Faculty Handbook

Welcome to the exciting world of teaching at Highline College!

The New Faculty Handbook is designed to introduce you to the procedures and policies you may need to know as a Highline faculty member. If you have any further questions or concerns, please contact your appropriate department coordinator, or division chair.

Your department coordinator is your strongest link with the College. Communicate with your coordinator regarding teaching assignments, curriculum, textbooks, grading, student evaluations, and any other concerns you have about the instruction you do. Unable to reach your coordinator? Try the division chair or your faculty administrative assistant.

We hope your experiences at Highline will be positive and rewarding. Again, please feel free to contact my office with suggestions, concerns and questions you may have.

Emily Lardner
Vice President for Academic Affairs

A. New Faculty

a. Activating myHighline and ctcLink Accounts

Your MyHighline username and password will be used to login to Highline computing resources such as e-mail, Canvas, wireless internet, and more. Your activation code is sent in your welcome letter. This is a one-time use code which helps us verify your identity. If you did not receive an activation code, please contact the IT (Information Technology Services) Help Desk for further assistance. You will use your activation code to create your username and password. Your username will become your email address. ITS provides information on what to do if you need to change or update your password.

Your ctcLink ID is your Highline ID. You will use it to log into ctcLink, which is our online information system for everything from accessing class rosters and entering grades to seeing paychecks and benefits to updating your personal and contact information. ITS has created detailed step-by-step instructions on how to obtain and activate your ctcLink account.

Another ID that is needed is your Highline ID card, which allows you to check things out from the Library, to have campus ID for safety reasons, and to show that you're an official Highline employee. Faculty can get their ID cards at Registration on the

first floor of Building 6 during [business hours](#). Bring some form of identification with you. Registration will take your photo and print your ID card.

b. Pay and Benefits

Employees are paid on a ten-day lag. This means that hours worked the 1st through the 15th of the month are paid on the 25th of the month, and hours worked the 16th through the last day of the month are paid on the 10th of the following month. Due to holidays and irregularities of the calendar there are exceptions. If the normal payday falls on Saturday, payments are made on Friday. If normal paydays fall on Sunday, payments are made on Monday.

- You can see [paychecks and earnings history in ctcLink](#).
- Human Resources provides [further information about payroll](#).
- Details on benefits including health insurance, life insurance, sick and personal leave, and retirement is [furnished Human Resources](#).

c. Faculty Contract

If a **full-time faculty member**, you will receive a contract for each year by mail. Please sign and return this form to [Human Resources](#) either by mail or by dropping it off at HR offices in Building 12. Full-time faculty is defined as lecturer, tenure-track, or tenured faculty member who has a faculty appointment.

All other contracts including for part-time faculty will need to be reviewed and signed in [ctcLink](#). This would also include contracts for moonlights (teaching more than the normal courseload in a given quarter) and stipended work for any special projects beyond the regular faculty obligations. If there is a contract you need to review and sign, you will receive an automatic email notification letting you know that there is a contract to sign. The email will look like this:

> Dear <Name>, Your Highline teaching contract for fall is ready for your signature. Please log on to ctcLink and go to your Faculty Self-Service menu to verify and accept your contract. Before signing, please double-check that the following information is correct: Course type and number Times/days Delivery method Once the details have been verified, please sign and submit your contract. If you wish to reject this contract as it is written, please contact the Department Coordinator. Academic Affairs

[ITS](#) can help with providing information on [how to view and accept faculty contracts](#).

d. Contract Days that are Non-Instructional Days

Contract days extend from a date not earlier than September 9 to a date not later than June 16. Generally contract days begin the third week of September. There is a break of at least two weeks following fall quarter and one week following winter quarter. Summer teaching is optional. Certain contractual days fall outside of instruction or testing (final exams) days. These include:

- [Opening Week](). This is a week when staff, faculty, and administrators come together in community to prepare for the upcoming academic year before fall quarter starts. Activities include workshops designed to expand our perspectives on the ways we serve students and community building activities for all of campus. These extend from Tuesday to Friday with time given for department and division meetings, and prepping for fall quarter teaching.
- [Professional Development Day](). PDD is a day of workshops and other activities that promote professional learning, collaboration, and community building which occurs every fall quarter during the third Friday of October.
- [Equity Development Institute](). Equity Day is dedicated to equity-focused professional development as a way to live out our institutional commitment to our core themes that occurs every spring quarter during the first Friday in May.

If absent during any of these non-instructional days, faculty are obliged to submit a sick leave request or a personal day request.

Additionally, the **days between the end of final exams and when grades are due** are also considered contractual days. Grades are generally due in [ctcLink]() the Tuesday following finals exams week. Out of office messages should not be posted before this day.

e. Faculty Class Assignments

Class assignments are decided on by departments in collaboration with faculty members. Decisions for how to assign classes vary by department and depend on enrollment trends, faculty preferences, and student needs. Please contact your [department coordinator]() to find out more. Class assignments cannot be based on seniority.

Faculty are permitted to teach across Departments and Divisions assuming they are qualified to do so. However this can occasionally lead to administrative challenges when not adequately communicated. (For example teaching too many or too few courses to make a load which is currently 45 credits a year for tenured and tenure-track faculty and 40 credits a year for lecturers). For this reason,

Coordinators should notify the Division Chairs in all impacted Divisions when assigning a class to a faculty member not in the same Division as the Coordinator.

Similarly Coordinators should notify their Chair and the supervisor when hiring a full time staff member to teach classes.

f. [Parking Permits](#)

Every vehicle parked on campus must have a valid parking permit at all times. If you are full-time faculty or full-time staff and you need a pass, you will receive an annual pass that is valid until September 2024. Part time staff and faculty are administered parking passes quarterly, instead of annually. Below is some information about **Part-Time Staff/Faculty Parking Passes** for the Fall 2023 Quarter.

