2024-2025

FACULTY HANDBOOK

NOTE: This handbook serves as a quick reference for full- and part-time faculty. All faculty are responsible for maintaining sufficient knowledge of current college procedures and policies as outlined in the college policy manual, and college educational programs as outlined in the college catalog.

Cisco College—101 College Heights—Cisco, TX 76437 254.442.5000—254.442.5100 (fax)

Abilene Educational Center—717 E. Industrial Blvd.—Abilene, TX 79602 325.794.4400—254.442.5100 (fax)

www.cisco.edu

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The Mission of Cisco College is to provide quality, affordable, educational opportunities to meet the diverse academic, technical and career needs of the students and communities we serve.

The Mission statement of Cisco College is consistent with the Texas Education Code 130.0011, which states that the Mission of public junior colleges shall be two-year institutions primarily serving their local taxing districts and service areas in Texas and offering vocational, technical, and academic courses for certification or associate degrees, as well as continuing education, remedial and compensatory education consistent with open-admissions policies.

Core Values

Cisco College facilitates **Student Success** by ensuring open-door access to diverse educational opportunities, embracing innovation and best practices, and providing effective student support.

Cisco College insists on **Excellence** in our programs, instruction, services, management and learning environment.

Ethics and Philosophy

At Cisco College, ethical standards and a commitment to excellence are the foundations for creating an environment of life-long learning.

The college is committed to fulfilling its mission by providing a positive, encouraging and success oriented environment. All members of the college community are encouraged to act with mutual respect, integrity and professionalism towards one another and when representing the college to the greater community.

College policies that support innovation, sponsor collaboration, maintain open communication, encourage students and employees to adapt to change, call for efficient and effective use of college resources, and promote and protect the rights of each individual in the college community are enforced. This includes freedom from harassment and freedom for students and employees to develop and learn.

Cisco College adheres to both state and federal regulations and policies and accepts its responsibilities to students, employees, and the taxpaying citizens of Texas. The college strives to meet these responsibilities with fairness, accountability and integrity.

Guiding Principles

The principles that guide our expectations of learning and working together at Cisco College reflect our values as a community of learners and educators. The college's commitment to ethical standards is demonstrated through these princic-.03413 Tw2 2 2 326.40 TD12JT7876 Tcw( )Tj0 -58.02f12 0 0 1

2. **Respect:** We respect and value each and every student and employee as a unique individual making an important contribution to the College.

3. **Integrity:** We work and interact with honesty, integrity, and mutual trust—looking beyond self-interests and without hidden agendas.

4. **Communication:** We listen carefully and communicate respectfully, giving genuine consideration to multiple perspectives and diversity of thought.

5. **Cooperation:** We work together to achieve common goals, offering support and building consensus.

6. **Joy:** We encourage fun and laughter, taking joy in our work and our learning while celebrating our successes.

7. **Innovation:** Always striving to improve, we encourage innovation and risk taking without the fear of consequences for unsuccessful endeavors.

ACCREDITATION

Student Rights

Each student at Cisco College has the right to quality education and the commensurate freedoms to pursue his/her educational goals, objectives, and program. These include the right:

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CAMPUS SAFETY

- Offices at the Abilene Education Center: 8:00 a.m. to 6:30 p.m., Monday – Thursday, and 8:00 a.m. – 2:00 p.m. on Friday. Special events such as registration and holidays may result in different hours.

When classes are canceled due to inclement weather, the college will notify employees through the E2Campus Alert system and will attempt to notify local television and radio stations. The information will also be posted on the home page of the college website and via social media. If you have questions concerning the cancellation of classes during inclement weather, please call the main number in Cisco (254-442-5000) or the front desk in Abilene (325-794-4400). At least one office at each location will attempt to remain open until all persons have had ample time to inquire about cancellations.

COMMUNICATION
The Cisco College website is the primary official publication of the college. Faculty should refer to the website for common information or document needs such as the catalog, policy manual, office and department information, contact information, committee information, and forms.

Communication with college faculty is primarily through email. All employees are assigned Cisco College email accounts: firstname.lastname@cisco.edu. Written memoranda and telephone may also be used. Faculty mailboxes are located in the mailroom on each campus.

Contact the Information Technology Help Desk at ext. 5010 or helpdesk@cisco.edu regarding problems with email, computer, printer, or telephone.

DEGREES AND CERTIFICATES
Cisco College offers four associate degrees and a variety of certificates. Requirements for all college educational programs are available in the catalog on the college website under Degrees and Programs.

Curriculum Integrity
Per college policy 5.6, primary responsibility for the content, quality, and effectiveness of the curriculum is given to the faculty. This responsibility includes maintaining familiarity with the college programs and understanding the role and purpose of the courses faculty teach within the educational programs. Faculty shou

centers are located in Vo. Tech I Room 31 in Cisco and office 9 at the AEC. Testing Center hours vary by semester and location, and some dates are reserved for specific testing such as the GED or HESI A2.

A Faculty Information Form must be filled out by the instructor and accompany each test received by the Testing Center. A Faculty Information Form will be emailed to all faculty at the beginning of each fall and spring semester. The Testing Center will adhere strictly to the open and close dates and all other information indicated on the Faculty Information Form. Testing Center personnel will adhere strictly to the instructions given by the faculty in the Information Form.

directly to the center director. Student tutors must have completed the class they wish to tutor with a grade of B or higher. By recommending a potential tutor, faculty can help ensure the center is staffed with student tutors who provide high-quality instruction to students.

Faculty members with questions regarding student visits to the Tutoring and Math Centers, or who wish to view compiled end-of-semester reports from past semesters, may contact the center director.

Upswing

Free, online tutoring is available 24/7 to students through Upswing. Students can schedule sessions with tutors in most college subjects. Instructions for accessing Upswing are available at www.cisco.edu/onlinetutoring. A direct link to Upswing is provided in the Resources folder in the Canvas Global Navigation Menu. Faculty are encouraged to refer students to Upswing by including it in their syllabi and posting announcements in Canvas.

