless it is the weekend, a holiday, or off-contract time.

Outlook

Outlook is the College’s official source for both email and calendar. If needing further assistance with outlook, contact IT at helpdesk@westernwyoming.edu

Scheduling a Meeting

When scheduling a meeting be sure to click on the Scheduling Assistant and be sure all people are available for that time. This will save time needing to reschedule when a key person may have other commitments. This will minimize scheduling conflicts.

II. Instruction

A. Course Outlines/Syllabi (Board Policy and Administrative Procedure 6220B)

Instructors must turn in a copy of their course outline to the Vice President for Academic and Student Affairs. Faculty will provide access to the course outline to students at the first class.

Syllabi will be checked for compliance with the Americans with Disabilities Act (“ADA”) and program outcome alignment by the faculty member and submitted to the Department Facilitator. The Department Facilitator should verify ADA compliance and then submit them to the Office of Student Learning and School Chair/Program director.

Syllabi for Western courses should follow the approved syllabus template provided by the Office of Student Learning. This template is periodically updated. Faculty can access the most recent syllabus template through their School Chair/Program Director.

The Office of Student Learning will also provide “Supplemental Information” as an addendum to the course syllabus. Faculty can access the most recent supplemental information through their School Chair/Program Director.

All syllabi and the most recent version of the supplemental information should be provided to students through the college’s approved Learning Management System.

B. Textbook Adoption

Each semester, faculty will receive a textbook adoption request via email from the bookstore. The adoption must be filled out for all courses regardless of materials used.

Ensure required books on the syllabus matches what has been ordered for the upcoming semester including edition. If there will only be recommended textbooks for students in a certain course, choose “recommended” or “optional” on the adoption form. This option will still show up on the bookstore shelf tags and website.

Please make all adoptions through the bookstore. For questions regarding book adoptions please contact the bookstore.

C. Student Attendance (Board Policy and Administrative Procedure 5210A)

All courses must have an attendance policy outlined in the syllabus. Students are expected to attend class. Instructors shall take into account the deadlines for adding and dropping courses and write a policy statement consistent with the College's drop/add policy. If a student misses too many classes (as defined in the instructor’s attendance policy), an instructor may drop that student from the course during the drop period.

Official excused absences are those that occur when students are representing the institution or are on College-sponsored trips (including athletics, field trips or other official travel). Other excused absences are those that occur for documentable medical, family emergency, religious obligations or jury duty. Activity sponsors and coaches should provide a schedule of activities and a list of participants at the beginning of the semester or block. The students must notify instructors one week in advance of scheduled absences or as soon as possible after excused absences. Failure to do so may result in forfeiture of the student's right to make up work.

A student is expected to make up work missed. In situations where the academic experience cannot be repeated or an equivalent educational experience cannot be offered or make-up work is not practical, the issue of class attendance may be resolved through a cooperative effort of the activity sponsor, the student and the instructor.

Appeals regarding attendance decisions shall be submitted to the appropriate Division Chair and the Vice President for Academic and Student Affairs. Their decision is final.

While students are not required to be in a traditional classroom, there should still be the expectation of regular time spent on the class. Students’ login dates are used to monitor this element.

However, when calculating the last day attended for D or F grades, the last assignment or participation in a course discussion should be used rather than just last date of login.

D. Canvas

All faculty are required to use Canvas as their learning management system. The Center for Teaching, and Learning (“CTL”) can help with any issues, including course design. Canvas also offers technical support 24 hours a day, 7 days a week at 833-255-9721. More details on Canvas are available at this link to the College’s Canvas [webpage](#).

E. Students with Disabilities, Accessibility, and Accommodations (Board Policy and Administrative Procedure 5460B)

The College prohibits unlawful discrimination against qualified students with disabilities and encourages their full participation within the College community. All faculty, staff and administrators will actively support students with disabilities in all educational programs, services, and activities, in cases where such support is readily achievable and is not an undue burden.

The College is also committed to providing reasonable accommodations and modifications for individuals with disabilities in accordance with the ADA and Section 504 of the Rehabilitation Act of 1973.

Accommodations

In accordance with Section 504 of the Rehabilitation Act, the ADA, and the Americans with Disabilities Amendment Act (ADAAA) of 2008, the College defines a qualified student with a disability as “any person who is regarded as having such an impairment, and (a) who meets the academic and technical standards requisite for admission to or participation in the College's programs, and (b) who has a documented physical or mental impairment that substantially limits one or more major life activities.” A student with a disability who believes an accommodation is necessary to complete the educational process should contact the Disability Support Services Specialist in Wellbeing and Accessibility. The institution will engage with students with disabilities to determine appropriate, reasonable accommodations in compliance with all applicable local, state and federal laws. The College will require appropriate documentation before accommodations will be provided.