- If you need a Part-Time Staff/Faculty Fall 2023 Pass, they may be picked up starting **September 1st** in-person at the Public Safety Office.
- If you own a Part-Time Staff/Faculty Summer 2023 parking pass, the last date they are valid is **September 8th**.

Please follow these steps to get a new pass:

1. Present your staff/faculty ID at the Public Safety Office in Building 6, Room 104. Our hours of operation are posted on our [department webpage](#).
2. Upon confirming your status, we will give you a Fall 2023 part-time staff/faculty parking pass to place in your vehicle.
3. If an employee is not signed up for parking deductions at the time of permit pick-up, employees can also fill out the form at our office. Afterwards you may receive a pass.

We encourage paying for these passes with paycheck deductions. The deductions for a part-time staff/faculty pass is $4.83 per paycheck. If you are not in paycheck deductions, you may also sign up for them at the [Public Safety Office](#).

As always, please do not hesitate to reach out to the department either at ext. 3218 or by [email](#).

g. Safety and Alerts

i. Public Safety Office

[Highline College Department of Public Safety](#) serves and supports our campus community to ensure a safe and secure environment. Beyond ensuring campus safety, officers can also help with:

- On-campus escorts
- Lost and found
- Vehicle assistance
- Access to buildings and offices in the event of being locked out

Officers are available 24 hours a day, 7 days a week, 365 days a year. The office is located in Building 6, Room 104, and can also be reached at a 24-Hour Phone Line: (206) 592-3218.

In the event of a more serious situation, call the Des Moines Police Department: (206) 878-3301.

For Emergency Police or Medical (24-Hour) Call: 911.

ii. Highline Text Alerts

Emergencies can occur at any time. Highline has established procedures for you to follow during an emergency to protect your personal safety and minimize the negative effects on campus. Preparing for emergencies, even the most basic, will help you respond quicker and more effectively should the need ever arise.

Sign up to receive campus emergency alerts straight to your smartphone (via text) at HC Alerts Messages.

iii. Emergency Procedures

To learn what to do in the event of an emergency, please see Emergency Procedures.

Call 206-592-3218 or e-mail the Public Safety Office should you have any questions about what procedures to follow.

h. Office Space

Full-time faculty are provided with a private office on campus as much as is possible within space constraints. Part-time faculty may have to share an office space. Your office space will be designated before you arrive on campus. Your building's administrative assistant at the front desk, department coordinator, or division chair can help you locate your office and address any questions. Each office space is provided with a computer, phone system, desk, and chair. Should you need accommodations, please contact Human Resources.

i. Keys and Classroom Access

In order to get keys for your office and the classrooms you'll be teaching in, faculty need to ask their building or faculty/division administrative assistant. They will work with Public Safety to get you the keys you need. Faculty can pick up keys at [Public Safety](#).

If faculty need a list of division administrative assistants, they can click expand the academic divisions on the [Highline Organization Structure](#).

j. Phone Numbers and Voice Messaging

Each office is equipped with a phone that has the [Avaya Aura Messaging system](#) for voicemail. You can find your phone number in the [Highline Directory](#).

- ITS has [instructions for different phone functions](#).
- [Instructions on how to access voice messages](#) are provided by ITS.

k. Mailbox

All full-time faculty members are assigned a mailbox. Part-time faculty generally share a designated mailbox. The mailboxes can be found in the common area of your office building, usually in a space behind your building administrative assistant's desk.

l. Directory

To find the email, phone number, office, and office hours for employees on campus, go to the [Highline Directory](#).

m. Printing and Copying

Each building has its own printer and copier. To print, your office computer must be connected to the printer. If when printing you cannot see the name of the printer in the print dialogue box, contact [ITS](#). Once you select <print>, a dialogue box appears within 5-30 seconds which asks you to accept the charge and release the file to the printer. There is no charge for printing so the charge will appear as 0. Once you select <yes>, you will need to go to the printer's location and log into the Pharos computer connected to the printer. Once you log in with your username and password, you should see a list of all the files you sent to be printed. Select all files you want printed and click <print>.

To scan documents, you will need a copier code which your building's administrative assistant will provide you. This code is unique to each department. To access all

copier functions, you first enter the code, then select what you would like to do. Scanned documents can either be printed or sent directly to your email.

Printing is available for students at the Library and Building 30. Each quarter every active student will be given a $10 credit on their printing account. Students who have paid the Academic Technology (CF) fee will be given an additional $10 credit for the quarter in which the fee is paid. This credit will be applied after the end of the add/drop period. Printing costs 10¢/page for black and white and 50¢ /page for color. Students will be required to log in with their myHighline account. ITS has provided more details about printing.

n. Required Training

i. FERPA

Students at Highline College have certain rights regarding their educational records. These rights are part of the federal legislation known as the Family Educational Rights and Privacy Act (FERPA). In order for faculty and staff to have access to student records, FERPA training and successful completion of the FERPA quiz is required. The training consists of reading the FERPA information at the Registration and Records website. Once you're done with the reading, you can take the quiz from the same website.

ii. Ethics Policy/Training

Highline College expects that employees will observe the highest standards of ethical conduct. Each employee is expected to place the college's interest above his or her own self-interest in all education, business, and other work-related matters where there is any actual or potential conflict or the appearance of a conflict.

New employees are required to complete this training within the first month of their employment. To complete this training please proceed to Ethics - Human Resources and follow the instructions.

iii. Get Inclusive

Additional training about bullying, child abuse, harassment, Ttile IX, and DEI is required by the state and is available through the Get Inclusive tile of the Aviso/Watermark Okta system. Highline employees are required to complete this training. Human Resources will provide employees with information.

iv. Canvas

Canvas is the LMS (Learning Management System) that Highline College uses. In order to get instructor access to courses, faculty are required to successfully pass the Canvas Orientation from [Educational Technology](#). The orientation covers basic techniques for using Canvas. Once the Orientation is complete, faculty will earn a $250 stipend. Course shells will be available the following day.

