# B. Faculty Responsibilities

## a. Instruction

### i. Academic Calendar

The academic calendar shows the beginning and end dates of the quarter, along with campus closure dates and the dates of finals.  Registration and Records also provides a Dates and Deadlines calendar which specifies the quarter start and end dates as well as important registration deadlines, like withdrawal dates and payment dates.

### ii. Administrative Withdrawal

**First-week nonattendance.** In order to accommodate students waiting to register for a course, instructors have the discretion to request an administrative withdrawal for non-attendance by the end of the first week of the quarter (or its equivalent for summer). This withdrawal may be authorized when students do not attend at least 60 percent of the class time during the first week. Students should contact their instructors to request an exception to this policy so that in the event of unavoidable absences they will not be withdrawn.

Faculty can request an administrative withdrawal for non-attendance by emailing Registration with the course title, class item number, and student name and ctcLink ID.  Requests are typically due at 5pm, on the Friday of the first week of the quarter, and Registration will email a reminder during the first week of the quarter.

A student who isn't withdrawn by the college or doesn't officially withdraw themselves may be issued a failing grade when they don't attend or follow through with the class. Students who receive Financial Aid can be negatively impacted if their attendance is not reported correctly. Timely reporting is required due to the recalculation of federal aid and federal regulations.

### iii. Assessment

As per the HCEA 2022-2025 contract, as part of Highline's mission, faculty are required "to participate in processes and provide information needed for institutional or program accreditation, including assessment of student learning outcomes at the levels (course, program, degree) specified by NWCCU."  The Assessment Committee supports faculty in assessment work and the LTC can provide faculty with strategies for assessing students and evaluating assessment results. Consult the HCEA contact for assessment requirements.

### iv. Booking Spaces / 25Live

If faculty need to reserve a classroom or work space for an event, they can do so through the 25Live tile in the Okta system. Faculty can also email Instructional Scheduling directly to reserve a space.

### v. Canvas

Section A.n.iv.

### vi. Computer Lab Use

Students can use the computer classrooms on campus as long as a class isn't scheduled to use that room. These computer labs are in Building 30. If faculty want to schedule a class in the computer lab, they should e-mail Instructional Scheduling. If faculty want their in-person classes to meet in a computer lab on a regular basis, they can request this with their department coordinator when courses are being scheduled.

### vii. Confidentiality of Student Information (FERPA)

Section A.n.i.

### viii. Course Learning Outcomes

Course Learning Outcomes (CLOs) are statements that specify what students will know, be able to do, or demonstrate when they have completed a specific course. Course outcomes are available in the Course Descriptions section of the Catalog. CLOs can be revised through Curriculog.

These are considerations to make when developing CLOs. Contact the Assessment Committee for questions about CLOs.

### ix. Copyright

Faculty may want to share copyrighted material with students in class. However, faculty must follow fair use and educational use of copyrighted material requirements. If you have questions about copyright, Highline's Reference Librarians are the experts. There is also a copyright tutorial at the Library website.

## x. Course Development or Changes

### 1. Creating a New Course (including using Curriculog)

Faculty can create new courses in collaboration with their department members. Faculty should consult with their department coordinator so that there is open communication about the purpose and goal of a newly proposed course. Once it has been determined that the course will help support students with their educational goals, the course can be proposed through Curriculog.

### 2. Course Learning Outcomes Review Process

Once a course has been proposed or revised in Curriculog, the course learning outcomes will be reviewed by the Dean for Academic Pathways & Student Learning Resources. When writing CLOs, consider making them student-centered. Faculty will be notified if the CLOs need to be revised.

### 3. Program Changes

Changes to Professional-Technical programs are made through Curriculog. If faculty want to make a change to a program, they should go to their department coordinator to discuss the veracity and ramifications of proposed changes. Department coordinators are the ones who will make program changes in Curriculog.

If the department coordinator decides to make changes to the program, any updates to existing classes and additions of new classes should be made in Curriculog first. After that, then program changes can be proposed. Once these changes are made and approved through Curriculog, they will be reflected in the next year's course catalog, effective summer quarter.

## xi. Class Absence

1. Policy

These are a few common questions about faculty absences and the systems in place to support the division chair administratively. When reporting an absence, use ctcLink Self-Service.

When you miss class, office hours, or official all-faculty, department, or division meetings for *non-Highline reasons*, take sick leave, personal days (full-time faculty only), or leave without pay as is appropriate. Examples of possible reporting:

- Caring for a sick child causes you to miss your 9-9:50 am class (2 hours).
- A dentist appointment causes you to miss an afternoon class and all-faculty meeting (4 hours).
- You stay home sick Thursday and Friday. A colleague covers your classes Thursday, but you only had a department meeting Friday (1 day + 2 hours).

There are different types of absences:

- Sick leave may be taken in two-hour increments. Other forms of leave are taken in full day increments.
- FMLA is reserved for major health incidents and should only be selected after a conversation with HR.
- Full-time faculty (including those on one year contracts) contractually receive three personal days each year. This may be taken any day except those next to a Federal holiday and no more than two can be taken in a quarter. If not taken by the end of the academic year, the personal days are lost (use it or lose it).
- Affiliate faculty receive one personal day each year.
- Part-time faculty do not receive an annual personal day.

When attending a conference and missing extended class, it's best if students continue to receive class in the mode for which they have registered. That is, face-to-face classes should not be made hybrid/online.

Should a faculty member find themselves in an unusual situation leading to an absence, they are encouraged to talk early with their Chair/Coordinator or HR. *Absences connected to major health concerns should go through HR.*

Faculty are responsible for reporting absences or leave, but division chairs can help to ensure that the absence is reported. Division administrative assistants may keep a list of who has taken sick leave

2. Best Practices for Missing Class

**What to do when canceling class due to illness or family emergency:**

- Post a message on Canvas **and** email students.
- Put an out of office message on your email and one on your phone.
- Call/Email your supervisor and building administrative assistant.
- Provide class information to Public Safety or your building administrative assistant so that they can post a sign on your classroom door (class, location, time, and message):
  - If you have a 7 or 8am class, contact Public Safety @ ext. 3218 to post a notice.
  - If you have a class after 8am, please contact your building administrative assistant to post a sign for you.
- Report your absence in the ctcLink Self-Service tile.