*Complete details regarding the process related to reasonable accommodations for students with disabilities are in **Administrative Procedure 5460B**.*

As an instructor, when an accommodation is received, please note that they have been discussed, assessed, documented, and approved. Wellbeing & Accessibility will not disclose the condition for which the accommodations have been determined necessary. The accommodations should provide an alternative way to accomplish course requirements by reducing barriers, thus “leveling the playing field” for a person with a disability.

Accommodations should not:

- Result in an undue burden;
- Change the curriculum; or
- Weaken the standards or integrity of a course.

Instructors are responsible for:

- *Implementation of the accommodations upon request by the student.*
 - Please note that students may choose to not utilize all accommodations all the time. We encourage them to discuss accommodations with their instructors at the

beginning of each semester and when they would like to utilize each accommodation.

- Identifying ways to implement accommodations that work for both the faculty member, student, and course integrity.
- *Communication.*
 - Student
 - Student communication is important. We suggest that instructors go over the accommodation statement in the supplemental syllabi packet with all classes. This provides a reminder and prompt for the students that may have accommodations to reach out and discuss their needs with you. Do not disclose the disability status of any student publicly.
 - Encourage students to communicate with you about their accommodations in private.
 - You may choose to reach out to a student whom you have received accommodations for, this is acceptable. They can decide if they would like to use them.
 - Wellbeing & Accessibility
 - Wellbeing & Accessibility is here to assist students but also instructors in navigating ways to work with approved accommodations.
 - If a student states they have accommodations, but faculty did not receive a notice from us, please communicate this to Wellbeing & Accessibility. Often students change their schedule and fail to notify us. This is most often the case. Approved Students should also have a copy of their accommodations that they can share.
- *Confidentiality of accommodations.*
 - All accommodations are to be kept confidential.
 - Students may choose to disclose their disability reason or status to you or to the class, however, please continue to consider that confidential information. The student has the right to disclose and speak openly, the institution does not. Instructors should refrain from asking students about disability status or reason for accommodations.

Please know that Wellbeing & Accessibility are here to work with faculty and students regarding issues accessibility, accommodation, and instruction as at times it can be challenging. We welcome questions, feedback, and conversations.

Accessibility

Courses need to be accessible for all students regardless of disability. Faculty should keep this in mind when planning. Ally accessibility scores are reviewed by CTL. Faculty are responsible for reviewing the scores in their own Canvas Shells and making edits to these shells to be in full compliance. More information can be found via the Faculty Webpage or by directly seeking assistance from CTL staff.

Course Documents

All course documents need to be designed for screen readers and potentially in a format that large print would be available. The consistent use of Word Headings and proper set up of tables will help students.

Captions on Videos

Any posted videos need to have captioning, as per Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and other Federal disability statutes. Captioning not only helps students with hearing impairments, but also students whose first language is not English. Studio, which is part of Canvas, has 85% accuracy when it comes to captioning videos. YouTube also can caption and provides many videos that are already captioned.

Textbooks

Check with publishers to ensure that an eBook or audible book is available in order for students to use a screen reader or listen if necessary. Knowing these are available will ensure that any student with accommodations can have the same materials for class.

Textbooks are available for students to purchase on the Western Bookstore website:
(<https://www.wccbookstore.com/>)

F. Workload for Instructional Faculty (Board Policy and Administrative Procedure 4410B)

The College expects full-time faculty to carry a normal teaching load. In addition to teaching, faculty members must hold office hours and must be available to advise students, to serve on committees, and to complete other related duties.

Defining Load

Full-time faculty are considered to be teaching a normal load if either condition A, B or C is fulfilled.

- A. One is teaching between 28 and 32 load hours per academic year.
- B. One is teaching at least 24 load hours, but less than 28 load hours per academic year; and one is doing other service or research for the benefit of the College, community, or profession; and this course reduction has been authorized in writing by the Vice President for Academic and Student Affairs, after a review and recommendation by the School Chair.

- C. Required non-teaching assignments that would reduce an instructor's load below the above standards (A or B) must be authorized in writing by the Vice President for Academic and Student Affairs, and should be written into the instructor's employment contract addendum.