If faculty are teaching online, hybrid, or hyflex classes, Canvas will be the tool to offer the online instruction. Regardless of instruction mode, all Canvas courses must be published within three days of the scheduled start date for the course, and all faculty are required to actively maintain a gradebook in Canvas for all classes.

For help with logging into Canvas, [e-mail ITS](#). Educational Technology provides additional support and training for using Canvas. For help and support with using Canvas effectively, contact [Educational Technology](#).

v. ctcLink

Prior to the implementation of the state-wide ctcLink system, electronic tools for student enrollment, financial aid, and employee processes were on different platforms. ctcLink centralizes all of these online tools into one place. For students, they need to activate their ctcLink account in order to enroll in classes, pay tuition and fees, access unofficial transcripts, review degree progress, and more. Faculty use ctcLink to enter final grades. All employees use ctcLink to view payroll information, access W-2 forms, and request leave, among other things.

Training on ctcLink is provided by the SBCTC, the Washington State Board for Community and Technical Colleges. [Faculty can access training](#) from the Highline website. ITS also [provides information about ctcLink](#). There is an additional resource page from [Academic Affairs](#).

o. New Faculty Orientation and Seminars

The [Learning and Teaching Center](#) [LTC] provides orientation and a year-long professional development series to all new faculty (lecturers and tenure-track faculty). These events are opportunities for community building with a cohort across departments and. They also provide chances to learn about Highline's unique environment and to get professional development on topics relevant to our student demographics.

i.   New Faculty Orientation happens on the Monday of Opening Week. All new faculty are required to attend. Attendance is optional for faculty who are in new faculty roles but who have attended a Highline New Faculty Orientation previously. Information about Highline policies, teaching practices, and human resources is provided.

ii.   New Faculty Seminar occurs on a regular basis during the academic year. The LTC will announce the meeting dates and times each quarter. New faculty are encouraged to attend to learn about inclusive teaching techniques and strategies to implement the tenure criteria into their work. It is also a great opportunity to collaborate with others on challenges you are facing in class. Finally, the seminar is designed to be a community of support and place to meet faculty outside your department.

p. Important Resources

i.   LTC

The LTC, the Learning and Teaching Center, is a faculty-driven center of professional development and educator support. The LTC fosters a culture of learning and teaching excellence to promote quality equitable learning experiences for our students, as well as a community for our faculty to learn from and support each other.

Faculty are encouraged to contact the LTC with questions about pedagogy, work-life balance, and ideas for workshops and collaborative sessions.

E-mail the LTC with questions about professional development and teaching.

ii.   Educational Technology & SETI

Highline faculty have access to a host of educational technology tools. The primary resources are Canvas, Zoom, and Panopto. Additional resources are available through the Highline Library, including collections of streaming video.

Educational Technology supports faculty with effective teaching practices using technology in all instructional modalities, including enhancing teaching and student engagement, using Canvas, Zoom, Panopto and other tools for online, hybrid, and virtual teaching, as well as technical help with these tools. Ed Tech is available for just-in-time support through Search for Educational Intelligence (SETI) drop-in labs and one-on-one meetings. You can also email them. Contact them for the schedule.

iii. IT Help Desk

The IT Help Desk is the go-to technology support for all students and employees. In contrast to Educational Technology which supports faculty with using technology in their pedagogical practices, the IT Help Desk provides assistance with passwords, Zoom accounts, hardware and software, and so forth. Contact the IT Help Desk if classroom equipment isn't working. Their website also includes a helpful list of tech resources for employees. For in-person assistance, go to the front desk of Building 30.

iv. Human Resources

Human Resources is located in Building 12, Room 101. The HR staff specialize in consultations about payroll, benefits, policies and procedures, labor and employee relations, personnel system management, recruitment, and compliance. The HCEA contract is available at their website.

E-mail HR with questions about paychecks, health insurance, benefits, and so forth.

v. Canvas Courses

Highline delivers some professional development courses through Canvas. These are available as resources. If you are not enrolled in these courses and would like to be, e-mail Educational Technology.

- Effective Teaching: Examine the components of the effective teaching tenure criteria.
- Faculty Advising Open Course: Learn various strategies for advising our students in and out of the classroom.
- Part-Time Faculty Guide and Support: Resources for part-time faculty are available.
- Canvas Orientation: Get acquainted with Canvas and complete activities that help you set up your courses.
- Remote Teaching: Learn about ways to successfully deliver different class modalities.

vi. Past Class Syllabi

Division administrative assistants have copies of past syllabi if faculty would like to see them.

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 10th 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 <u>minimum of five posted office hours per week at varying times and on different days</u>:
- Of the five hours, faculty are expected to <u>hold at least three of them on campus</u> (or official alternative instruction site). Again, these should be at different times/days of the week.

- You may <u>hold up to two online, but they must be at specific and varied times as well</u>. 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.

C. Technology

a. Aviso

Aviso, a tool within Watermark Student Success and Engagement, is the system students use to connect with their advisors, instructors, and other services such as Tutoring and Counseling. Faculty can use Aviso to:

- manage and engage your advising caseload by sending messages and scheduling advising appointments (as well as sharing information about drop-in advising hours);
- make appointments for students with other student support areas, like tutoring;
- send alerts to other student support areas on behalf of students for warm hand-offs;
- help students plan their courses so they complete their degrees on schedule;
- view real-time updates on your students' information;
- follow, filter, and pull reports on your students and others.