Writing Center

Writing Centers are staffed with experienced adjunct instructors and accept students on a walk-in basis for help with any aspect of writing assignments for any class or discipline. Semester hours are posted on the college website and at the center locations: AEC 121 and Maner Library. Faculty are encouraged to notify their students and classes about the center and direct struggling students to the center for additional assistance. Students may access the center and related resources on Canvas.

Faculty are encouraged to contact the English Department or the center director with assignment information or resources that they would like available to their students upon visiting the center.

INSTITUTIONAL REVIEW BOARD

The Institutional Review Board (IRB) at Cisco College is responsible for overseeing procedures designed to support the college commitment to protect human subjects in research. The IRB does not evaluate the quality of value of the research project. It is authorized to review, approve, activities associated with the proposed project. ing issues such as informed consent, confidentiality and

risk to the partici pr

the Randy Steffen Collection, consisting of books and materials on the Old West, Native Americans, and the Civil War.

Library online information resources are accessible across the campus network and include the online catalog and an online search service featuring more than eighty-five databases, including the full text of periodical articles and books. The library's participation in regional, state, national, and international resource sharing initiatives also significantly broadens access to information resources for the Cisco College community.

Abilene: The Abilene Educational Center provides library services through a staffed Reference Room and virtual library that includes a small print collection, electronic databases, DVDs, and availability of circulating books within 24 hours from the Maner Library.

Text-a-Librarian: Free online reference assistance to all faculty, staff, and students is available through the Library webpage by texting 66746. Response time depends on library hours but is usually within 24 hours. For patrons unable to ask a librarian in-person or online, or who prefer texting, the Text-a-Librarian service provides a convenient option for getting information on their phone from the helpful reference team.

MARKETING & PUBLIC RELATIONS

Communication is a key component in achieving the Cisco College Mission and Vision. The Comprehensive Communication Plan is an evolving document, which outlines objectives and tactics to facilitate effective exchange of information between Cisco College, students,

information. Department staff may be trained as needed to ensure content is up-to-date. Content is maintained through a Craft content management system with assistance from Mighty Citizen.

Policy and Guidelines for College Website

To ensure that information posted to the website is current and up to date, an annual review will be conducted each July. The Cisco College Website Audit Procedure has established guidelines and deadlines that will hold departments accountable while ensuring website content is posted in an engaging, timely, and accurate manner. See Website Audit Procedure - A How to on Updating the Website at www.cisco.edu/about/offices/marketing.

Social Media

Any faculty member using social media for a course, department, program, activity, or student

ADA CLASSROOM GUIDELINES

Faculty should be familiar with college policy 1.4 Americans with Disabilities Act, Reasonable Accommodation, which is published in the college policy manual.

ADA Accommodations / Disability Services

Cisco College provides appropriate accommodations to qualified students in accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities (ADA) act of 1990.

Accommodations are made on a case-by-case basis. Students are encouraged to contact the Disability Services Coordinator as early as possible. Early notice is required to prepare for and provide special accommodations by the first week of class. All requests for special accommodations due to a disability must be accompanied by appropriate and acceptable documentation. It is the responsibility of the student to provide documentation that qualifies the student as an individual with a disability, as defined by law, and supports the requested accommodation. The student is also responsible for providing current and accurate contact

Accommodation Letters

At the student's request, the Disability Services Coordinator will complete an "Accommodation Letter / Form" which the student should present to the professor for acknowledgement and signature. The student will then return the form to the disability services coordinator. Accommodation letters are usually completed at the beginning of a term; however, some students do not request accommodations until after classes have started, at which point the Disability Services Coordinator will work with the student and professor to determine how to best implement accommodations. Accommodations are not retroactive.

Faculty should direct any student who requests accommodations or reports a disability without an accompanying accommodation letter/form to the disability services coordinator. If the faculty member has not signed an accommodation letter / form from the disability services coordinator, then the student has not formally requested to receive approved accommodations. If a student is currently receiving accommodations in a course, faculty have the freedom to offer additional accommodations to the student, but should copy the Disability Services Coordinator on any such agreements in order to ensure that the college has a record of the additional accommodations. Additional accommodations should in no way change the course goals or alter the academic requirements.

Faculty are encouraged to communicate with the Disability Services Coordinators to discuss accommodations, and should always contact the Coordinators with questions or concerns about implementing accommodations.

Best Practices

The following are examples of teaching techniques that benefit all students but are especially useful for students who have disabilities:

- Make short assignment sheets.
- Provide reading lists available in electronic format (e.g., email, Canvas).
- Face the class when speaking.
- Repeat discussion questions.
- Verbally describe pictures and graphs.
- Turn on captions for all videos, regardless of the presence of hearing-impaired students.
- Adopt principles of universal design to make course content accessible to all learners. Information about universal design is available in the Faculty Resources on Canvas.
- Write key phrases and lecture outlines on the board or overhead projector.
- Put the person first when describing individuals with disabilities. People are people, first; they may happen to experience one or more functional limitations, second.
- Refer to students as "students with disabilities," rather than "disabled students."
- Avoid terms such as "handicapped," "victim," "special needs," and "normal students."
- Keep all discussions with students private and confidential. Students may be

Confidentiality
The Disability Services Coordinator cannot share information about a student's disability with college faculty and staff unless the student has granted permission to share this information or there is a demonstrated institutional need to know. With the student's permission, designated faculty and staff will be advised only of the information they need to know in order to accommodate the student or to protect the safety and health of the student or others.

Faculty may not request information regarding a disability nor require a student to disclose the nature of a disability.

Consider all communication regarding a student's disability confidential.