Counting Credit Hours

The following formulas will be used to convert credit hours into faculty load hours:

- Lecture courses are counted as 1 load hour per credit hour.
- Lab and activity courses are counted 0.6 load hour per 1 contact hour (Thus, for example, a physics course with 3 hours of lecture and a 2-hour lab section would equal 4.2 load hours. If this instructor taught an additional 2-hour lab, that instructor would get an additional 1.2 load hours.
- Clinical courses are counted 0.33 load hour per 1 contact hour.
- Faculty-led clinical courses are counted as 0.6 load hour per 1 contact hour.
- Workshop hours are defined by the syllabus.
- Directed study load hours are decided by the Vice President for Academic and Student Affairs; usually, an instructor will not receive one-for-one credit.
- Dual and Concurrent courses are calculated the same as face-to-face course.
- Internship/Co-op courses count 0.5 load hour per 1 credit hour. (Eight students must be enrolled for these credits to count as part of an instructor's load; however, this number can accumulate over 2 semesters in the same academic year.)

Schedule Building

When School Chairs receive an initial schedule from Registration & Records, they send it to Department Facilitators or Program Directors for their recommendations. The Facilitators or Program Directors work with faculty on the proposed schedule. Any adjustments to the spreadsheet should be made in red and then returned to the School Chairs by the deadline indicated. The School Chairs work to ensure that all full-time faculty will reach their required load. If a full-time faculty is unable to reach their load, the Chair will work with the Vice President for Academic and Student Affairs to determine possible additional projects for the faculty member which may include summer instruction. The schedule goes through two drafts and then the print draft.

Any course that is scheduled and defined as face-to-face, online, or hybrid must get approval from the School Chair to change the modality of instruction.

G. Performance Evaluations (Board Policy and Administrative Procedure 4410C)

College supervisors will formally evaluate all full-time employees.

Faculty are evaluated using two methods: 1) Teaching evaluations and 2) End of Year Evaluations.

Teaching evaluations use a rubric designed for the method of teaching being evaluated, either face-to-face instruction or online instruction. The purpose of teaching evaluations is to critique and give feedback on instructional practices, classroom management, and student interaction. Teaching evaluations are generally kept between the evaluating supervisor and the faculty member although results of the teaching evaluation can be discussed in the End of Year Evaluation at the supervisor's discretion (see forms at end of document).

The minimum frequency of teaching evaluations is based on the following faculty classifications:

- Visiting Instructors – one each semester
- Initial contract first year – one each semester
- Initial contract second and third year – one each year
- Continuing contract – every third year
- Full Professor – only as needed

Teaching evaluations are unannounced. Evaluating supervisors may choose to conduct teaching evaluations more often than the above frequency.

End of Year Evaluations are used to determine if faculty have met the minimum requirements of employment. They incorporate student course evaluations, service to the college, results of teaching evaluations, professional development, and compliance with academic administrative expectations throughout the academic year.

Academic Administrative expectations include but may not be limited to the on-time submission of the following:

- ADA approved course syllabi
- Class rosters
- Mid-term grades
- Final Grades
- Common assessments and the appropriate data

When completed, End of Year Evaluations are submitted to the school chair for their comments. After faculty member responds to chair comments the completed evaluations are then forwarded to the Vice President for Academic and Student Affairs.

H. Service

Faculty are expected to do a minimum of 90 hours of service each year based on the service document which is available through one's School Chair. Times reflect an average based on reports made by faculty. Any activity with variable times listed should be discussed with one's School Chair/Program Director to determine the number of hours. Also, any exceptions should be discussed with one's School Chair/ Program Director, but exceptions will only be granted in rare circumstances.

I. Office Hours

Faculty are required to hold five (5) office hours weekly. Office hours need to be posted outside of your office and listed in your syllabi. If office hours need to be rescheduled, let your School Chair and students know what changes will be made.

J. Disciplinary Action for Improper Conduct (Board Policy and Administrative Procedure 4430A)

The College may take disciplinary action against employees who do not conduct themselves properly and observe the regulations of the College. Disciplinary options include an initial observation (oral warning), written reprimand, suspension, or discharge for cause.

K. Curriculum Changes

Creation of a new course; deactivation of an old course; course name, description, prefix, number, or credits all need to be approved by the Curriculum Committee. The appropriate forms can be found under MyWestern/Academics/Office for Student Learning/Forms.

In addition, new programs and any changes to degrees/certificates/focus areas need to be approved by the Curriculum Committee, and the appropriate paperwork needs to be submitted.

III. Classrooms and Students

A. Classroom Expectations

Faculty are expected to hold classes at the time, on the days, and in the room assigned in the schedule. If the classroom must be changed, it is expected that the faculty member will notify their School Chair/ Program Director and Mustang Central in order to let students know. In cases where the whole class must go to a different room for an activity, like doing research in the library, a note must be posted on the classroom door and advanced notice given via Canvas.