ITS provides information on how to use Aviso.

b. Canvas

Section A.n.iv.

c. ctcLink

Section A.n.iv.

d. E-mail/Outlook

Unlike students who have their student emails through Gmail, employees of Highline have access to workplace emails through Microsoft Outlook. Username and passwords are the same as the Highline credentials. For assistance with Outlook, contact ITS.

e. Google Drive

Highline utilizes [Google Drive](#) to collaborate with others on campus. ITS has provided instructions on how to log into your [personal work Google Drive and the Highline shared Google Drive](#). By using Google Drive to store files, we have access to the documents we need regardless of which device we're using. Many departments and committees use Google Drive to work together on drafting proposals, common assessments, and reports. Some shared drives are repositories of information.

f. Laptops and other Hardware

Faculty are provided with a computer in their office; part-time faculty may have a shared computer. If you would like to request a laptop or other hardware for work, [contact ITS](#).

g. Microsoft Products

Highline has [free access to Microsoft Office 365](#). Both employees and students have access to these tools. Once registered, you can choose which programs you'd like to have. If there is a program that you would like access to but aren't able to get, [contact ITS](#).

h. [Phone/Voicemail](#)

[Section A.a.a](#). ITS provides [directions for setting up and accessing voicemail](#).

i. Resources on the Web

Various departments provide support for other types of resources such as:

- **Remote Desktop Protocol (RDP)**. RDP can connect faculty to their on-campus computer so that they can make use of software and files that they may not have at home. However, faculty should store files in their Highline Google Drive so they can access documents from home. RDP should be reserved for accessing software faculty may not have access to from home. In order to connect toRDP, your on-campus computer must be powered on and you must be on Highline's Virtual Private Network (VPN) in order to connect.
- **Website Support**. If faculty have permission to edit Highline webpages, they should consult with the Highline web developer/designer.
- **Multimedia Production**. EdTech's production team can develop video and audio for your class or program, including:
    - Instructional Videos

- ○ Event recordings
- ○ Marketing your program
- ○ Class and program support
- **Software**. If faculty need software for their work at Highline, they can submit a request to ITS by completing a [Help Desk ticket](#).
- **Equipment Checkout**. [Contact ITS](#) with requests for checking out technology equipment.

j. VPN

Highline has a Virtual Private Network (VPN) so that we have a private network to conduct business. It's best to log into VPN to ensure you are working in a safe and secure environment. There are some sites and services that can only be accessed from Highline's network. You will need to [log into VPN daily and logout](#) when you are done with work.

k. Zoom

Zoom is used for virtual classes and other student interactions with faculty. Faculty have access to a basic Zoom license. After you [go to the Zoom login screen](#), click on SSO in the lower left corner of the login screen, then log in with your myHighline information.

Zoom can also be integrated with Canvas, so your students will have easy access to the Zoom rooms you are using. Canvas can also be integrated with Panopto, so that Zoom recordings will automatically be posted to your Canvas course as well.

You will need access to a Pro license for Zoom if you plan to hold meetings longer than 40 minutes. When you were hired, your coordinator received a request from ITS for information about the resources you needed to teach. They can [contact the Help Desk](#) to request Zoom Pro.

l. Panopto

Panopto is the college's tool for recording lectures for students. It can be used in any instruction mode, and is installed on the computers on each classroom podium. Panopto is integrated with Canvas so that recordings are automatically posted to your courses.

All recordings are captioned using voice recognition tools built into Panopto. Make sure to review those captions and correct any material errors.

m. Other Tools

Some other tools have been licensed and/or integrated into [Canvas](). [Contact EdTech]() if there is a tool you're interested in using. Note that not all tools are supported at the college.

D. Advancement and Tenure

a. Tenure Process

The tenure process is outlined in the [HCEA Contract 2022-2025 in Section 400](). Section 407 is specifically related to the probationary period and the systems in place to support the probationer through the tenure process.

b. Advancement/Column Promotion

The [Office of the CAO]() will notify faculty members of their eligibility for column advancement consideration. Details about the application process are outlined in [Section 206 of the HCEA Contract 2022-2025]().

c. Post-Tenure Process

The tenured faculty evaluation, also called the post-tenure review, is described in the [HCEA Contract 2022-2025 in Section 313](). Three years after a faculty member is granted tenure, they will engage in a tenured faculty evaluation. Subsequent post-tenure reviews occur every five years after that. Post-tenure review is a faculty evaluation system that promotes high educational quality, protects academic freedom, and encourages the collegial openness and sharing that characterizes the relationships among the College's faculty.

d. Teaching and Learning Enhancement Awards

The Highline Foundation provides funding for Teaching & Learning Enhancement (TLE) Awards. All full-time and part-time faculty are eligible to apply for these grants. TLE awards are intended to support projects that clearly meet one or more of the following award purposes:

- promote excellence in teaching and learning,
- enhance the educational environment of the college,
- contribute to the advancement of the applicant's discipline,
- lead to the development of innovative curriculum (HCEA Agreement Section 614.2).

General awards of $3,000 or less are available under the criteria outlined in Section 614 of the HCEA Agreement. Faculty are encouraged to apply in pairs or groups. However, a single project is capped at $3,000.

The LTC provides [guidelines to apply](#).

e. Faculty Grievance Procedures

Faculty can bring grievances to Highline administration. The procedures for doing so are outlined in section [805 of the HCEA Contract 2022-2025](#).

E. Employment and College Policies

a. Absences/Late arrival

[Section B.a.xi](#).

b. [Benefits](#)

For information about benefits, faculty should [contact Human Resources](#).

c. Bias Incident Report

[Section B.b.vi](#).

d. Classrooms & Facilities

Faculty classes are assigned to rooms based on enrollment caps, scheduling, and availability. [Instructional Scheduling](#) manages classroom assignments. Classrooms have computers, projectors, doc cameras, and whiteboards. Some classrooms have hyflex modality capability, with tracking cameras and microphones. Faculty should [contact ITS](#) for information about the equipment in different classroom spaces.