Rights & Responsibilities
Faculty members have the right to:

- Request written notification from the Disability Services Coordinator of a student's need for accommodation.
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- Changes to a classroom environment or task: i.e. extended time for an exam, isolated testing location;
- Removal of physical barriers: i.e. adapting a classroom to meet the needs of a student who uses a wheelchair;
- Exceptions to policies, practices or procedures: i.e. priority registration or accessing assignments early;
- Provision of auxiliary aids and services: i.e. providing a sign language interpreter, or providing a note-taker or scribe.

Unreasonable Accommodations

Cisco College is not required to offer or provide an accommodation, to admit or continue to admit an individual with a disability to any course, program, service or activity, or to provide educational opportunities and other services when:

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scheduled time, flexibility in attendance/assignments may be considered a reasonable accommodation. The number of allowable absences and length of assignment extensions depends on the interactive or participatory nature of a course, or is based on department, college or accrediting agency rules.

Determining How Many Disability-Related Absences are Reasonable
The Office of Civil Rights (OCR) provided the following guidelines to consider whether attendance is an essential element of a course:
1. Is there classroom interaction between the instructor and students and among students?
2. Do student contributions constitute a significant component of the learning process?
3. Does the fundamental nature of the course rely on student participation as an essential method for learning?
4. To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?
5. What do the course description and syllabus say?
6. Which method is used to calculate the final grade?
7. What are the classroom practices and policies regarding attendance?

The accommodation should be provided unless the accommodation threatens the integrity of the course as offered. It is important that the student and faculty member discuss the issue so that the student can make an informed decision regarding alternatives. Requests for accommodations for absences due to a disability should be considered on an individual and course-by-course basis.

Process for implementing Flexible Attendance/Assignments Accommodation:
1. The Disability Services Coordinator determines that the accommodation is reasonable based upon a documented disability. The coordinator explains to students that this does not mean that they can miss as many classes as they want, and they are responsible for completing all courseworqi4sltt( )]5(n)-.1(e)-7.9(sse)-7.9(nt)-10.5(i)-6(a)-6.5(l)14( )]J0 -1.26 TD.003 Tc-.0

according to the syllabus attendance policy. The student is responsible for following the syllabus regarding absences due to non-disability related issues.

- Attendance accommodations are not reasonable if regular attendance is essential to the course.
- Faculty are not obligated to re-teach material missed due to not attending class.
- Not every course component can be provided an extension.
- Students are responsible for completing all class work.
- Students should be held to the same standard as all other students.

ADA Syllabus Statement

Faculty should ensure that all course syllabi include the ADA Accommodations statement included in the college syllabus plan.

ATTENDANCE

The attendance policy published in the college catalog and student handbook identifies the allowed number of absences students may accrue during a term. Faculty are responsible for keeping an accurate attendance record identifying the first and last dates of attendance and dates of absences for all courses regardless of location or format. Eligibility for federal student aid is based in part on enrollment status documented by attendance records.

Faculty are required to enter attendance weekly on Canvas for all courses, regardless of location or format, so that students may remain aware of their status in the class and their compliance with course policies. If faculty include attendance in their grading policy, attendance records should be kept on Canvas along with the gradebook so accurate attendance credit is available to students.

Faculty must maintain complete attendance records for all courses on Canvas, regardless of location or format, so that the Registrar may verify first and last dates of attendance in the event of student appeals or discrepancies. Last dates of attendance are also recorded on drops and for failing grades; these should match attendance records on Canvas.

Catalog Attendance Policy

Prompt and regular class attendance is considered necessary for satisfactory work. It is the responsibility of the professor to certify course rosters and keep an accurate and comprehensive record of attendance including first and last dates of attendance. Attendance is defined by physical attendance or participation in an academically related activity such as submission of an assignment, examination or participation in group or online discussion. For Health Sciences/Allied Health Certificate and Degree programs, please refer to each program's student handbook regarding attendance and grades in respective areas.

Eligibility for federal student aid is, in part, based on the student's enrollment status for the term in which they are enrolled. Federal regulations require that students attend all classes in order to receive federal financial aid funds.

week, or may require both each week. See the previous section for information regarding establishing online attendance.

Sample Syllabi Statements
The course syllabus should explain how attendance will be tracked, when it will be logged each week, and what constitutes an absence. Below are example syllabi statements related to distance education course absences and attendance. See the Faculty Resources in Canvas for further assistance and examples.

- x Attendance is taken on a weekly basis. Any student who does not submit any assignments or communicate directly with me for a week (Mon-Fri) will be counted absent for that week. Attendance will be entered each Monday for the previous week.
- x An assignment, discussion, or quiz is due weekly. Any missed item will be given a grade of zero and will equal one absence. Students will be considered over the absence limit after two zeros for non-submissions and may be dropped from the class.
- x Each module ends with a quiz due at 11:59pm Sunday evening. Students must complete the quiz with a grade of 50 or higher to proceed to the next module. A missed quiz equals an absence and students must contact me to regain access to the remaining course content. Students scoring below 50 after two attempts must set up a meeting with me before proceeding to the next module.
- x Absences are counted from the start date of the semester (Jan 18). Your attendance is determined by participation in weekly discussion forums. Discussions open at 8am on Monday and close at 6pm on Friday. Late discussion posts are not possible, missed discussions may not be made up, and discussions will not be re-opened.
- x Each module covers multiple chapters, contains multiple assignments for each chapter, and extends for 2 weeks or more. All work is due by the module close date. Any student who does not submit any work for a module will be considered to have excessive absences and be dropped from the course if they have not communicated directly with me about plans to submit the module assignments.
- x Attendance is counted weekly in this hybrid course; you must attend the in-class meeting and submit the online weekly assignment to be counted present for the week.
- x Students must join and remain in each Zoom meeting to be counted present. If you must leave a Zoom meeting early, please notify me in the chat or by email before the start of class. Students must be on-camera fo

x Faculty should direct any student attending class whose name does not appear on the official roster to the Business Office immediately.

x

	PLEASE NOTE: students marked as never attended or logged in will be dropped by the Registrar's office, effective **Fall 2021**.
Excessive absences	Student has missed multiple in-person class meetings, has not participated for 1-2 weeks in an online course, or has missed both in-person **and** online portions of a hybrid course.