Final Exams

Final exams may be held during regularly scheduled class time(s) during the last week of the semester or Block or during a designated Finals Week.

Waitlists & Overenrolling courses

Caps are set on courses for a reason. If there is a large waitlist for a particular course, the School Chair may open another section if a faculty member is available, and they are open to adding a section to their schedule. If there are only a few students on the waitlist, the School Chair may ask the faculty member to allow those students into the course. However, it is always at the faculty member's discretion whether or not that is a viable option.

Online/Hybrid Teaching

Many courses are offered online to better serve students at a distance and/or those for whom face-to-face courses are not the most advantageous for other reasons. Faculty may be assessed on their online courses rather than face-to-face courses.

Hybrid courses, or courses that have both an online and in person component, may be offered to benefit students. For help with making a course engaging, please see the Instructional Designer in the Center for Teaching and Learning.

Class Roster

Each semester class rosters will need to be verified within 5 days of them becoming available.

Midterm and Final Grades

Midterm grades are due at the midpoint of the course. All faculty are required to submit midterm grades, as they are part of the annual assessment. Final grades are due as each course ends.

B. Cancellation of Classes Due to Weather (Board Policy and Administrative Procedure 6210B)

Classes at the College may be canceled because of bad weather. Weather may cause the entire College to close or may cause the cancellation of individual classes if it prevents an instructor from reaching the campus. The College will make decisions regarding the cancelling of classes and will notify students and the public with as much advance notice as possible.

Canceling All Classes

The College President has the authority to cancel all or some classes because of bad weather. In his/her absence, a designated administrator will make the decision.

The decision to cancel will be made as early as possible and announced to the public through local radio and television announcements.

Canceling Individual Classes

In the event of a major storm, when the College does not cancel classes, but travel is being restricted by local law enforcement agencies, a media announcement to that effect will be made. Students and staff may then use their own judgment regarding travel. Students will not be penalized for classes missed during these times.

An instructor may cancel individual classes if he/she is unable to reach the campus because of bad weather. The instructor must contact his/her Division Chair or the office of the Vice President for Academic and Student Affairs who will then notify the College information desk and handle other appropriate notifications. Students may call the information desk for a list of canceled classes.

Student Absences

Any student who cannot attend a class because of bad weather is responsible for contacting his/her instructor(s) and making up missed work.

Note: If classes are not cancelled, but travel is restricted by local law enforcement, students and staff should use their own judgment but notify the dean if unable to be on campus and what alternative course delivery will be utilized to meet contact hours.

C. Student Outcomes and Assessment (Board Policy and Administrative Procedure 6110C)

In conjunction with requirements published by the Higher Learning Commission, College faculty are required to establish and publish learning objectives for all degree programs and certificates. In addition, the various academic and student services departments shall develop departmental plans for evaluating the extent to which students are achieving the objectives in all coursework and programs, regardless of the modality, i.e., face-to-face, hybrid, online learning or dual credit.

The faculty in all units must review their goals and assessment plans on a regular basis, and must publish updates through the centrally maintained assessment database, which can be accessed through the portal. The Administration's role is to coordinate and document assessment activities taking place at the unit level as well as to conduct surveys and provide data of institutional scope. The College President and the President's Cabinet shall work with various departments to ensure that:

1. Assessments will give students the opportunity to work towards achievement of the applicable institutional learning outcomes. Assessments may also be aligned with other profiles, e.g., for programs, majors or specializations.
2. Assessments will be relevant and measures will be taken to ensure that what is being assessed is clear to students.
3. Assessment criteria will be transparent and made available to students in a timely manner.
4. Staff will be encouraged to use a range of assessment methods to reflect different pedagogical approaches and strategies.
5. Assessment methods will ensure that students with disabilities are provided with appropriate opportunities to demonstrate their achievement of learning outcomes.

Specific units (departments or academic units) are responsible for assessing specific academic programs, and faculty groups responsible for assessing general education.

*Complete details, including all applicable definitions and procedures, are in **Administrative Procedure 6110C**. In addition, School Chairs can provide additional information and guidance.*

D. Grading System (Board Policy and Administrative Procedure 5240A)

Instructors at the College evaluate students' work using a system of letter grades. These letter grades are converted to point values to compute a student's grade point average.