Services like receiving, custodial, grounds, maintenance, mail services, office moves, recycling, and surplus are managed by the [Facilities Department](#). Facilities plans, designs, constructs, and maintains the physical facilities and environments of the College. They also maintain, operate, and improve campus buildings, grounds, utilities, and related services.

e. College Closure

The college is closed for federal holidays, professional development days, and other scheduled times off. The academic calendar shows campus closure dates.

For emergency closures, there are procedures in place as described in section B.a.xi.5. During inclement weather, the safety of students and employees is critical. Faculty should review the Alerts information provided by Public Safety.

f. Computer Usage Policy

The Highline Computer Usage Policy is outlined in the Highline Policies. As stated there, "Highline College has a strong commitment to intellectual growth and extended access of educational resources and opportunities." The following information is part of the Computing Resources Appropriate Use Policy, policy 6010. Faculty are encouraged to read the entire policy:

Faculty are expected to use college computing resources with respect for the public trust and in accordance with policy and procedures established by the College and its operating units. This policy applies to all employees, students, and the general public when using the college's computing resources. It is each individual's responsibility to use these resources in a manner that is efficient, ethical and legal.

In this policy, computing resources are defined as those computers (e.g.; personal digital assistants, laptops, desktops), peripherals, software, networks, electronic messaging systems (email, voice mail, facsimile), and imaging systems operated by or for the benefit of the students and employees of the College.

All users of Highline's computing resources shall adhere to both the letter and spirit of this policy, to ensure a predictable and secure computing environment for all and compliance with Washington State ethics rules, statutes and regulations as well as the mission, policies and procedures of Highline College.

Links to relevant statutes, rules and policies:
1. RCW 42.52.160
2. WAC 292-110-010
3. Executive Ethics Laws and Rules
4. Title 132 WAC
5. Executive Order 91-10

Failure to comply may result in loss of access to College computing resources, as well as administrative, civil or criminal action under Washington State or federal law.

g. Expense Reporting

i. Travel

When faculty want to use PD funds to travel to conferences and other professional development events, it's recommended that they work with the administrative assistant in their division to complete the necessary paperwork. Faculty should first complete the [PD Funds Form](#) and send it electronically to their division administrative assistant. From there, each division may have a slightly different process, which is why it's recommended to work with the administrative assistant.

- If traveling, make sure details of the trip (dates, conference information, airfare, costs, documentations, etc.) are all noted on the form. If you need to add links or more information, please attach that information. You will need to know the exact cost of the trip and/or purchase to fill out the form.
- If you want the administrative assistant to purchase your registration, please provide the PD form along with a list of materials or documents (registration link for conference) showing the registration to be purchased.
- Once completed, submit the PD form to the administrative assistant who will then confirm your PD funds balance and the amount remaining. They will then sign-off on the form and forward it to the Division Chair (and copy the faculty member) for approval. The administrative assistant must sign-off on the amount before the Division Chair will approve funding. If a Division Chair submits a PD request, then the [VPAA](#) will sign the form.
- If the Division Chair approves the PD funds, they will return a signed copy to both the requestor and the administrative assistant.
- Faculty are required to fill out a new [PD Funds Form](#) for each instance of travel. For example, if you have two separate trips, they would each require a new form. But one trip with many different expenses would only require one form.

ii. Other

When faculty want to use PD funds to purchase books, memberships to professional organizations, etc., it's recommended that they work with the administrative assistant in their division to complete the necessary paperwork. Faculty should first complete the [PD Funds Form](#) and send it electronically to their division administrative assistant. From there, each division may have a slightly different process, which is why it's recommended to work with the administrative assistant.

- If purchasing, make sure details of the purchase (item, costs, shipping, etc.) are all noted on the form. If you need to add links or more information, please attach that information. You will need to know the exact cost of the purchase to fill out the form.
- If you want the administrative assistant to purchase your registration or materials using their Pcard, please provide the PD form along with a list of materials or documents (registration for professional organization membership, list of books with ISBNs, etc.) showing the items to be purchased.
- Once completed, submit the PD form to the administrative assistant who will then confirm your PD funds balance and the amount remaining. They will then sign-off on the form and forward it to the Division Chair (and copy the faculty member) for approval. The administrative assistant must sign-off on the amount before the Division Chair will approve funding. If a Division Chair submits a PD request, then the VPAA will sign the form.
- If the Division Chair approves the PD funds, they will return a signed copy to both the requestor and the administrative assistant.
- Faculty are required to fill out a new PD Funds Form for each purchase. For example, if you have two separate supply purchases, they would each require a new form.

h. Low Enrollment/Class Cancellations

Department coordinators schedule classes for the upcoming quarter. Using enrollment trends, department coordinators work with division chairs, who are members of the Executive Cabinet, to manage low enrolled classes and class cancellations. Executive Cabinet and Academic Affairs set enrollment thresholds each year. Currently, the enrollment thresholds at least through the Winter 2024 quarter are:

- 16 students as the minimum enrollment threshold in 100 and 200 level classes, unless a class has a lower cap.
- BAS courses at the 300 and 400 level have a minimum enrollment threshold of 12.
- I-BEST FTEs are calculated at 1.75.

If a class is low-enrolled, the class has sometimes been allowed to run. The department coordinator will make this decision in consultation with the division chair. The class can be offered under the low-enrolled class section of the HCEA 2022-2025 Contract (Section 207.10), if the class is NOT part of a full-time load. Another exception is if the class is the last of a series and students need it to graduate.

Even though department coordinators try to accommodate all faculty as much as possible, as stated in Section 208 of the HCEA 2022-2025 Contract, classes may be canceled at the discretion of the college because of insufficient enrollment or other extenuating circumstances. If a part-time faculty's class is canceled, payment may vary with the type of assignment but will generally follow this schedule:

- If canceled prior to one week before the starting date of the class, no payment will be made.
- If canceled within one week of the starting date of the class, payment will be prorated on the basis of one class session.
- If canceled any time after the initial class session, payment will be based on a fractional part of the contract completed.