**If there is any emergency (serious illness, surgery, family, etc.)**, please contact your department coordinator or division chair so arrangements can be made if there is an extensive leave of absence.

**If there is a planned absence due to a medical issue**:

- Notify your department coordinator and make arrangements for coverage while away: find a substitute, how many days you'll be gone, possible payment request for substitute.
- Complete a class coverage form for the days you will be absent. Your division administrative assistant will be able to assist with this.
- Make arrangements with your substitute or set-up class coverage based on needs.
- Notify your students of the plan before leaving.
- Put an out of office message on your email and one on your phone.
- Call/Email your supervisor and building administrative assistant.
- Report your absence in the ctcLink Self-Service tile.

**If you have to cancel office hours:**

- Post a sign on your office door so students who stop by looking for you know you aren't going to be there that day.
- Notify your building administrative assistant so they can help students that may be waiting or looking for you. Always keep the administrative assistant in the loop.

- If you can't make it back to the office (emergency, students still in the class with you, etc.), then contact your administrative assistant so they are aware.
- NOT showing up is NOT an option; it's a contractual obligation, along with professional courtesy to communicate that you will not be in).

3. Form for Class Coverage

    Faculty should fill out the Class Coverage form if they arrange for a substitute during an absence. The form should be turned in to the division administrative assistant.

4. Substitutes

    Part-time faculty can always be given sub pay when covering courses for colleagues. Full-time faculty are expected to support through subbing for colleagues as part of their general faculty work. If any single subbing incident meets or exceeds 4 hours of class, then they are eligible for sub pay as this is deemed above and beyond the call. Paperwork is not generated automatically. Coordinators can help with the Substitute Instructor Pay Request.

5. Snow Days or Other Emergency Closures (College is officially closed)

    **In case there is a campus closure due to snow, storms, or emergencies:**

    - Sign-up for HC ALERTS.
    - Campus closures will go out via HC Alerts. If you don't have a cell phone with text messaging abilities, please contact your department coordinator.
    - Check the Highline website and local news for status on closures.
    - Our phone tree (created and distributed to department coordinators and division chairs only) is activated. However, you should use the HC Alerts, check the website, local news, etc. in case of closure. If you need your department coordinator to call you if the campus is closed, please make arrangements with them.
    - Post closure information on Canvas or if you're not able to make it in if the campus is open.
    - Notify your supervisor and the administrative assistant that you won't be able to make it in (if campus is open).
    - If you are not able to make it in, then possibly the supervisor or the administrative assistant may not make it in either, so check their phone message/out of office message, if there is electricity.

- If campus is open and you cannot make it in and cannot get a hold of your supervisor or building administrative assistant, contact Public Safety to post a class cancellation since some students plan early, get on a bus, and trek a very long way to campus.
- Report your absence in the ctcLink Self-Service tile.

## xii. Class Evaluations

### 1. Student Evaluations

Student feedback is an important part of evaluating the effectiveness of faculty teaching. Student voice should be central to planning and assessing teaching practices. As indicated in the HCEA 2022-2025 Contract, student evaluations are a required part of the tenure review process, post-tenure evaluation, and column advancement/promotion.

- Tenure-Track Faculty: Faculty on the tenure-track need to have “[student] evaluations from all class sections taught in at least three different quarters” included in their quarterly reports as they go through the tenure process (Section 407.4).

- Tenured Faculty: “All tenured faculty shall have students complete student evaluations for all classes taught in at least one quarter each year. Each tenured faculty can choose which version of the approved student evaluations they wish to use (department, division, or only the standard required questions). Student evaluations shall be available to the Division Chair or the CAO upon request” (Section 308.5).

- Column Advancement/Promotion: “Student evaluations from all class sections taught in at least three different quarters should be included. Student evaluations from at least one quarter in each of the two most recent years should be included. Faculty applying in 2022-2023 and 2023-24 should include multiple quarters, but are not required to have student evaluations from multiple years” (Section 206.5).

Division administrative assistants will ask faculty if they would like student evaluations created for their classes for each quarter. Faculty are responsible for making sure they set up student evaluations when required; it is not the responsibility of the division administrative assistant to keep track of the requirements. The exception is with Part-Time Faculty. As stated in Section 315.2, “It is the Department

Coordinator's responsibility to ensure that part-time faculty are evaluated by students once a quarter for each class taught [...] The Department Coordinator, or their designee will review student evaluations for the first three quarters, and then at least annually after that. The results of the student evaluations will be made available to the faculty member, the Department Coordinator, the appropriate Dean and, upon request, to the Division Chair, and the CAO."

Section 308.3 states, "In all situations when students are being asked to complete student evaluations, it is incumbent upon the faculty member to ensure that the student evaluations are distributed, collected and compiled in such a way that student anonymity is preserved. Faculty will not have access to the student evaluations until after grades for that course have been submitted." Vanderbilt University's Center for Teaching provides guidance on how to approach student evaluations and how to analyze the feedback you receive.

2. Class Observations

Class observations are another tool that faculty utilize in order to get feedback on their teaching effectiveness. The HCEA 2022-2025 Contract outlines different class observation expectations for the following:

- Tenure-Track Faculty: Probationers will be observed by members of their Tenure Working Committee. Section 407.4 states that "[observations] will include 2-3 observations per quarter, including at least one observation per year by each team member. To facilitate proper evaluation, [an] attempt should be made to ensure that all classes are observed by team members."