COURSE PROCEDURES & SUBMITTING COURSE RECORDS

Campus Connect/FAS gives faculty and staff the ability to view all available classes and to manage assigned courses. Managing courses includes certifying the class roster, regularly checking Campus Connect rosters, and entering midterm and final grades. Faculty can access Campus Connect/FAS via a link on the homepage of the college website. The login username is the same as the network login user name: first initial and last name. Faculty should contact the helpdesk

syllabus and instructor contact information on Canvas **by 8:00am on the first date of the semester for all courses regardless of location or format**

7. Verify the division or department assessment plan and coordinate with peer faculty and the

At mid-semester, faculty should:

1. Cisco College provides for the submission of mid-term grades on Campus Connect/FAS. All faculty may provide their students with this helpful learning tool. Faculty teaching developmental or dual credit courses are encouraged to provide midterm grades.

2. Review attendance records and be aware of the last day to withdraw from a course. Faculty should engage students approaching or in excess of the absence but who are still passing to plan accordingly for the student's best chance of successfully completing the course.

3. Drop students who have exceeded the absences allowed by the attendance policy and who are failing.

On or before the last day to drop with a 'W,' faculty should:

1. Verify that all students who have exceeded the absences allowed by the attendance policy and who are failing have been dropped. Faculty should not wait until the W date to drop all students who have exceeded the absence limit; students who are failing due to excessive absences and/or failure to make up work should be dropped once they have exceeded the absence limit.

During the week prior to final exams and final exam week, faculty should:

1. Ensure that students can see their accurate course standing (i.e. current grade).

2. Verify that final exam exemptions are applied only to sophomores who are passing and appear on the list provided by the Registrar.

3. Communicate availability to students, including on-campus and virtual times and communication methods and availability/communication method during the exam time for online classes.

5. File original or copies of all final exams for all students and course gradebooks for all courses. Exams must be kept on file for one year for the purpose of evaluating student work pursuant to grade appeals.

COURSE SYLLABUS

All courses, regardless of location or format, require a published syllabus. Faculty should prepare syllabi according to the college syllabus plan available on the college website under Current Employees and located in the Faculty Resources on Canvas. Faculty for all courses regardless of format or location should ensure that the syllabus is available to students on the first class day and on Canvas for the duration of the term.

When there are multiple sections of a class,

semester that a student exceeds the allowed number of absences. Faculty should ensure that all students in excess of allowed absences **and** failing have been dropped by the W date for each term; but faculty should not wait until the W date to enter drops cumulatively for the term.

The withdrawn student may also be removed from the campus and barred from re-enrollment until such time as specific conditions have been met. The penalty may be imposed effective with the date of the circumstance and/or violation, or as otherwise appropriate.

To initiate an administrative withdrawal, a faculty member should contact the Dean of Students or the Vice President of Instruction.

Official Withdrawal

Should circumstances require that a student totally withdraw from the college prior to final examinations, he/she must officially withdraw through the admissions office. Students withdrawing from the college prior to the official drop date will receive grades of "W." Any student who ceases to attend classes without officially withdrawing through the Admissions Office will receive a grade of "F" in each course for which he/she is registered. Application for withdrawal from the college must be obtained from a counselor.

FERPA & STUDENT PRIVACY

In compliance with the Family Educational Rights & Privacy Act (FERPA), Cisco College cannot, except in certain limited situations, release grades or other personally identifiable information to any person other than the student without a written release from the student. A student may authorize release of information by signing an Education Records Information Release form in-person at the Business Office. Forms may not be submitted electronically nor by anyone other than the student. Students are not required to submit this form.

Student Passwords & IDs

Faculty should not display student identification numbers during class, nor give out student ID numbers verbally in front of other students. Student ID numbers may not be given out by email or phone. Faculty should direct students to Campus Connect to locate their ID numbers.

Faculty should not display the Canvas roster during class, nor give out Canvas login information by email or phone. Faculty should remind students of the Cisco student Gmail format (first.last1234@students.cisco.edu), and direct them to Campus Connect to locate their ID number.

Faculty should never ask for a student password, nor login to Campus Connect or Canvas as a

time are responsible for providing appropriate justification to the faculty member to be included in the request for approval from the Vice President of Instruction.

Final Exam Exemptions for Graduating Sophomores
Final examinations for the spring semester will be waived for sophomores who meet graduation requirements, are passing the course, and who participate in the graduation exercises. The Director of Enrollment Services/Registrar will provide a list of graduating sophomores prior to final exam week and commencement exercises. Faculty should verify that students are passing

INSTITUTIONAL EFFECTIVENESS & S.L.O. ASSESSMENT

The college engages in annual, institution-wide, data-driven assessment and improvement processes that incorporate a systematic review of student learning outcomes (SLOs) and services. College planning units, which include programs, divisions, and departments, evaluate the strengths and weakness of student learning by assessing the extent to which students achieve SLOs for all college courses. Faculty should be familiar with the college Institutional Effectiveness (I.E.) Plan available on the college website under Institutional Effectiveness, Research and Planning.

All faculty are required to follow the assessment plan established by their department, division, or program. The assessment plan should require that faculty implement approved or common assessment methods to track students' success as measured against defined benchmarks. Faculty must track data related to the required SLOs and report their data to the division chairperson. Faculty may also be required to define individual improvement plans as per the department, division, or program assessment plan. Faculty should confer with the division chairperson for assistance in fulfilling the assessment plan requirements.