If a class is low-enrolled the week before the quarter begins, it is typically canceled. If this occurs, full-time faculty will be assigned to another class to fulfill their contractual obligation, which could result in a part-time faculty losing their assigned class.

i. Personal and Family Leave

i. Personal Leave

Section 613 of the HCEA 2022-2025 Contract overviews the cases in which faculty might take personal leave. Personal leave can be used for reasons of a personal nature. All faculty have three (3) personal leave days by the first contracted day of fall quarter of each academic year. Any faculty member that becomes employed after the first day of instruction in fall quarter shall be granted 1 day of personal leave for each remaining quarter in the same academic year. Faculty that become employed by the first day of instruction in Winter quarter shall be granted 2 personal leave days. Faculty that become employed by the first day of instruction in Spring quarter shall be granted 1 personal leave day.

There are caveats to the use of personal leave. It must be used in the same academic year it is granted; otherwise it will expire on the last day of the same academic year. Personal days shall not carry over to summer quarter or from one academic year to the next. Personal days can't be used immediately before or after any legal holiday granted by the state. In addition, they can only be taken in full-day increments and no more than 2 personal days shall be taken per quarter.

When the need for leave is foreseeable, eligible faculty must give the College a minimum of 2 weeks notice by requesting personal leave in the ctcLink system. When the need for personal leave is NOT foreseeable, eligible faculty are expected to give the College as much notice as is reasonable and practicable. Faculty must also ensure all appropriate measures have been taken to meet course outcomes without any additional cost to the College. Appropriate measures include completing the class coverage form process, but does not include obtaining class substitutes.

ii.   Family Leave

The HCEA 2022-2025 Contract includes sections on different types of family leave. Section 607 overviews the Family Medical Leave Act (FMLA), which is a federal law that provides faculty who meet the eligibility criteria with unpaid leave of up to 12 work weeks for one of the following reasons:

- A serious medical condition that makes the employee unable to perform the essential functions of the job.
- The birth or adoption of a child or placement of a foster child.
- The serious medical condition of a child, foster child, spouse, legal domestic partner, legal ward or parent that requires care from the employee.
- Any qualifying military exigency of a spouse, child or parent on active duty or called to active duty.

The Washington state Family Leave Act (FLA) is described in Section 608. Under the FLA, employees are eligible for the same leave, amount, and reasons as the Federal FMLA. In addition, the FLA surpasses the Federal FMLA by providing additional benefits for pregnant women.

Paid Family Medical Leave (PFML) is a Washington state law and is summarized in Section 609. Under the PFML, Washington employees may apply for Paid Family Medical Leave when a serious health condition prevents them from working or when they need time to care for a family member, bond with a new child, or spend time with a family member preparing for military service overseas. Employees must meet eligibility criteria in accordance with RCW 50A.04. The College designates paid time off (sick leave, personal leave and shared leave) as a supplemental benefit and will not affect the PFML benefit payment.

Human Resources can provide additional information and support for these different family leave options.

j. Professional Leave/Sabbatical

Section 610 of the HCEA 2022-2025 Contract contains details of the local policy on Professional Leave and Growth & Enrichment Leaves. Faculty should review that section carefully before submitting an application, particularly Sections 610.1, 610.1.3, and 610.2, which outline procedures and criteria used by the Professional Leave Committee in considering leave requests.

Per Section 610.1 in the HCEA-HC Agreement 2022-2025, the criteria for Professional Leave "include the requirement that the faculty member be tenured." Per Section 610.2, the criteria for Growth & Enrichment leave "do not include a tenure requirement."

k. Sick Leave

Sick Leave is discussed in Section 604 of the HCEA 2022-2025 Contract. As stated there, each full-time faculty member accumulates 8 hours of sick leave per month for use in the following month, unless such faculty member is in leave without pay status for more than 10 days in any month.

Sick leave is cumulative (does not expire) with no limit on the amount that can be accrued. Part-time faculty members earn sick leave on a monthly basis. The rate of accrual shall be (instructor's percent of full-time load) x (8 hours), for each calendar month in which the faculty member is employed.

Section 604 also covers Sick Leave for Self, Sick Leave for Family or Household Members, and Sick Leave in Excess of Five Days. Faculty should request sick leave through ctcLink.

l. Summer Teaching

There may be opportunities for faculty to each during the summer quarter. However, as outlined in Section 209 of the HCEA 2022-2025 Contract, "summer quarter assignments are considered separate from the basic contracted obligations of the individual full-time faculty member and the College." Summer quarter assignments are based on the needs of the college as determined by the department coordinator and division chair. If a faculty's department is offering summer quarter classes, full-time faculty may volunteer to contract as part-time faculty for summer teaching. Faculty choosing to contract as part-time faculty will be paid according to their current part-time
faculty column placement per section 205 and will have the same responsibilities as part-time faculty per section 300.

If teaching summer quarter classes, full-time faculty may choose to be paid a base salary for the summer session that is based on 17% of normal base salary for the year preceding the summer session for 10 credits or credit-equivalents. Faculty who choose the 17% option agree to participate in institutional responsibilities outlined in 209.2.3. Full-time faculty scheduled to teach summer quarter will be asked by the Office of Instruction (after course construction) as to which rate/obligation they would like to be paid no later than May 15. Information regarding the workload expectations connected with both pay rates will be communicated.

Summer quarter faculty assignments will be rotated in an equitable manner among all tenured and tenure-track faculty members within a department who wish assignments and who are qualified for the assignments available. Each department has their own procedures for summer quarter faculty selection that are subject to the CAO's approval. In developing the schedule, tenured and tenure track faculty will be given preference over lecturers and part-time faculty for all classes for which tenured and tenure track faculty are qualified. Once registration for summer quarter begins, full-time faculty whose course(s) are canceled may not bump part-time faculty. The determination of the faculty members' qualifications shall reside solely with the CAO.