- Post-Tenure Evaluation: Faculty going through post-tenure evaluation will be observed by their evaluation tem, "including one direct observation by each team member during the quarter of evaluation" (Section 313.3.3).

- Part-Time Faculty: "Class observations of part-time faculty will be conducted by the Coordinator (or faculty designee). The part-time faculty member will be provided with an observation rubric at least two weeks in advance of the scheduled observation date. Part-time faculty will be allowed time to ask for clarification about the rubric before being observed. If there are concerns by the Coordinator (or faculty designee) resulting from the observation, the part-time faculty will be offered recommendations for improvement and the opportunity for a second observation to address these concerns." (Section 315.3).

EdTech and the TRC provide class observation forms that can be used when observing a class. For observations of online classes, use PLAID or PLAID Lite from EdTech; for observations of in-person or Zoom classes, use the Classroom Observation Rubric, which aligns to the Faculty Effectiveness Tenure Criteria. For more information on engaging in collaborative peer observations, read the Peer Observation module in the Faculty Effectiveness course.

## xiii. Field Trips

If there's a hands-on experience relevant to the course that is only available outside of the classroom, faculty may take students on field trips to provide access to real-world learning. Faculty should consult with the Vice President of Administrative Services for policies and procedures, which include some of the following:

- Students do NOT drive their own vehicles.
- Highline typically rents vans for field trips although you can hire a bus. Vans should be reserved months in advance via a requisition on CTClink.
- Highline rules for students and the code of conduct are still in place on field trips. Faculty should look through them and think about these rules and how they will deal with them.
- Permission from the parent/guardian of anyone under 18 is required. High School Programs can help you identify these students for this purpose.
- Faculty need to have identified a budget to pay for travel expenses. Department coordinators and division chairs can help with this.
- It's important to be clear with students what to expect and how you'll accommodate students who have a disability.

The Geology Department offers field trips as part of their course offerings. They can support faculty with questions about field trips.

## xiv. Finals Week

The Final Exams schedule is provided by Academic Affairs. **Faculty are required to do something during the contractual (which means scheduled and paid-for hours) final exam time**. As a guiding principle, the quarter shouldn't end early for any class. This means final exams should not be given on the last day of class, for in-person, hybrid, or online classes.

**For face-to-face or hybrid courses**, faculty should **not** cancel the final exam time or hold exams early. Part of the hours contracted for each course is the final exam time. Faculty should not move final exam times, even if "all your students agree." Final exam times are staged so that students don't have finals for two different classes at the same time. Faculty shouldn't switch final exam times to a time that works better for them. This confuses students and causes potential conflicts with other classes that only add stress during a stressful time.

**For a fully online class**, there isn't a specific time when the final should be held. However, final exams shouldn't be held face-to-face (Students in Alaska should not be expected to fly in.). It shouldn't be a severely limited time like from 10:00am-11:50 am on Tuesday morning because working students need flexibility. Also, it shouldn't be something that closes on the last day of classes.
If you are teaching a class that doesn't end naturally with a "final exam" (multiple choice or otherwise) – and many classes are like this – here are some ideas from Arts and Humanities for meaningful instructional activities during the final exam time:

- Students write a paragraph in which they used one of their last essays or assignments to reflect on how they think the skills they learned will help them with another class they will need to take in their future or with a job they will do. The instructor grades the paragraph for paragraph structure and detail, and some basic editing and makes it worth just a few points.

- Students write a paragraph in which they identify which assignments they think are useful for students to learn to do and which kinds of assignments they think should be added to the course to prepare them for their future classes, future job, and future personal interests. The instructor uses their feedback to modify my class.

- A class celebration around the learning that quarter. Students present or display something they've developed for the class, like a poster session.

- Conduct short advising conferences with each student while class does a reflective activity.

- Students write a letter to a future student about what they learned in the class, what was most challenging, and how they tackled those challenges.

Summer quarter classes are a bit odd because there is no final exam week. If giving a final during summer quarter, it should be on the last day of class. If not, you should be doing something else on the last day of class.

## xv. Grades

According to Instructional Policies and Procedures around grades, “Highline uses a numerical grading system to measure and evaluate student performance. Instructors are responsible for measuring and evaluating the performance of their students and must provide a course syllabus that clearly defines the grading requirements for each course.”

Grade points are within a range of 0.7 to 4.0, in 0.1 increments. The grade of 0.0 does not satisfy minimum academic standards for earning credit. Registration provides a Transcript Legend that summarizes the Highline grading system and identifies other grade types, such as W, I, P, etc. These other grade types are described in the Catalog’s section on grades.

Faculty should remind students that they’re responsible for checking with appropriate departments for minimum grades required for certificate program completion or as prerequisites for higher-level courses. Per the college’s General Degree Requirements, any course taken in an AA, AS, or AAS degree must be a D (1.0 GPA) or better.

### 1. Posting Grades

Faculty enter grades at the end of the quarter in ctcLink in the Faculty Center tile. ITS created a video tutorial on how to enter grades there. There are also directions with screenshots on how to do this. Grades are available to students in ctcLink approximately five days after the quarter ends.

### 2. Grade Changes

If there is an error in the final grade and what was entered in ctcLink, faculty can go to the Grade Change platform and request a grade change.

### 3. Student Grade Appeals

The following information is taken from the Catalog’s Instructional Policies and Procedures:

Highline College provides a process through which students can seek resolution of complaints about instructional matters. Typically, these matters include grades and classroom practices. Complaints must be initiated within 120 days of the end of the quarter in which the precipitating incident(s) occurred. Excluded from this process are those complaints for which other specific remedies are provided such as Title IX discrimination claims.

If a student appeals their grade, faculty should try to resolve this issue informally through conversations with the student. If the issue isn't resolved or the student doesn't want to discuss it with the instructor, the grade appeal should be directed to the instructor's division chair if the instructor is full-time or the department coordinator if the instructor is part-time. If the grade appeal cannot be resolved in discussion with the division chair, the appeal moves into a formal process with the VPAA.