Division chairpersons are responsible for coordinating and implementing assessment plans, and should determine which SLOs are being assessed, and how the SLOs will be assessed. Division chairpersons are also responsible for approving faculty improvement plans or determining department, division, or program improvement plans. Division chairpersons may require faculty to report assessment results by semester or year using the assessment spreadsheet. Division chairpersons are responsible for compiling faculty assessment results, analyzing the results from a department, division, or program perspective.

Please contact the SACSCOC Liaison for questions about the IE process or the assessment ot t h   DTJT:002 Tf14.04 0 0 11.04 75.9601 719.279304m.004 Tc(0021 Two shoul)1Am

students' success against defined benchmarks related to the course SLOs. Division chairpersons

In distance education courses, there is a separation in time or location between the instructor and student. Students and faculty use technology for teaching, learning, and interaction. In

Chairpersons should notify Online@cisco.edu after scheduling current faculty to teach their first online or hybrid course or hiring new faculty to provide sufficient time for the course to be completed before the semester begins.

Faculty are encouraged to contact the Director of Distance Education for individual training sessions, peer reviews and mentorships, and group discussions about the LMS and distance education best practices.

Sandbox and Master Shells
Faculty are encouraged to use sandbox and master shells. These are permanent, empty shells without enrolled students that allow instructors to practice with the LMS and prepare for courses. All faculty enrolled in the online LMS training course will automatically receive a sandbox practice shell. For a master shell, faculty may send a request to Online@cisco.edu. Instructors typically request a master shell for each course they teach. Master shells are also useful for collaboration between instructors.

ADA INFORMATION
All ADA classroom guidelines under [Section IV. Course Information](#) apply to distance education courses. Faculty should follow the [Online Course Design Checklist](#) located in Faculty Resources on Canvas. Following principles of universal design will fulfill ADA requirements and improve the learning experience for all students.

ATTENDANCE AND ATTENDANCE RECORDS
All attendance guidelines unders.   aautpp.4(lty5(wy)6(h)o1.7(aris)4t.9(i)ce)9 e.6(E)ct-4on

Faculty are encouraged to maintain attendance records on Canvas for all courses, regardless of location or format, so that students may remain aware of their status in the class and their compliance with course policies. Canvas attendance records provide consistency across the college. Instructors can record attendance for in-person classes on Canvas via the classroom computer or Canvas app during class, or record attendance manually to enter into Canvas later.

CANVAS COURSES

Access to Canvas courses

Course shells are created for all college courses when registration begins each semester. Faculty are enrolled in Canvas course shells within 24 hours of being listed as instructor of record in Campus Connect/ FAS. Students are enrolled in Canvas within 24 hours after registration or adding the course in Campus Connect/FAS. After a semester ends, faculty will have access to course shells for six months, and students will have access for two weeks.

Cross-Listing Canvas Courses

Faculty may cross-list sections of the same course on Canvas for reasons of pedagogy and course management. Cross-listing sections copies the students from one Canvas course to another Canvas course, merges the Canvas rosters for both courses, and allows students in both courses to view and interact with each other. To ensure FERPA compliance, the syllabi for cross-listed sections must include the Cross-Listed Course Sections notice included on the college syllabus plan, which is available on the college website under Current Employees and located in Faculty Resources on Canvas.

Incomplete Courses in Canvas

If faculty and students need access to a course shell for longer than one month after a semester ends, such as for a grade of Incomplete, faculty should fill out the Canvas Access for Incomplete Google Form. The form can be accessed in the Faculty Resources on Canvas. Faculty will receive an email from online@cisco.edu confirming when access has been extended. Students will have extended access to Incomplete courses until the end of the next long semester.

Publishing Canvas Courses

All faculty, regardless of modality, are required to publish their Canvas courses by 8am of the semester start date. Faculty are encouraged to publish 1-3 days prior to the semester start date if possible. The Course Settings in Canvas may be edited to select the "Students can only participate in the course between these dates" option to allow students review materials but prevent them from submitting work.

In-person courses should be published with the full-text of the syllabi, including instructor contact information, provided under the Syllabus link in the Course Navigation Menu. The homepage should be a Pages homepage with a message to welcome students and explain how Canvas will be used during the semester. Faculty teaching in-person classes are encouraged to use Canvas tools to augment course content (i.e., study guides, PowerPoints, Internet links), extend classroom activities (i.e., discussion, quizzes, collaboration), provide substantive and efficient feedback on student work, and facilitate communication (i.e., announcements, messages). LMS features such as the gradebook and messages ensure documented communication and records and provide consistency across the college.

Online and hybrid course should be published with the full text of the syllabi, including instructor contact information, provided under the Syllabus link in the Course Navigation Menu. Additional requirements are located in the Online Course Design Checklist.

Records of Canvas Courses
Course shells are maintained in Canvas for approximately two years. After two years, courses will be archived for three years before permanent deletion.

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	LMS. A minimum of 85% of instruction takes place online. (Course schedule abbreviation: ONL)
Remote (REM)	Live instruction will be delivered online via Zoom (or similar service) on the days and at the times listed in the course schedule. Attendance during live instruction is required. Remote classes are web-enhanced to include supplemental use of distance education Resources, including Canvas. Remote classes may require proctored exams. Remote classes will be unchanged in the event of campus closure. (Course schedule abbreviation: REM)
Hybrid (HYB)	Hybrid courses provide a blended learning experience for instruction, homework, and exams. Approximately 50-85% of the course will take place asynchronously using distance education resources including Canvas. The remaining portion will take place in-person on campus or at a high school on the days and at the time listed in the course schedule. Participation in the online portion and in-person attendance are both required. Exams may

FACULTY RESOURCES

Faculty Resources are maintained on Canvas and routinely updated with links to policies, forms, information, and tools to promote effective teaching and learning in distance education and web enhanced in-person courses. To access resources, login to Canvas and locate the Resources folder in the Global Navigation menu. Requests for updates or additions to faculty resources may be sent to the Director of Distance Education.

the department, division, or program assessment plan, and that appropriate or required assessment methods are incorporated into all courses. Division chairpersons may require faculty to use specific or common assessment methods and record student success data related to the assessment plan.