*Complete details, including all applicable definitions and procedures, are in **Administrative Procedure 5240A**, while details regarding Change of Grades/Academic Forgiveness are in **Administrative Procedure 5240D**.*

E. Academic Dishonesty (Board Policy and Administrative Procedure 6220D)

Students are expected to maintain the highest standards of academic honesty. A violation of academic honesty is a violation of the College's standards for student conduct and shall result in disciplinary action.

*Complete details, including all applicable definitions and procedures, are in **Administrative Procedure 6220D**.*

F. Advising

Faculty are assigned students to advise. Advising can take place individually or with a group. It is encouraged for new advisors to shadow experienced advisors during their first semester. See your School Chair for further guidance for advising.

Degree/Certificate/Focus Areas

Degree/certificate/focus areas have been established to ensure students are able to graduate within two years. Some students may need to leverage summer courses if they need to take developmental courses. Faculty Advisors should work with their advisees to ensure that the students follow the plan of study and have not changed the courses they should be taking.

Exceptions

On occasion a course in a degree/certificate/Focus Areas may not be the best choice for a particular student or a student may have a strong aptitude and/or desire to take a different course, to allow a change to an individual degree/certificate/Focus Areas, an Exception Form must be filled out and submitted to the School Chairs/Program Director who will forward their recommendations on to the Vice President for Academic and Student Affairs.

Directed Interdisciplinary Degree

Some students may have multiple interests that do not fit any particular degree path or would like to combine degrees, in this event a Directed Interdisciplinary Degree can be designed. The student is assigned a Primary Advisor and a Secondary Advisor to create a unique degree path for the student. The Advisors will work together to put together a two-year plan for the student that includes all of the required general education courses and then the specific courses necessary for graduation. The student must write a letter explaining the rationale for the Interdisciplinary Degree.

G. Student Work/Work Study Supervision

Some departments/programs have student worker positions available. Generally, faculty supervise these students. Be sure to approve timesheets in a timely manner. If your department/program does not have a student worker, but you would like a student helper, there are students who have Work

Study funding through Financial Aid. These students are not paid by the college and could be recruited to help. Timesheets still need to be approved for these students as well.

H. Student Tutor Services

The Peer Tutor Center employs students to provide tutoring for the courses where students tend to struggle. Have students contact the Peer Tutor Center (information is found in the Supplemental Information provided in addition to the syllabus) for a time. Appointments can be in person or online. Net-tutor services are also available for students through My Western.

I. Student Testing Center

Western does not have a campus wide testing center. The Peer Tutor Center (PTC), however, exists to assist students and faculty if staffing and space is available. The PTC requires a Monitoring Testing Form to be present for any student whether with accommodations or doing make-up exams/quizzes prior to the exam day and time. Students with accommodations must schedule 48 hours prior to exam day and time. The day and time need to coincide with the classroom test day and time. Students needing to do make-up exams must schedule 24 hours prior to exam day and time. We do make some exceptions for instructor referrals i.e., Internet issues or Honorlock issues for testing. PTC also supports community members with testing if attending other colleges with prearranged or approved circumstances. PTC require all students to empty pockets (jackets removed, pockets turned inside out), verify identity with picture identification, only bring items that one may need for exams/quizzes, and no communication devices of any kind (watches or phones). If students are going to be late, we ask for a courtesy call, and if 15 minutes late, we ask the student to reschedule or reduce that time from the overall testing time given. If a student cancels or no shows, we require verification from the instructor to reschedule the student. If you have any questions or concerns, please contact the Peer Tutor Center Coordinator at 307-382-1707.

J. Reporting Student Concerns

Any issues with students should be reported through the Maxient system. This system can be accessed from the website and labeled "Report A Concern". Any issue with students can be reported, including excessive absences, misconduct, declining effort or health, etc. Reports are followed up by the department associated with the issue and are tracked for patterns that may be addressed.

This system is a system that minimizes the amount of people who receive the information; therefore, sensitive subjects do stay private. If there is a faculty or staff issue, the report form would go to HR.

IV. Other Information

A. Professional Development

Full-time faculty receive funds annually for professional development. Employees need to use their Professional Development in order to keep abreast of updated teaching methods.

Professional Development can be shared, but it needs to be tracked in order to ensure fairness among schools. In addition, funds may be encumbered for the following year for larger expenses,

such as national and/or regional conferences as long as these larger expenses or conferences are expected to be received or attendance completed by September 30th.

Perkin's funding may be available if a person teaches within a Perkin's eligible program for training and professional development.