In some cases, stipends may be awarded to some summer faculty to assume additional responsibilities for those divisions with heavy summer workloads (new program implementation, programs with special admissions challenges, large and/or complex class schedules, etc.). Division Chairs or individual faculty members may initiate requests for these additional duty stipends. Requests for these stipends will follow the normal approval channels and dates used in the class schedule building process. The decision to fund or not fund these requests will be made prior to the first day of student registration for the summer quarter. The need for and authorization of these services will be determined by the appropriate Vice President. These stipends will be identified on the Summer School Agreement. Additional duty stipends paid according to the instructor's placement on the part-time salary schedule will be awarded during the summer to faculty who assume additional duties regardless of credits taught in summer school. A faculty member may decline any or all additional summer assignments except those associated with normal Division Chair duties.

m. Teaching Overload/Moonlights

Section 210 of the HCEA 2022-2025 Contract Full-time focuses on overloads and moonlights. These are class assignments beyond a faculty's regular full-time appointment. If faculty accept an overload or moonlight, they will be considered part-time academic employees for that portion of their service.

Due to the shared governance, advising, assessment, service and other non-instructional responsibilities of full-time faculty, moonlight appointments are normally limited to no more than 5 credits or credit equivalents per quarter, and they are assumed to involve work outside of regular business hours. Unless otherwise approved by the CAO in writing, moonlight appointments are limited to:

- online sections,
- weekend sections,
- classes with a weekday face-to-face meeting time that begins at 7am or earlier,
- classes with a weekday face-to-face meeting time that begins at 4pm or later.

College 101 (COL 101) is exempt from these scheduling requirements.

Lecturers accepting part-time employment beyond their regular 40 credits or 40 credit equivalents during the academic year (moonlight) will be considered part-time academic employees for that portion of their service. During the quarter when the lecturer would normally have a 10-credit course load, up to 5 moonlight credits may be assigned in sections meeting during the 8am-4pm times. Moonlight appointments for lecturers are normally limited to no more than 5 credits or credit equivalents per quarter and they are assumed to involve work outside of regular business hours.

Class observations may be conducted or student evaluation surveys may be administered in sections taught by a full-time faculty on a part-time or moonlight basis based on department practices.

F. College Governance

a. Administrative Structure

Highline College has a Board of Trustees that are appointed by the state of Washington to govern the school. They provide strategic perspective and leadership in determining the programs to be provided by the college and by specifying the guiding policies and principles the president will use in operating the college.

The President of the College works directly with the Board of Trustees and the leadership team to manage and drive key strategic and operational initiatives across the college. In partnership with executive leadership, the Office of the President works to develop and foster a campus climate that is welcoming and supportive of all students, faculty, staff and the surrounding communities served by the college.

Faculty are housed within Academic Affairs, which is led by a vice-president, the VPAA. Several deans within Academic Affairs support the VPAA's vision. Division chairs work with all leadership teams to ensure faculty concerns are heard and taken into consideration when developing college policies and procedures. Academic Affairs has provided an organizational chart and an organization structure.

b. Accreditation

Highline College is accredited by the Northwest Commission on Colleges and Universities (NWCCU), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the Secretary of the United States Department of Education. Reports and documents concerning previous accreditation visits can be found at the Accreditation website.

c. Assessment Committee

The Assessment Committee is a faculty-led and faculty-driven committee that encourages faculty to take part in the process of assessment. The committee is composed of at least two faculty members from each division, plus support from ITS, the Library, the VPAA, and the Accreditation Committee.

The mission of the Assessment Committee is to promote an outcomes assessment cycle that is constantly adjusting to student needs, consistently improving student success rates, and always helping the institution to realize its own mission.

d. Data Dashboards on Enrollment and Student Outcomes

Institutional Research provides data dashboards that can inform faculty on enrollment trends and student success. Faculty can access these dashboards by logging into the Highline Tableau server. Some of the dashboards are on:

- Daily Enrollment Table and Charts
- Quarterly/Annual Enrollment by Course Subject
- Daily Class Fill Rates
- Pass Rates Dashboard
- 'Student Right to Know' Graduation and Transfer Rates

e. Elections

Faculty occasionally vote in elections for shared governance positions such as division chairs, TRC members, Faculty Senate representatives, committee memberships, etc. There are also elections on policies and procedures. Elections will be announced via email. Faculty can participate in elections by logging into the elections platform with their Highline credentials.

f. [Faculty Senate](#)

Issues of concern to faculty are heard by the Faculty Senate, which is a forum for faculty discussion, advocacy, and leadership regarding academic affairs at Highline Community College. To that end, the Senate shall:

1. Serve as the paramount recommending body to the President and Board of Trustees to establish and revise college-wide academic standards, grading policies, degree requirements, and educational outcomes after considering input from all interested parties.

2. Serve as an advisory board to the Vice President of Academic Affairs and Deans of Instruction for college-wide curricular issues.

3. Gather, synthesize, and disseminate information relevant to interdisciplinary curricula and instructional activities.

4. Hear and consider faculty concerns not covered by the HCEA Agreement and communicate such issues as are deemed appropriate to the Administration and the Board of Trustees.

5. Provide recognition for exemplary faculty who have made significant contributions to the college through teaching, scholarship, or other service.

g. [Highline College Education Association (HCEA)](#)

The HCEA is the [exclusive bargaining agent](#) (see RCW 28B.52.020) for all part-time and full-time faculty employed by Highline College. It is affiliated with the Washington Education Association and the National Education Association.