INSTRUCTOR ABSENCES

All faculty attendance guidelines under Section VII. Faculty Information and Section VI. Dual Credit Faculty & Course Information apply to distance education courses. Faculty are considered absent from an online course if they do not participate in the course on multiple days on a weekly basis. For online courses, faculty attendance is documented by participation within the LMS, which may include:

- posting announcements.
- contributing to discussion forums.
- holding office hours via LMS chat forums or video conferencing.
- providing substantive feedback on student submissions.
- sending messages to the entire class and individual students.

Faculty should consult the Faculty Resources on Canvas for additional ways to maintain an active presence in distance education courses.

Online Course Design Checklist

Research in distance education demonstrates that applying specific course design strategies will enhance teaching and learning effectiveness. In response to this research, the Distance Education Program has adopted an Online Course Design Checklist that addresses six key areas:

- x Course Overview and Information
- x Course Technology & Tools
- x Design & Layout
- x Content & Activities
- x Interaction
- x Assessment & Feedback

The checklist is interactive, and faculty may click on checklist item for additional explanation and examples. Faculty are encouraged to collaborate with the Director of Distance Education, division chairpersons, peers, and all other applicable individuals to fulfill the checklist. The Online Course Design Checklist is located under Faculty Resources on Canvas.

OPEN EDUCATIONAL RESOURCES AND COPYRIGHT

Copyright regulations apply to all courses, regardless of location or format, using the LMS. Faculty are encouraged to use Open Educational Resources (OERs) whenever possible. OERs are educational materials that are in the public domain or have a Creative Commons (CC) license. Examples include textbooks, assignments, syllabi. Faculty may legally and freely copy, use, adapt, and re-share OERs.

Faculty are encouraged to provide links to materials already legally available online if copyrighted materials will be used, rather than uploading a copy to the LMS. Faculty have access to copyrighted material under Fair Use. Copyrighted material includes written, visual, and/or audio materials. Defined in Section 107 of the U.S. Copyright Act, fair use is permitted in the following cases:

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

The TEACH Act (Technology, Education, and Copyright Harmonization) provides additional copyright guidance specifically for academic institutions. Under the TEACH Act, it may be permissible to make some copyrighted materials available to students if they are:

- directly related to the course content.
- accessible only by students enrolled in the course.
- available only for the duration of the class.

If faculty use copyrighted material under fair use and the TEACH Act, digital copies of the material should only be provided in the LMS (not via email). Faculty may not require students to print or redistribute these materials. All materials uploaded to the LMS should include citation, attribution, and/or copyright information.

Further information about copyright and OERs, including direct links to laws and materials, is located in the Faculty Resources on Canvas.

STUDENT CONDUCT

All college catalog and student handbook guidelines and policies regarding student conduct apply to distance education courses and resources. Faculty using distance education resources in their course are encouraged to include a netiquette policy in the course syllabus. A sample netiquette policy is located under Faculty Resources on Canvas.

SYLLABI

All syllabus guidelines under Section IV. Course Information and Section VI. Dual Credit Faculty & Course Information apply to distance education syllabi.

TECHNICAL DIFFICULTIES

In the event of technical difficulties with Canvas, faculty should reach out to Online@cisco.edu.

Faculty teaching off-campus or ITV courses should utilize Canvas so that they may easily and quickly communicate with students and supplement any missed class time with out-of-class or online work. Dual credit faculty should ensure they have correct high school and facilitator contact information prior to the start of class.

- x monitoring Canvas instructor training
- x responding to requests from administration, distance education, counseling, & the bookstore
- x regularly checking email and voicemail
- x periodic travel between campuses for any of the above duties.

Chairpersons are expected to return to regular on-campus business hours 2-3 weeks prior to the start of Fall.

Chairpersons should consult with the Vice President of Instruction to discuss work completed during the summer months in excess or beyond the scope of the critical duties listed above.

Hiring Responsibilities & Procedures

Chairs are responsible for requesting new faculty positions as part of the annual budget process. Chairs should utilize program evaluation data (provided each Spring by the IR office and includes expenses, SCH totals and revenue) and any other relevant data such as overloads, travel needs, numbers of sections, etc. to support the request.

To fill a vacant position, chairs will:
- x develop or update a job description and submit to HR for posting to the college website.
- x seat a search committee comprised of at least 3 faculty, academic support staff (counselor or advisor), relevant directors (Dual Credit

meeting with the VPI, and a campus tour.

    c. Committee's may also ask candidates for instructional artifacts such as a portfolio, assignments, student evaluations, online course materials, teaching video, graded assignments, etc. All candidates should receive the same request for materials.

    d. The chair should ask all candidates interviewed if they are a TRS retiree from higher ed or an ISD. This has a significant impact on penalties/surcharges the employee must pay. Cisco College requires the retiree to pay the full amount of the penalty/surcharge as Cisco College does not cover this.

    e. The VPI, Dean, or chair will communicate the position salary to the candidate during their individual meeting, but chairs should discuss the salary with the VPI **prior to interviews**Chairs may provide the current salary or salary range to a candidate when they invite them for an interview but should note that the official salary amount and any salary negotiation will come from the VPI.

    f. No offer of employment may be made until a candidate has met with the VPI. Any offer of employment is unofficial until final Board approval.

4. **Before** an offer of full-time employment can be made, a background check must be requested from the HR office.

5. **Following the required background check,** Chairs should send a brief memo of hire to the VPI who will share the recommendation with the President for approval. Once approved, the memo will be shared with HR and the Board of Regents and the Chair may begin the on-boarding process with the new faculty member.