Permissible Expenses:

- Attendance at seminars and educational courses and degree programs that, once acquired, will assist the instructor or professional in performing his or her essential job functions as specified in the job description or closely related and approved by his or her supervisor and vice president.
- Membership fees to professional organizations; course costs associated with licensures and certifications; registration fees, travel, lodging, and meals for meetings, conferences, workshops, and seminars; subscriptions for scholarly journals, books, and computer-based resources, such as software; travel, lodging, transport, and meals to exhibit works of art or be a guest performer or artist unless other remuneration is received.
 - Any tangible items purchased would be property of the College: journals, books, DVDs, etc.

Non-permissible Expenses:

- Electronic devices, such as laptops, tablets, phones, chargers, monitors, etc.
- Seminars and courses not directly related to one's essential job duties as specified in the job description. Personal enrichment is not professional development.
- Payment for licenses or certifications because those are owned by the individual.

Faculty need to make requests in writing to have Professional Development expenses approved by their School Chair/ Program Director prior to use.

B. Field Trips and College-Sponsored Travel (Board Policy and Administrative Procedure 5620A)

The College may conduct student field trips and travel in connection with courses or College-related social, educational, cultural, athletic or musical performing arts activities. Destinations include places in Wyoming or any other state, the District of Columbia or foreign countries. Such trips must be a part of the College's educational and co-curricular planning.

No travel shall be undertaken in any country where the State Department has issued a level 3 or 4 travel advisory. If such conditions are known to occur after departure, the College reserves the right to cancel the travel and require traveling parties to return to the College. If visiting a country with a level 2 travel advisory, the approving Vice President must notate the advisory level in his/her approval.

All travelers are responsible for their own safety when traveling. All travelers to international locations are encouraged to become familiar with political, health, and safety issues occurring in the destination country.

All persons traveling must complete and submit a Travel Liability Waiver form to the group leader.

The College will, according to established procedures, transport students, instructors, and other personnel via College-owned vehicles or contracted transportation services.

Non-students may not be transported on College-operated trips without specific permission of the supervising Vice President or their designee. Students may not be transported in non-College vehicles without permission of the supervising Vice President or their designee.

All trips that are part of a College-sponsored activity or course must have an Absence from Campus approved by the appropriate administrator.

All travelers have a responsibility to themselves to be aware at all times, no matter where they are, of what action steps they need to take in the event of an incident and their responsibility.

A College employee must be designated as the responsible party for each trip. This individual will be called the group leader. This individual shall be responsible for collecting and submitting the Travel Waiver forms to the Vice President for Academic and Student Affairs with copies provided to Protective Services. This form shall then be kept on file for a minimum of three years after the travel is complete and all travelers have returned.

When traveling outside the United States, the group leader must register with the Smart Traveler Enrollment Program. This is a free alert system from the State Department that notifies travelers of travel and safety alerts within the country the group is traveling.

The group leader shall carry a copy of the completed Travel Waiver forms while traveling. The group leader shall also carry contact information for the Dean of Students and Vice President for Academic and Student Affairs.

Faculty organizing college field trips or other college sponsored travel and students participating in such events should notify college faculty of the impending absence of students AT LEAST one week before the expected departure.

C. Speakers

Guest speakers are a way to engage students and the community. This activity should begin with the School Chair/ Program Director and then proceed. Faculty need to remember that only VPs are allowed to sign contracts. In-class guest speakers do not count toward service.

D. Institutional Research Involving Human Subjects or Animals (Board Policy 2510A and Administrative Procedures 2510A.1 and 2510A.2)

The Board recognizes that the College is not a research-based institution, but acknowledges that there will be instances where the involvement of human subjects (e.g., students and employees) or animals in research is an integral part of the advancement of educational and scientific research. The College's policy guides the review and approval of requests to involve human subjects from the College community. The policy also requires the College to ensure animal facilities and programs involved in research maintain the highest standards of animal care and use, and to be operated in accordance with applicable federal, state, and local laws, regulations, policies, and guidelines.

*Complete details, including all applicable definitions and procedures, are in **Board Policy 2510A and Administrative Procedures 2510A.1 and 2510A.2.***

References:

U.S. Department of Health and Human Services (HHS), the Office for Human Research Protections (OHRP) 45 CFR 46, Subparts A, B, C, and D, the Food and Drug Administration (FDA) 21 CFR Parts 50, 56, 312. Family Educational Rights and Privacy Act of 1974 (FERPA or the Buckley Amendment). U.S. Department of Agriculture Animal Welfare Act (1966), Regulation (C.F.R., 2009) and policies, the Health Research Extension Act (1985), the Public Health Service Policy on Humane Care and Use of Laboratory Animals (PHS, 2002), the Guide for the Care and Use of Laboratory Animals (NRC, 2011), the Guide for the Care and Use of Agricultural Animals in Research and Teaching (2010), Animal Welfare Act and Regulations (AWAR). National Institute of Health (NIH) IDeA Networks of Biomedical Research Excellence (INBRE), and Wyoming INBRE, National Institute of General Medical Sciences of the National Institutes of Health.