Faculty can choose to become members of the HCEA, but regardless of whether or not a faculty is a due-paying member of the HCEA, the union advocates for all faculty: part-time, lecturer, tenure-track, and tenured faculty. However, union members are eligible to vote on organizational business, union officers, and the contract. HCEA members are also consulted on union priorities. Faculty can join the HCEA via an [online form](#). It's about $15 per pay period for part-time faculty and $50 per pay period for tenure-track or tenured faculty.

h. Institutional Research

[Institutional Research](#) promotes the effective use of data to inform institutional decision-making and to support efforts to increase equity, student learning, and educational achievement.

i. Instruction Cabinet

Instruction Cabinet is the primary governance body within Academic Affairs. The members:

- seek input from faculty through division chairs about how best to provide multi-faceted institutional support necessary for faculty to engage in equity pedagogy;
- work proactively to address faculty concerns and support faculty members in their efforts to maintain their enthusiasm for teaching and professional improvement;
- support faculty in engaging in professional development aligned with the College mission;
- develop and establish instructional policy and practice aligned with the College mission;
- engage in enrollment management (including discussions of programs and disciplines experiencing enrollment challenges);
- work collaboratively to develop student centered schedules;
- provide leadership for projects and initiatives aligned with HC's strategic goals & objectives;
- allocate instructional resources according to institutional priorities, including tenure track positions, lecturer positions, and instructional equipment;
- monitor the distribution of professional development funds;
- support the implementation of faculty advising, with Division Chairs serving as advising leads for their areas;
- respond to emerging needs from faculty and the College.

j. Office of Budget & Grants

Highline's mission of teaching, research, and public service is provided by the Office of Budget & Grants, which provides timely, relevant, and accurate budget and grant information to the college community.

There are various budgets that impact faculty:

- Departmental Budgets
  - Each academic department has a general fund budget. In addition to covering salaries, this includes funds for materials, subscriptions, equipment, and even allows for some travel.
  - Coordinators should be kept in the loop of purchases made using departmental budgets.
  - This is use it or lose it funding.

- Professional Development Funds (Budget code 149-044-2240)

- Fulltime, one year, and part-time faculty have professional development funding available contractually.
- These funds must be encumbered (paperwork completed) by March 1st. That is, these are use it or lose it funds.
- Division chairs notify the VPAA of their total Division PD spending. Unallocated "Give Back" funds are addressed below.

- Give Back (Budget code 149-044-2240)
  - Unallocated PD Funds go into a "Give Back" pot available to all faculty.
  - The practice is that faculty can receive their annual allotment in Give Back funds at most.
  - Faculty applying for Give Back funds should submit perfectly completed paperwork to their Chair by a date set in Instruction Cabinet (usually early in Spring Quarter).
  - Division chairs submit this paperwork to the VPAA who will fund requests as funds allow.

- R&R (Budget code 149-011-2130)
  - Each division has $8,000 allocated for equipment repairs. This includes addressing some office equipment needs (replacing the occasional chair or purchasing variable height desks).
  - This is use it or lose it funding.

- Instructional Equipment (Budget code 149-011-2130)
  - Highline allocates about $400,000 each year to instructional equipment.
  - Each division submits their requests in-mid Spring and then the VPAA decides what to fund, taking into account the input of Instruction Cabinet.
  - Nothing below $500 is considered. Small things can be purchased with R&R or department budgets.

- Lab Fees
  - Some programs collect lab fees which must be spent in the spirit in which they are collected.
  - These generally roll over from year to year. There isn't an urgency in spending these monies.

- Grants
  - Some faculty have grants. Division chairs sign off on grant spending, but generally do not have to provide any management of these funds.

Balances may be found in the online budget system. The VPAA's administrative assistant can provide guidance in accessing the system.

k. Student Success Council

The Student Success Council acts as Highline's strategic planning oversight committee for the Strategic Plan for Equitable Student Success. The council is composed of [faculty, staff and student representation](#) and is responsible for overseeing and holding accountable those involved in the strategic planning process. The council works by setting short-term (quarter-long) concrete goals in five areas and reporting out on progress at the end of each quarter. Depending on the nature of the work to be done, a single area might be a focus for the whole year or longer.

Each quarter, teams across the college are actively engaged in completing the actions outlined in these priority areas. Through the Student Success Council Communications Team, the institution will be kept abreast on the progress toward meeting each goal and objective on a quarterly and annual basis.

G. Abbreviations/Glossary

a. [Acronym List](#)

b. [Glossary from Highline Catalog](#)

H. Forms

There are a multitude of forms that faculty may have to complete. Many are available at [Highline's Thundernet](#). If faculty can't find the form they need, they should ask their division administrative assistant.

I. Who do I ask for help with . . . ?

Topic	Who to contact
Class assignments: how classes are assigned and scheduled, summer assignments, moonlights; standard textbook usage for classes; most teaching and class related matters.	[Department Coordinator](#)
Software and computer issues, e-mail and	[Information Technology Services](#)

account permissions and privileges, IT equipment check-out, classroom IT issues.	
Canvas issues including technical difficulties as well as best practices and design strategies for online classes; help with remote teaching, Panopto, and Zoom.	[Educational Technology](#)
Access to offices and classrooms, printing and classroom supplies, past class syllabi, travel and professional development forms and processes.	[Administrative Assistant for your Division](#)
Highline policies and procedures; general support with professional development, finding resources, tenure, post-tenure, promotion, and other processes.	[Division Chair](#)
Confidential consultations on teaching and professional development resources; support with evidence-based, equity-centered teaching strategies; workshops and other professional development on teaching and advising.	[Learning and Teaching Center](#)
Advising loads, processes, policies, and best practices; using Aviso and ctcLink for advising; training on faculty advising.	[Program Manager, Faculty Advising](#)
Labor contract, employment policies, and procedures.	[HCEA Faculty Union Representatives](#)
Benefits and pay; employment policies and procedures; Title IX – Reporting discrimination, harassment, and retaliation.	[Human Resources](#)