6. The VPI will submit the official position salary to HR and the President's office to be included on the faculty member's contract. Chairs should consult with the VPI if special duties or considerations are required for the contract (i.e. program activity director, teaching duties split between departments, etc.).

7. Chairs should coordinate with the VPI to identify office space on the home campus for the new faculty member.

    a. Contact Dean of Students about office keys for the Cisco campus.

    b. Contact Tracey Roeder about office keys for the Abilene campus.

Note: If an instructor is switching from an adjct to full-time, they MUST complete new paperwork to the HR office. There are several different forms and payroll deductions that need to be updated to make this switch.

Hiring Process for Adjunct Faculty:

Chairs are responsible for hiring new part-time faculty to maintain a pool of qualified adjunct instructors. Adjunct faculty should be vetted and interviewed but do not require a committee interview process nor a background check.

1. Applicants must submit a completed application/resume packet to HR - HR will forward to the Applicant to the approp(m)a7e(hai)12n4.3(t)iⅰ16tleworsb42e 1T2k1e1 nust(2(clud7(is)⁴0(f00)2.77[(we)9.1

Cisco College does not cover this.
3. Chairs should contact qualified applicants for an interview. In-person interviews with the chair are preferred, but web-conferencing interviews are acceptable if a candidate does not live within a reasonable travel distance. Chairs should feel confident that the candidate can develop and deliver quality content and instruction; a teaching demonstration is not required but may be requested at the chairs' preference.
4. Chairs should submit the names of any new adjuncts to the VPI as soon as they have agreed to accept a class so they may be submitted to the Board at the next upcoming Board meeting.
5. Chairs may offer a new adjunct classes on an as-available basis.

On-Boarding Process for New Full-time and Part-time Faculty
1. Complete the appropriate New Hire Packet (available on the

- x Details about job duties that were surprising, difficult, or that changed.
- x Department needs to support courses and students.
- x Common or recurring issues that could be addressed or improved.

Chairs should request official notification of resignation, retirement, or intention not to renew a contract in the form of a memo or email, which will be shared with the Board of Regents.

Chairs should coordinate the following exit steps with the faculty member:
- x Clear out office space.
- x Submit any relevant course or student files, ensuring that any files required by accrediting agencies are complete and accessible to the chair and including keys to desks, file cabinets, and/or other storage locations.
- x Return keys to the appropriate campus office: Dean of Students in Cisco, Director of AEC Operations in Abilene.
- x

Chairs should consider the following information and guidance when creating course schedules:

	In-person	Remote	Online	Hybrid
COURSE FORMAT DEFINITIONS	Instruction will be on campus or at a high school on the days and at the time listed in the course schedule. In-person classes may transition to online or remote if required for safety measures. In-person classes may be web-enhanced to include supplemental use of distance education resources, including Canvas.			

Payroll Spreadsheet Instructions

All contact hours for all courses are shown in Column X – overload hours – by default.

1. Type contact hour amount into Column W – contract hours – if a course **is not** an overload. The amounts in Columns X through AB will automatically calculate or zero out. **Do not type in columns X, AA or AB.**

2. Contact hours can be split between load and overload. Type the number of contract load hours you want into Column W. Column X will auto-calculate the remaining amount. **Do not type in Column X.**

3. If a course is combined with another course, enter 0 in Column W. Column X will zero out automatically and columns Y through AB will go blank. When combining small courses to pay as one class, enter the hours as contract in Column W or overload in Column X for the section with the largest enrollment. Courses combined with other sections to pay as one class should show 0 for contract in Column W and 0 for overload in Column X.

4. Type $700 dual credit stipend in Column Z (if applicable).

5. If a course is prorated or paid at a flat rate, type that amount into Column Y to override the auto-calculate. Columns AA and AB will auto-calculate. **Do not type in columns AA or AB.** (See prorate scale distributed by Audra Taylor for amounts.)

6. Columns AA and AB will auto-sum below each instructor's course list. **Do not type in columns AA or AB.**

7. Type a budget number in Column AD **for each course** with overload hours. If an additional duty is paid as an overload (writing center hours, lab manager, etc.), add a row for that faculty member.

   x Click number of the last course row to highlight row.

   x Right mouse click > Insert.

   x Type the name of the duty in Column I.

   x Type amount in Colum Y.

   x Type amount in Column AA. This is the only time you should type in Column AA!

   x Divide the amount in Column AA by the number of months & type amount in Column AB. (Or drag down formula from cell above in Column AB: click cell, contrvp 0 TD 00rutrn duty a i duty at-arra6.8(),)1sh.   s
   put cu/fD-.0012 fixld type: clinurs: If an

Professional Development Requests

Chairpersons should direct faculty to complete the Professional Development Request form available on the

- o Requested catalog changes may be written on printed catalog pages, or new pages may be typed and clearly marked as "New" or "Updated" and attached to current pages.
  - o Requested changes may be written on printed marketing materials or new text may be typed, clearly marked as "New" or "Updated" and attached to current materials.
- x Include all necessary change information and a clear explanation of why the change is necessary.
  - o Contact the chairperson for ACGM or WECM assistance.
  - o Contact the committee chair to verify if a change request is eligible for the consent agenda (i.e. the change is required to align with THECB or college policies, ACGM or WECM updates).
  - o Contact the SACSCOC Liaison for substantive change assistance.
  - o Attach an additional page if form space is not adequate to explain the need for the change or necessary resources.
- x Complete separate change forms if requesting changes to more than one course or program or adding multiple new courses.
- x All items under a Course change are required. Contact the chairperson for assistance.
  - o Core curriculum changes are only submitted to the THECB in the summer and may only take effect in a Fall semester.
- x Changes to multiple awards within a program may be included on a single change request form if the change is the same across each award (i.e. new Level I certificate course also added to the Level II certificate and AAS degree).
- x Multiple fee or program requirement changes may be included on a single curriculum change form.
- x Present the change request to the Chairperson and appropriate administration for review and signature **prior** to submitting the request to the curriculum committee.