E. Convocation and In Service

Faculty are required to be at Convocation (Fall) and In Service (Spring). Absences need to be approved in advance by the faculty's immediate supervisor. Both of these run the week prior to classes starting.

F. Graduation

Faculty are required to be at the Commencement ceremony every Spring. Absences can only be approved by their immediate supervisor.

G. Bookstore

The bookstore offers a 10% discount on employee purchases. Departmental accounts have been set up to be used for purchases that are work related.

Also, book orders will be requested well in advance, and the request will come electronically. If you do not get adoptions in on time, your School Chair is notified.

H. Printshop

Copies can be made as needed most of the time. However, if you have items done in advance, they can be emailed. When emailing, be sure to include if a color of paper is desired other than white, the number of copies, whether they should be one- or two-sided, in color, and if they should be

stapled. You'll be emailed in return when they are done and can be picked up. Large print orders need to be requested as soon as possible to allow working time.

APPENDIX I - Acronyms

SLC – Student Learning Council

ACR – Administrative Conference Room

ADA – Americans with Disabilities Act

AIRF – Agenda Item Request Form (for Senate)

BCR – Board Conference Room

BIT – Behavior Intervention Team

EDR – Employee Development & Recognition

FYS – First Year Success

GTS – Great Teachers Seminar

HR – Human Resources

IRB – Institutional Research Board.

MC – Mustang Central

OER – Open Educational Resource

P&P – Policies & Procedures

PCR – Presidential Conference Room

PSB – Professional Standards Board

SC – School Chair

SEM – Strategic Enrollment Management

UW – University of Wyoming

WLC – Western Leadership Council

APPENDIX II - Related documents:

Teaching Evaluation (In-person course)

Semester/Year:

Name:		Course:	
School:		Department:	
School Chair:		Dept. Facilitator:	
Time:		Location:	

The lists below each heading are intended as guidelines, not mandatory checkpoints. Thus, the observer would not expect to see each item during every class. This evaluation is a formative tool that will be used in the Annual Faculty Evaluation.

Section 1: Organization and Presentation				Scale: 0-2
Guidelines	Absent	Needs Attention	Meets Expectations	Noteworthy aspects & Comments on guideline
Clearly States the purpose of this session and/or provides class outline/overview				
Presents topics in a logical sequence.				
States connections between the ideas presented				
Summarizes the major points at end of lesson				
Communicates clearly and at a reasonable pace				
Varies tone, energy, and emphasis				
Highlights deadlines and upcoming events and expectations when appropriate				
Total points earned (minus lowest value) in section 1 =				

Additional comments (if needed):

Section 2: Interaction Between Students and Instructor				Scale: 0-2
Guidelines	Absent	Needs Attention	Meets Expectations	Noteworthy aspects & Comments on guideline

Obtains appropriate feedback to assess students' understanding of this material				
Encourages and responds to questions and comments				
Facilitates critical thinking by encouraging students to question, make connections, and seek their own solutions				
Restates questions or answers when necessary				
Uses materials and/or technology effectively				
Students actively participate				
Total points earned (minus lowest value) in section 2 =				

Additional Comments (if needed):

Observation Total:		
0-19 points: Needs Improvement	20 + points: Meets Expectations	Observations receiving a "needs improvement" rating will receive a follow-up observation; the higher score of the two observations shall be reported on the End of Year Evaluation.

Supplemental Evaluation (if required; during a second evaluation after receiving a "needs improvement on the first evaluation)
If the supervisor requests or requires a supplemental evaluation, a content/design expert will be assigned to evaluate the course. The evaluation will be placed here.

School Chair Summary & Feedback

Faculty Comments
Click or tap to add comments

Faculty Signature	School Chair Signature
Click or tap to place name	Click or tap to place name

APPENDIX III – Related Documents

Teaching Evaluation (Online course)

Semester/Year:

Name:		Course:	
School:		Department:	
School Chair:		Dept. Facilitator:	
		Location:	

The criteria below each heading are intended as guidelines for effective online instruction. It is anticipated that in every course shell there should be evidence of each criteria, however self-paced courses may not meet every criterion as stated. This evaluation is a formative tool that will be used to suggest improvement in instruction and referred to in the Annual Faculty Evaluation.