## 4. Grade Codes on Transcripts

As noted, Registration provides a Transcript Legend that summarizes the Highline grading system and identifies other grade types:

- **CR: Credit.** A grade of Credit (CR) may be granted for completion of course requirements at the 2.0 level or above. A CR grade must be initiated by the student at the time of registration or by the 11th instructional day of the quarter (an equivalent date is listed in the quarterly class schedule for summer).

  Only 15 CR credits are applicable toward the Associate of Arts Option A degree. CR credits may or may not be recognized by other institutions. Other degrees and programs will designate the maximum number of applicable CR credits. Divisions may designate specific courses which are only graded CR/NC.

- **I: Incomplete.** An instructor may issue an I when the following conditions apply:
  - A student was still registered for the class after the official withdrawal date;
  - A student satisfactorily (grade of 2.0 or higher) completed at least 80 percent of the total coursework but was not able to complete all coursework due to extenuating circumstances;
  - A student and instructor have agreed on a date of completion to occur within the following 12 months;

The I will be converted to a numerical grade or CR/NC upon completion of the course requirements. If the I is not removed through the completion of the requirements after 12 months, it will be converted to the grade earned, as shown on the "Incomplete Grade Contract." This converted grade may not be changed. If an I grade is submitted and the instructor and student fail to file an Incomplete Grade Contract within one quarter, the I grade will convert to a 0.0.

- **N: Audit.** Students may enroll for a course on an audit (N) basis. Regular tuition and fees are charged. The N does not carry decimal points.

- **NC: No Credit.** NC indicates a student did not satisfactorily complete course requirements at the 2.0 level to receive credit. The NC grade is used only for courses designated by an instructional division as CR/NC, and carries no GPA calculation.

- **R: Repeated Class.** The symbol R, "Repeat-Excluded" or "Repeat-Included" indicates a course has been repeated. Students may repeat courses taken at Highline in order to improve their skills or GPA. To repeat a course, a student must reregister and pay all necessary fees. Upon completion of the repeated class, a student must notify Registration and Records to request the GPA recalculation be performed. A course may not be repeated more than twice to improve the cumulative GPA.

- **W: Withdrawal.** The W grade indicates that the student withdrew from the course, in keeping with college withdrawal policies. The W carries no credit, indicates neither passing nor nonpassing work at the time of withdrawal and does not affect GPA. Some courses, identified in the catalog and/or quarterly class schedule, require group participation and are not eligible for a W without the instructor's permission.

  If a withdrawal to the registrar's office is submitted on or before the $10^{th}$ instructional day of the quarter (an equivalent date will be listed in the quarterly class schedule for summer) the class will not be reported on the transcript.

- **First-week nonattendance.** In order to accommodate students waiting to register for a course, instructors have the discretion to initiate a withdrawal at the end of the first week of the quarter (or its equivalent for summer). This withdrawal may be authorized when students do not attend at least 60 percent of the class time during the first week. Students should contact their instructors to request an exception to this policy so that in the event of unavoidable absences they will not be withdrawn.

- **Missing Grade.** A grade that is missing is indicated by a blank or an asterisk (*) when no grade was received from the instructor.

These other grade types are described in the Catalog's section on grades.

5. Retaining Academic Records

Since student complaints have a 120-day horizon from "the end of the quarter in which the precipitating incident(s) occurred" (Section 807) and a student may have up to one year to complete an Incomplete contract, student academic records should be kept for at least a year, if needed. Additionally, accreditation is every 7 years, so selected records that support accreditation should be kept for one accreditation cycle.

Special accreditations for Prof/Tech departments may have different requirements to present artifacts of student learning. In addition, course learning outcomes assessment projects may necessitate retaining records for a year or two, depending on how often classes are offered.

Student evaluations may be kept for up to five years for post-tenure purposes.

6. Incompletes

As stated above, an instructor may issue an I when the following conditions apply:

a. A student was still registered for the class after the official withdrawal date;
b. A student satisfactorily (grade of 2.0 or higher) completed at least 80 percent of the total coursework but was not able to complete all coursework due to extenuating circumstances;
c. A student and instructor have agreed on a date of completion to occur within the following 12 months;

The I will be converted to a numerical grade or CR/NC upon completion of the course requirements. If the I is not removed through the completion of the requirements after 12 months, it will be converted to the grade earned, as shown on the "Incomplete Grade Contract." This converted grade may not be changed. If an I grade is submitted and the instructor and student fail to file an Incomplete Grade Contract within one quarter, the I grade will convert to a 0.0.

## xvi. Honors

Highline offers an Honors Program for "motivated, academically successful students looking to enhance their academic experience and be better prepared for their next step." The Honors Program provides students with the opportunity to turn their college-level classes into honors courses through advanced projects that complement the standard curriculum. As an instructor you can invite high-achieving students to complete an Honors project in your course.

## xvii. Instructor Grievance Procedure

In the case of a complaint about an instructor or class, students are encouraged to speak with their instructor first, and if the matter is not resolved, students should then contact the division chair. For more detail on the student complaint procedure see the Instructional Grievance Process.

## xviii. Library Information

The Highline College Library mission is to "[create] a welcoming and inclusive library environment that provides quality services and resources supporting the educational endeavors of Highline College's diverse student, faculty, and staff population." Faculty can also schedule library instruction with Reference Librarians, such as information literacy instruction sessions.

## xix. Office Hours

Faculty are required to publish their office hours in the Highline Directory each quarter so that they are available to students and all college staff. Office hours are not just for the convenience of your current students, they are also for past or even future students as well as your colleagues, so that they can find you at a specific place and time without an appointment.

**Full-time faculty** are expected to hold a minimum of five posted office hours per week at varying times and on different days:

- Of the five hours, faculty are expected to hold at least three of them on campus (or official alternative instruction site). Again, these should be at different times/days of the week.