Submit completed change form and documentation to the Assistant to the VPI:
Austin.Postuma@cisco.edu

credit courses as for classes taught only for college credit. Faculty should ensure that dual credit notices from the college syllabus plan are included in the syllabi for dual credit courses.

C

Faculty should deliver or mail print exams to the high school counselor or the facilitator. Faculty may enlist the assistance of other faculty members who travel to the high school in the distribution or receipt of course materials.

FACILITATORS

High schools may provide a facilitator for dual credit courses. Facilitator or observer roles are allowed under the Memorandum of Understanding agreed upon by the College and the High School; as such, faculty are not authorized to decline or disallow a facilitator or observer.

Faculty are encouraged to review the Dual Credit Handbook which includes a facilitator job description with enumerated duties. Faculty are encouraged to communicate with the high school facilitator about the duties assigned to them by the high school and the instructor

CLASSROOM MANAGEMENT

Classroom management is the key component in any educational setting. Maintaining a safe learning environment is the foundation of ensuring all students have the opportunity to be successful. Checking attendance regularly and getting to know your students is critical. To maintain the integrity of the course, faculty should avoid allowing any visitors other than those addressing content related material during a specific class session.

Establishing expectations, setting the tone, engaging students in their learning reduces behavioral problems and classroom disruptions. In the event disruptions become unmanageable or situations are deemed to be violations of the Student Code of Conduct, faculty should contact the Vice President for Student Services and the Dean of Students. Faculty are obligated to report situations of probable abuse or those involving written or verbal threats to oneself or others. Faculty should be familiar with Student Handbook, Student Code of Conduct and disciplinary procedures.

CLASSROOM INSTRUCTIONAL TECHNOLOGY

Faculty are responsible for helping maintain functional classroom instructional technology, including managing usage during class, logging in and out each classroom visit, and reporting technology or room issues in a timely manner.

Faculty should refrain from using personal technology as part of instructional activities in the classroom. Faculty will have access to their server/cloud space via their regular login credentials from any classroom computer. Faculty will be required to authenticate their credentials periodically upon login but will be remembered at up to five campus locations. This precaution prevents the risk of malware from personal devices used by non-college staff. Every College-

DUTIES AND RESPONSIBILITIES OF A FACULTY MEMBER

Policy 5.2 Duties and Responsibilities of a Faculty Member requires all faculty members to be responsible for maintaining sufficient knowledge of current college procedures and policies as outlined in the college policy manual

All full-time faculty members are required to attend the initial in-service meeting held at the beginning of each fall and spring semester. All full-time faculty members are required to attend spring associate degree graduation ceremonies and are strongly encouraged to attend health science and certificate ceremonies. Permission to miss spring commencement must come from the college president. Faculty members should notify division chairpersons in advance if they intend to seek such permission.

FACULTY CREDENTIAL FORMS & CVS

FACULTY TEACHING LOAD

Full-Time Faculty

The basic load for a professor is 240 load contact hours per academic semester. The basic load for a non-tenure track instructor is 192 load contact hours per semester. Faculty may be assigned in-person, hybrid, online, or dual credit courses in any instructional format or at an off-site instructional location as part

semester as a word or pdf file. The office hours form is available on the college website under Current Employees and under Faculty Resources on Canvas.

OFFICE SPACE

Full-time faculty are assigned office space at the designated home campus. Shared offices are set aside for visiting and adjunct faculty use on both campuses. Information concerning office space and computers assigned for use by visiting faculty and by adjuncts is available from division chairpersons.

PAY SCHEDULES AND

TENURE

The college provides a tenure system that undergirds the integrity of the institution. The administrative regulations regarding tenure are located in the college policy manual. The Tenure Application is available on the college website under Current Employees and in the college policy manual.

TRAVEL COSTS ADVANCE/REIMBURSEMENT

Faculty may be reimbursed for travel costs approved for professional development or college business, or to deliver courses at an off-site instructional location. Mileage is reimbursed at a rate of $0.40 cents per mile.

Course Travel

Full-time faculty members may receive mileage reimbursement for course-related travel to offsite instructional locations in one of two methods:

1. Faculty members report travel dates and total amounts to the division chairperson. The chair enters a Travel Requisition into DPS for Purchasing and Payment Services approval and dispersal. Payments will be dispersed by mail as they are received. This is the preferred travel pay method.
2. Division chairpersons report semester-total travel amounts to the Vice President of Instruction, which are forwarded to Purchasing and Payment Services. Payment will be dispersed by mail monthly on the Tuesday before the 25th monthly pay date.

Adjunct faculty whose address of record is in a city different from the city of their teaching assignment will receive mileage reimbursement. Division chairpersons will request mileage reimbursement for total travel amounts at the start of each semester. Payments will be dispersed monthly by mail.

Professional Development and Other Travel

Faculty members may use a college PCard for travel expenses for approved travel and according to the Cisco College Citi PCard Policy available on the college website under Purchasing and Payment Services. Faculty must submit itemized receipts for all PCard charges with the appropriate monthly expense report.

Faculty members without a PCard and traveling for approved professional development or college business may request travel pay in advance or as a reimbursement by submitting the Travel Reconciliation form available on the college website under Purchasing and Payment Services to the division chairperson for approval. The chair will forward the form to Purchasing and Payment Services. Expense guidelines and allowable amounts are included on the bottom of the reconciliation form. For travel advances received, faculty should submit itemized receipts for all travel expenses directly to Purchasing and Payment Services immediately following the travel dates.

For travel reimbursements, itemized receipts for all travel expenses must be attached to the completed and signed Travel Reconciliation form and submitted to the division chairperson. The chair will forward the reimbursement to Purchasing and Payment Services for dispersal by mail on the next regular check dispersal date.

Faculty should consult the additional travel-related college forms on the college website under Purchasing and Payment Services.

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