Section 1: Organization and Presentation			Scale: 0-2	
Guidelines	Absent	Needs Attention	Meets Expectations	Noteworthy aspects & Comments on guideline
Learners are introduced to the purpose and structure of the course				
Activities or modules are clearly introduced to the students as well as objectives or competencies				
Deadlines, upcoming events, and expectations are clearly communicated throughout the course				
The relationship between learning objectives, course activities, and instructional materials is clearly stated				
A variety of instructional materials are used in the course				
Course syllabus, grading scale, course guidelines, or other important information are easily accessible				
Course materials, information, links, videos, or other learning support is current, relevant, and accessible for students.				
Total points earned (minus lowest value) in section 1 =				

Additional comments (if needed):

Section 2: Interaction Between Students and Instructor			Scale: 0-2	
Guidelines	Absent	Needs Attention	Meets Expectations	Noteworthy aspects & Comments on guideline

Instructor participates regularly in the course and interacts with students through announcements, discussions, or other means.				
Instructor provides constructive and descriptive feedback on assignments through comments, rubrics, or other means.				
Learning activities provide opportunities for student interactions that support active learning.				
A variety of assessment strategies are utilized in the course.				
Specific and descriptive criteria are provided for the evaluation of the learners' work and are tied to the grading policy.				
Students receive feedback on assessments and activities in a timely fashion.				
Total points earned (minus lowest value) in section 2 =				

Additional Comments (if needed):

Observation Total:		
0-19 points: Needs Improvement	20 + points: Meets Expectations	Observations receiving a "needs improvement" rating will receive a follow-up observation; the higher score of the two observations shall be reported on the End of Year Evaluation.

Supplemental Evaluation (if required; during a second evaluation after receiving a "needs improvement on the first evaluation)
If the supervisor requests or requires a supplemental evaluation, a content/design expert will be assigned to evaluate the course. The evaluation will be placed here.

School Chair Summary & Feedback

Faculty Comments
Click or tap to add comments

Faculty Signature	School Chair Signature
Click or tap to place name	Click or tap to place name

Section III. Service

Identify and quantify all assigned/elected service to the School and/or College:

Service	Yearly Time Average
TOTAL TIME:	
To achieve a Meets Expectations, Service must equate to a minimum value of 86-106.	
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets Expectations

Section IV. Professional Development

Identify and list all efforts to develop professionally

1.
2.
3.
4.
5.

Information below this line is completed by the School Chairs during Summer Semester.

Planning & Improvement Data

Disclaimer: The Institutional Effectiveness Office has supplied the last 5 years of data for comparative course(s) to use in assessing and reflecting on this year's teaching.

Benchmark Course(s)	Average Enrollment	Average Grade Distribution and Withdrawals (%)					

Administrative Expectations

- aligned & submitted ADA approved syllabi
- submitted class roster
- posted mid-term grades
- posted final grades (with last day of attendance for D/F students)
- administered common assessments & submitted data

To achieve a Meets Expectations all of the administrative expectations must be met by the assigned deadline.

<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets Expectations
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End of Year Assessment

To achieve a Meets Expectation, three of the following must be at least Meets Expectations: a) Teaching Evaluation, b) Student Evaluation, c) Service, and d) Administrative Expectations.

Upon review of the aforementioned data, the School Chair has determined that this year you ...

Need Improvement

Meet Expectations

If placed in the Needs Improvement category, the VP for Student Learning must review the End of Year Assessment.

School Chair Summary & Feedback

--

Information below this line is completed by Faculty during Fall Convocation and submitted electronically to the appropriate School Chair before the first day of the Fall classes.

Faculty Self Evaluation

Review and discuss your performance as noted in this evaluation (word limit: 150)

Identify 2 opportunities for growth and

improvement: 1.

2.

Electronic Faculty Signature & Date: Electronic Chair Signature & Date:

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Information below this line will be completed after September 1st by the VP for Student Learning and returned to the corresponding School Chair and Faculty before the start of Spring semester.

Reviewed by the VP for Student Learning (Electronic Signature & Date)
VP for Student Learning Comments (if any)

Definitions

Percentile Rank: A statistical measure indicating the value below which a given percentage of observations in a group or observation falls. For example, the 15th percentile—as referenced in this document—indicates the value below which 15% of the observations may be found; this would indicate 85% of scores are superior.

Calculated Average: This is the unweighted mean of the reported student evaluation data. This can be calculated from the following formula: $\bar{x} = \frac{\sum x}{n}$