- You may hold up to two online, but they must be at specific and varied times as well. This is to afford people the ability to reach you with the likelihood of getting an immediate/quick response rather than waiting for a 24-hour turnaround (which is what many of us do with e-mail and other electronic communication).
- There is no requirement to do online office hours.
- Faculty moonlighting should hold additional office hours.

**Part-Time faculty** are expected to hold office hours and be available to students outside of class time (Section 205.5, 2022-2025 HCEA Contract). Availability may include (but is not limited to) the following means of communication: before and after class conferences; email; telephone; and office hours.

Part-time faculty office hours expectations are tied to the percentage of the Full-Time Salary Reference Step that they are receiving. To the extent classes taught are online or hybrid, office hours may be held proportionally online:

- Less than 75%: To be available for meeting with students or staff by appointment.
- 75% to 79.99%: To be available for meetings with students or staff without appointments. For each five- credit or credit-equivalent class, faculty are expected to be available approximately one hour total through the week, with some variation in days available (and times, if possible) for the convenience of the student.
- 80% or more: To be available for meetings with students or staff without appointments. For each five- credit or credit-equivalent class, faculty are expected to be available approximately one hour and forty minutes total through the week, with some variation in days available (and times, if possible) for the convenience of the student. To the extent classes taught are online or hybrid, office hours may be held proportionally online.

**If you have an office, please put your office hours on your office door.** It's important to remember that students who are not currently in your classes come to your office. To help them as well as your colleagues and staff, post your office hours on your office door. As you do this, think about accessibility and universal design, and ensure that the information is readable (large font) and that the sign is low enough on the door to be read easily.

If you have to miss office hours or rearrange them, **let your building administrative assistant know** and leave a note on your door. The administrative assistants are the front line, and it makes their job easier if they can give clear information to students.

**If your teaching schedule is such that there are specific days when you won't be on campus at all, please provide that information to the building administrative assistant** so that they have accurate information for students and staff who might be looking for you.

## xx. Open Source Educational Resources (OER)

In order to best serve our student population, faculty are encouraged, whenever possible, to adopt OER for classes. The use of OER in classes reduces the financial burden on students. It also allows faculty to customize the content of their courses. If a class uses OER, it is noted in the class attributes section in the class schedule.

The Library has created a Faculty Guide to OER. The SBCTC also provides training with their course OER 101: How to Use Open Educational Resources.

https://academicaffairs.highline.edu/wp-content/uploads/sites/74/2022/05/OER-Low-Cost-Code-Procedure-Interim.pdf

## xxi. Student Conduct Policies

The Student Conduct Code is maintained by Student Services. The Office of Community Standards & Student Conduct supports both students and employees in fostering and upholding a healthy, responsible, and supportive learning environment.

## xxii. Syllabus Template

Faculty are strongly encouraged to use the Highline College inclusive syllabus template or to
make their syllabi more inclusive, as suggested in Section 206.4.3 of the HCEA 2022-2025 Contract. Both Academic Affairs and the LTC have resources available to help faculty make more inclusive, welcoming syllabi. In addition, the LTC can support faculty in their efforts to use the inclusive syllabus template.

## xxiii. Supplies/Equipment Purchases

Highline College has an Instructional Budget Director who manages the budgets that faculty can use. When faculty want to make purchases, they should work with their division administrative assistants.

- **Supplies**: Typical office supplies (paper clips, expo markers, pens, tissue, etc.) are usually ordered by an administrative assistant. Specialty items cannot be ordered since division supply budgets are limited. These types of supplies are not for student or classroom use. If there is something specific needed (for example, super sticky easel pads), they might be ordered with department funds.

- **Labs/Classrooms**: The student fees budget usually pays for materials for different courses/departments that have extra items/needs, and certain materials for the classroom can be purchased by requesting them through your department coordinator or division chair. For labs, administrative assistants or lab technicians of that area order for the department or division. Faculty should check with their department coordinator or division chair on ordering of materials for courses that have labs/lab fees.

- **Ergonomic Equipment**: If faculty needs ergonomic equipment, they should request an ergonomic assessment through Human Resources. Academic divisions have a small equipment budget for ergonomic equipment.

- **Equipment Budget**:
  - **End-of-Year requests**: At the end of the year, division chairs usually contact department coordinators and ask if there is equipment needed. Division chairs have discretion to approve or reject requests.
  - **Computers**: Computers are provided by ITS.
  - **Printers (not for personal printers)**: Divisions usually pay for printers out of their equipment budget through ITS.
- **Professional Development**: Faculty cannot use PD funds for equipment purchases or for purchases for the classroom. Faculty can purchase personal/professional development books; however, faculty cannot purchase the same book to distribute your classroom (which would be considered classroom materials).

If faculty have questions about purchasing, they should contact their department coordinator or division chair.

## xxiv. Testing Center

If faculty need to administer make-up exams or special testing accommodations to students, [testing support is provided by the Placement and Testing Center](#).

## xxv. Textbooks

Division administrative assistants will notify faculty by e-mail when it's time to order books, which is based on when the Highline Bookstore opens their ordering system (VERBA). Deadlines for book orders are typically one to two weeks after administrative assistants contact faculty. Book orders are entered into the system by administrative assistants, with a few exceptions. If your department is one of those exceptions, your department coordinator will let you know.

Faculty are not obligated to require books for their classes. In addition, faculty are encouraged to participate in low-cost (materials less than $50) or OER options for students whenever possible. If your course is a low-cost or OER course, the administrative assistant will contact Instructional Scheduling so that the information can be added to the class schedule to be in compliance with a legislative mandate.

**It is imperative that faculty respond to the call for book orders by administrative assistants by the deadline**. If faculty do not submit book orders on time, book orders are not placed. It isn't the responsibility of the administrative assistant to chase down book orders.

Typically, when the administrative assistant requests book orders, the faculty will need to provide the following:

- book title
- author
- 13-digit ISBN
- whether the book is Required, Optional, or Choice. If faculty choose Choice, they will need to add an explanation as to why the book is a choice.
- whether they are requesting a desk copy. Faculty should only request a desk copy if it's truly needed. If faculty who are not teaching on campus request a desk copy, they will also have to provide their home address so the desk copy can be sent to them. Desk copies should not be ordered repeatedly in order to avoid publishers requesting payment.

Once books have been entered into the system, they can't be changed according to SBCTC rules. To change a book order, it has to be requested and approved through the SBCTC. If a faculty's classes change or move to different sections, then the faculty can change the book order.

If faculty want exam copies, they need to contact the publishers directly.

Faculty can also participate in year-round ordering each fall quarter. Year-round ordering applies to fall, winter and spring quarters. If faculty adopt materials for a course and are certain that the same materials will be used for winter and/or spring quarters, they should let their administrative assistant know. In the winter and spring quarters, the administrative assistant will email a confirmation of the order for the books. If faculty have changed their mind, notify the administrative assistant immediately so that the order isn't placed.

### xxvi. Waitlists

When enrolling for classes, students can choose to go on the waitlist for a class if the class is full. Waitlists close at 9pm, the day before the quarter begins. Prior to the waitist closing, if space opens up in a class, students from the waitlist will be moved into the class. After the waitlist closes, it's up to the instructor whether or not they will overload the class with students from the waitlist. Waitlists disappear on the first day of the quarter, so if you want to access your waitlist before it's gone, you can do so in ctcLink:

> ctclink > CS > Navigator > Reporting Tools > Query > Query Viewer > Query Name: QCS_SR_WAITLISTED_STUDENTS

Students on the waitlist are responsible for reaching out to the instructor to inquire about being added to the class. If a space opens up in a class after the quarter begins, students can add themselves to the class up to the third day of the quarter. After that, it's up to the instructor's discretion if they add students to a class after the quarter has started.

## b. Advising and Student Support

### i. Academic Success Centers

Highline provides tutoring to students through the Academic Success Centers. Support is provided by peer tutors through the Math Resource Center, the Writing Center, the Tutoring Center, and the Public Speaking Center. Peer tutors are trained and internationally certified and assist students in a variety of subjects. Drop-in, group tutoring, one-on-one consultations, and workshops are free to all currently enrolled students.

### ii. Academic Dishonesty and Student Conduct

The Student Conduct Code is maintained by Student Services. The Office of Community Standards & Student Conduct supports both students and employees in fostering and upholding a healthy, responsible, and supportive learning environment. As part of their work, the Office of Community Standards & Student Conduct supports faculty and students in cases of academic dishonesty.

If faculty report a student for academic dishonesty, the Academic Integrity Process is initiated. The first time a student is referred to the Student

Conduct Office, the reporter and officer may explore three options: (1) Simply keep record of instance and address issue at classroom level, (2) informally resolve the issue through a developmental conversation with the student, or (3) engage in the formal conduct process. If the student has been referred to the office 2 or more times, the student will engage in the formal process. Learn more about the formal process.

A case will be closed once there is proper documentation, meetings have been held, and/or decisions have been made and educational conditions are submitted. The reporter may be notified when a case is closed.

### iii. Accomodations/Access Services

As stated on their website, "The mission of Access Services is to lead the campus community in the creation of inclusive learning and working environments and facilitate access, discourse and involvement through innovative services, programs, and partnerships." Thus, Access Services supports students with disabilities with campus and classroom accommodations. Access Services and Highline Human Resources also collaborate to provide reasonable accommodations for employees and applicants in accordance with The Americans with Disabilities Act (ADA) and the Federal Rehabilitation Act.

If a student expresses a need for accommodations, faculty can recommend that the student contact Access Services to formally request those accommodations. If it's determined that the student needs accommodations, a Letter of Accommodation (LOA), the legal notification, will be e-mailed to the faculty. A LOA is a plan for academic accommodations which students must request each quarter and for each class via the MyAccess portal. By law, students can apply for accommodations or request a LOA at any time during the quarter, but accommodations are not retroactive and we acknowledge a reasonable amount of time is needed to implement accommodations upon receipt of a LOA.

If faculty receive a LOA, they should read through it and then have a private conversation with the student about the accommodations listed on the LOA and specifically how they will be used or implemented in your course. This will help to clarify expectations and responsibilities. If there are questions or concerns about the student and/or the accommodations specified on the LOA, please contact Access Services directly.

### iv. Absences/Late Arrival

Students are expected to attend all sessions of their classes. Faculty may require class attendance as part of their grading criterion. It's up to the faculty to develop the attendance and punctuality policies in the class; however, faculty are encouraged to consider student experience and practice paradox (The 4 Connections) when developing their absences and tardiness policies.

Only students enrolled in a course may attend classes.

## v. Advising

The HCEA 2022-2025 Contract specifically addresses faculty advising requirements in Appendix F. As specified there, "Advising is key to student retention and success." At Highline, the online advising tool is Watermark through Aviso. ITS provides tutorials on how to use Watermark. The following is taken from Appendix F.

In addition to academic planning, advising may include topics like navigating college, study strategies, academic enrichment, career exploration (both for exploratory students and students in a degree program), degree requirements for graduation and feeling a sense of belonging to the Highline community. For resources for successful and inclusive advising, please see Faculty Advising Canvas.

Full-time faculty are contractually required to advise currently enrolled students in the these ways:

- Faculty will proactively reach out to all their assigned advisees through Watermark, no later than one week prior to the start of registration for the next quarter (Fall, Winter, and Spring) to offer advising assistance tied to the student's Academic Plan. The advising activity will be documented in Watermark. Documentation should include confirmation that the student has an academic plan in Watermark, is notified if any of the courses they are currently registered for are not "on plan" as indicated by Watermark analytics and the degree requirements, and an offer of planning assistance to advise about next quarter classes prior to the start of registration for that quarter.

- Advising might include mentoring advisees on coursework, program and/or transfer options, career plans, and graduation requirements; helping the student to create an academic plan reflective of their academic and career goals; addressing concerns regarding academic progress; providing referrals to campus services as needed; and assisting with timely registration.

- Faculty who provide advising are expected to be available and responsive to student advisees and to document the advice given using Watermark.

Advisees are assigned to faculty advisors as soon as they earn 30 credits, unless a faculty advisor assignment during first quarter advising is deemed appropriate or if the student is in one of the Early Faculty Advising Programs. Only currently enrolled students are counted in the advisor's load. Whenever possible, advisee assignments will be made based on the student's intended degree or program path.

New lecturers and tenure track faculty will be supported in learning how to advise students at Highline. Options will include opportunities to observe faculty peers as they advise; participate in advising trainings; and workshops to learn about the degrees, certificates, and programs offered by the college. Advising efforts may be considered as part of the tenure process, tenured faculty evaluation, promotion, and re-appointment. Faculty in English Language, Career and Academic Prep (ELCAP) may organize their advisees in a variety of ways and do not necessarily need to be assigned advisees.

Section 211 in the HCEA 2022-2025 Contract covers stipends for advising. Stipend amounts will be calculated on the last day of classes for each quarter:

- **Full-time faculty** who complete the advising activities as outlined in Appendix F and document those activities in the approved online system will receive a stipend of $400/quarter for Fall, Winter, and Spring quarters.

- **Full-time faculty who advise more than 20 students** in a given quarter as documented in the approved online system will be compensated at the rate of $20 per advisee per quarter.

- **Part-time faculty** who want to serve as faculty advisors shall complete required advising training at Highline College, for which they will be paid at the non-instructional rate. Part-time faculty who advise students, as documented in the approved online system, will be compensated at the rate of $20 per advisee per quarter.

Advising can provide support and assistance to faculty who are new to or have questions about academic advising. Faculty are encouraged to utilize the Faculty Advising Canvas course for an introduction to faculty advising as well as a deep-dive into how to successfully support students in their academic journeys at Highline.

## vi. Bias Incident Reporting

The Bias Incident Response Team at Highline is responsible for monitoring, assessing, and coordinating campus response to bias incidents and hate crimes that occur on campus. The Office of Community Standards and Student Conduct coordinates the procedure for reporting.

## vii. Campus Resources for Students

Highline provides numerous support services for students, including:

- Access Services
- Advising Center
- Basic Needs
- Benefits Hub
- Career and Student Employment (CASE) Center
- Continuing Education
- Counseling Center
- Financial Aid Office
- Highline Library
- International Student Programs (ISP)
- Math Resource Center
- MESA (Mathematics, Engineering, Science Achievement)
- Office of Community Standards and Student Conduct & CARE
- Prior Learning Assessment (PLA)
- Public Speaking Center
- Puget Sound Welcome Back Center
- Running Start
- Transfer Center
- Transition Success Center
- TRiO Student Support Services
- Tutoring Center
- Umoja Black Scholars
- Veterans Services Office (VSO)
- Womens Programs/WorkFirst Services
- Workforce Education Services
- Writing Center

## viii. Center for Leadership and Service

The Center for Leadership and Service (CLS) is located on the 3rd floor of Building 8. The CLS focuses on encouraging students to get involved in campus events and opportunities, making students feel more connected and thus, more likely to stay at Highline and complete their educational goals. The Associated Students of Highline College (ASHC), which is the student government or advocacy organization for Highline students; Global Student Ambassadors; and student clubs are part of the CLS. The CLS can help students find ways to get more involved in campus and to take on leadership roles.

### ix. Counseling

Highline provides free, professional, and confidential personal, career and educational counseling services to registered Highline students through the Counseling Center. Counselors in the Counseling Center are faculty members. If faculty learn that a student is in need of these services, they can refer students to the Counseling Center. The Counseling Center also offers classes and workshops on topics such as career planning and mindfulness. Faculty can encourage their classes to attend these workshops.

### x. Graduation

When students enroll for their final quarter, they can apply for graduation through ctcLink. Directions on how to do this are provided by Registration and Records.

Students are encouraged to use ctcLink prior to applying for graduation to help inform them of when they are nearing graduation. The Academic Advisement Report (AAR) in ctcLink shows how close to completion a student is. The AAR shows how a student's classes apply to their academic program plan, and they can run a What-If report to see how their classes apply to a different program plan. The AAR is for planning only and isn't official, so students should work with advisors. The Registration and Records office conducts the final graduation evaluation.

Prior to applying for graduation, students must declare a program of study in ctcLink.

Students can also graduate with honors if their cumulative GPA is 3.50 or higher at the time their last course requirement is completed.

If a student has met the graduation requirements and has applied for graduation, the degree, certificate, or diploma will be entered on their transcript approximately 8-10 weeks after grades for their final quarter have been posted. Their paper degree, certificate, or diploma will be mailed to them within 8-10 weeks of being entered on their transcript. The graduation application fee for a degree or high school diploma must be paid prior to the mailing of their paper copy. Students can order an official transcript if it's needed for proof of degree for a job application or entrance to another college.

If a student is denied graduation, they can appeal by submitting the Graduation Review Board Appeal form. Students should only use the process if they have already applied to graduate, have already had a response back from Registration and Records that they aren't done with their degree or certificate, and want to ask for an exception to program requirements in order to complete their degree or certificate.

### xi. Placement and Testing Center

Section B.a.xxiv.

### xii. Registration and Records

Registration and Records is located on the first floor of Building 6. Their department assists students with questions about:

- Enrolling for classes

- Class grading options: Students can take classes as credit/no-credit or audit classes.

- Permission numbers: Some classes have prerequisites for enrollment. Students may request a permission number (formally known as an entry code) if Highline has no record that they have the required placement test scores, Highline has no record that they've taken the required prerequisite class, or the class requires the Instructor's Permission.

- Waitlist: If a class is already full and a student has already met the prerequisites, they can opt to be waitlisted for it. The waitlist opens automatically when a class fills. Students can add themselves to the waitlist by clicking the "Add to Waitlist" when they are enrolling in ctcLink. The Waitlist closes the night before the quarter begins. If a student is already enrolled in another section of the same course, they can't be added to the waitlist. Students can monitor their waitlist status in the ctcLink Student Portal. If a student hasn't been added to the class by the start of the quarter, it means there was no available space.

- Tuition, Fees, and Payment Options: If students need tuition and fees payment plans, they can arrange those through Registration and Records.

- Adding and Dropping Classes: The dates and deadlines for various enrollment and payment dates are available at Registration and Records.
    - Through the third day of the quarter: Students can add or drop classes through ctcLink.
    - Day 4 through 10 of the quarter: Instructor permission is required when students want to add classes during this time. Students should email the instructor for permission, then forward the email to Registration and Records. The email should include the student's name, ctcLink ID, course title, and item number. Students can still drop a class through the 10th day of the quarter through ctcLink or by e-mailing Registration and Records.
    - Day 11 through the last day to withdraw: If a student withdraws from a course from day 11, their transcript will have a "W" grade noted on the transcript. Use the ctcLink Student Portal or complete the drop portion of the class add/drop form via email to registration@highline.edu.

  When students withdraw from a class, their financial aid may be impacted. Students should consult with financial aid.

- Blocks on Your Records: Students may not be able to enroll if there is a hold or block on their record. These are called Service Indicators and are viewable in ctcLink. Students may have a hold or block due to:
    - Academic probation or suspension
    - Student Conduct
    - NFS (not sufficient funds) checks
    - Library or parking fines
    - Financial aid repayments
    - Account balance for unpaid tuition or fees
    - Running Start enrollment verification form due
    - Advising may be required prior to enrollment
    - New student orientation required

- Transcript evaluation for transfer credit

- Transcripts

- Graduation and Academic Advisement Report

- Commencement

### xiii. Student Government

Highline student government is known as the Associated Students of Highline College (ASHC). The ASHC represents students' interests and concerns to the college administration, faculty, staff, and the greater community. Through the ASHC, students can participate in setting campus policies and procedures, allocate service and activities funds, serve as members of various campus committees, and evaluate student programs to reflect the changing needs and interests of students.

## c. Professional Development and Learning

### i. PD Funds (Professional Development Funds)

As per Section 616 of the HCEA 2022-2025 contract, "the College encourages and expects professional development from the faculty. To facilitate professional development, the College will budget each year an amount sufficient to allow each full-time faculty member $1500 and each lecturer $750 per year to be used in the pursuit of professional development." Section 616.2 describes PD funding for part-time faculty. There is a fund of at least $20,000 set aside each year to fund PD activities or projects by part-time faculty. Requests for part-time faculty PD funds must be approved by their Division Chair and the CAO. Groups of part-time faculty may apply together. Similarly, full-time faculty members may request to pool funds to facilitate large projects. Pooled- fund projects must be approved by the respective Division Chair(s) and the CAO.

To receive funding for PD, an eligible faculty member must use the current form to submit a proposal to the Division Chair. Current forms are available from Academic Affairs. The Division Chair will either approve the proposal, or indicate to the applicant reasons for denial.

If faculty use their PD funds, but need more or their PD costs more than the annual amount, they may apply for "give back" funds. Give back funds is the anticipated amount of unused PD funds for the year. Division chairs will inform faculty of when to apply for give back funds. At the first Instructional Cabinet meeting on or after March 1st of the academic year, the Division Chairs and the CAO meet to discuss the distribution of unused PD funds. The CAO will have the final approval for distribution of these funds.

The LTC provides more information about PD funds and other sources of funding for professional development.

### ii. PD Opportunities

The LTC provides a list of PD events and conferences that may be of interest to faculty. Different groups on campus (Academic Affairs, LTC, EdTech, etc.) will often share opportunities with faculty through all faculty emails.

## d. Service and Leadership

### i. College Committees

Faculty are expected and encouraged to participate in shared governance of the college through service on college committees. Some committees are made up of elected positions; others are volunteer positions. Regardless of whether a position is an elected one or a volunteer one, the role of faculty on committees is a vital part of campus governance. It's important that faculty serve on committees that they are invested in and that speak to their interests.

Information on the different committee opportunities are provided by the Faculty Senate, Academic Affairs, and the Highline website.

### ii. Student Outreach and Events

If interested in participating in outreach events to high school students, please contact the Outreach team Institutional Advancement to learn about volunteer opportunities. These may include holding workshops for visiting high school students. If looking to advertise an event to the local community or students outside of Highline, kindly submit this form two weeks in advance to the event to have it appear on Highline's public calendar.

### iii. Grants Office

The Institutional Advancement's Grants Office provides leadership, coordination, and development support on college-related grant applications and proposals. In an effort to strengthen and streamline Highline's grant procurement efforts, a Grant Process and a Grant Application Approval Form have been developed for your use. Executive Cabinet reviews the grant forms and looks for assurance that the Vice President in the applicant's division, budget office, and ITS are aware of the grant effort and that personnel, space, and equipment are incorporated into plans and budgets. The Grant Office staff partner with faculty and staff to provide the highest quality grant support at all stages of grant development, from identifying funding sources through award closeout.

### iv. IRB

Faculty who are interested in research need to contact the Institutional Review Board [IRB] chair prior to using any student data that might disclose or single out student info.  In addition, if there are student projects that require the use of student data, the importance of the IRB should be included.