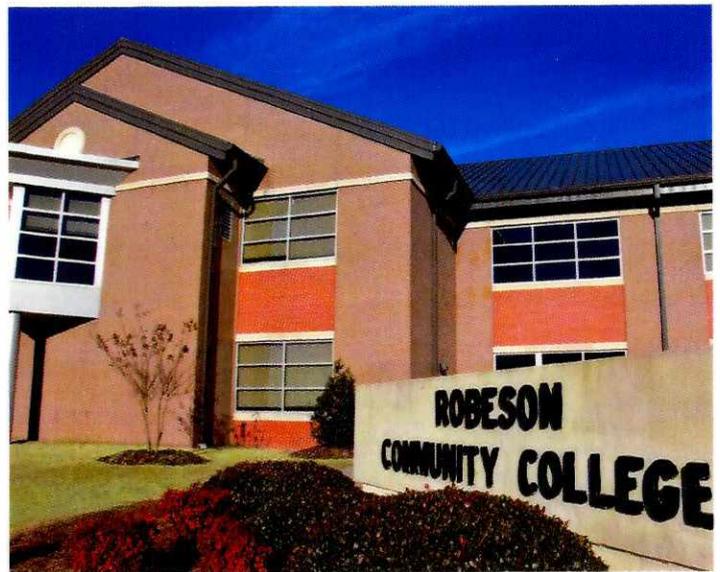# Faculty Handbook

2013-2014

Robeson Community College

5160 Fayetteville Road • Post Office Box 1420

Lumberton, North Carolina 28359

www.robeson.edu

TABLE OF CONTENTS

Section 11 Program Outcomes and Assessment

Section 12 Professional Development

Section 13 Information Technology Support

Section 14 Attachments

Introduction

The North Carolina General Assembly through the General Statutes Chapter 115 created the North Carolina Community College System in 1963. Chapter 115D of the General Statutes of North Carolina governs the Community College System.

The State Board of Community Colleges is established for developing policies for administering the North Carolina Community College System. A copy of the Administrative Code is available for faculty and staff online with the North Carolina Community College System.

On July 1, 1965, Robeson Community College was established. It is governed by a Board of Trustees consisting of thirteen members who approve local policies compatible with the policies of the State Board of Community Colleges.

The *Faculty Handbook* is a reference guide for the faculty of Robeson Community College. The contents are subject to change due to revisions in the laws, statutes, and policies governing the college.

In the event of any conflicts between these policies and procedures and the General Statutes of the Administrative Code of the State of North Carolina, the Statues and the Codes must prevail.

Section 1

Institutional Purpose

Board Policy
Adopted: July 11, 2005
Reaffirmed: June 12, 2006
Reaffirmed: July 9, 2007
Revised: July 17, 2008
Revised: July 13, 2009
Reaffirmed: June 14, 2010

COLLEGE MISSION STATEMENT

Current Policy Statement:
Robeson Community College is a comprehensive, open door two-year public community college with a mission to enhance the lifelong educational opportunities for adults appropriate to their needs, interests, and abilities. The college achieves its mission through a commitment to quality educational programs and student support services that permit individuals to pursue their educational goals in a student-centered environment. The college also seeks to strengthen its mission by providing multicultural, social, economic, and community/public service opportunities for the citizens of Robeson County and surrounding region.

Comments/Clarifications:
 None

1.2

INSTITUTIONAL GOALS

Policy:
It is the policy of Robeson Community College that a set of approved Institutional Goals be established by the Board of Trustees to guide the President and all employees in carrying out the mission of the College.

Comments/Clarifications:
The following constitute the Institutional Goals upon adoption of this policy:

a. ORGANIZATION AND ADMINISTRATION - The College will make available contemporary, competent management necessary to bring together its various resources and allocate them effectively to accomplish its institutional goals.

b. FISCAL RESPONSIBILITY- The College will effect fiscal responsibility by maintaining a financial management system that adheres to generally accepted accounting practices, is audited as prescribed by the state and accrediting entities, and provides financial stability necessary to the successful operation of the institution.

c. COLLEGE FACILITIES - The College will provide facilities that are safe, clean, accessible, neat and organized in a manner that is appealing to students, supportive of the teaching-learning process, contribute to an atmosphere for effective learning, and easily accessible for business related functions.

d. EDUCATIONAL PROGRAMS - The College will strive to offer high quality education programs and services that are directly related to the purpose and goals of the institution, to the ability and preparation of the students admitted, and to the financial and instructional resources of the institution.

e. EDUCATIONAL SUPPORT SERVICES - The College will provide a variety of support services that include library; instructional support services; student development services; computer services; and those services that complement the educational, cultural, and social development of the student.

f. LIFE-LONG LEARNING - The College will strive to offer a variety of programs to support life-long learning in such areas as the adult high school; adult basic education; continuing education; public and community service; workforce development and training; and human resource development.

g. FACULTY AND STAFF - The College will endeavor to recruit, retain and develop high performance faculty and staff needed to achieve the education and training objectives of the institution in a professional and ethical manner.

h. TECHNOLOGY - The College will encourage and support faculty and staff in the effective and efficient use of instructional technology and administrative computing systems.

i. INSTITUTIONAL ADVANCEMENT - The College will pursue a program of institutional advancement which may include development and fund raising, institutional/public relations, and alumni affairs.

j. INSTITUTIONAL EFFECTIVENESS - The College will strive to continually document institutional effectiveness using a system of planning and performance evaluation, institutional research and data analysis.

k. COMMUNITY SERVICE - The College will serve as a resource to promote the personal, professional, social, and cultural development of people and communities throughout the service area.

This policy compliments all policies required in the North Carolina Administrative Code, Title 23, Chapter 2, Sub-Chapter 2C, Section .0210 requirement as authorized by Section 115D of the NC General Statutes.

-----End of Policy-----

Educational Services Statement of Purpose

The Educational Services Division will provide comprehensive, quality learning opportunities for curriculum students. Students have the ability to matriculate in Associate of Arts, Associate in Science, Associate of Applied Science, Diploma, and Certificate Programs. These programs will provide comprehensive, quality instruction and preparation for entering the work force or continuing in higher education.

- ❖ Educational Services will ensure through cooperative relationships with other educational providers, government agencies, and business and industry that our students are educated to meet the needs identified by those entities.

- ❖ The institutional effectiveness process provides the requirements necessary for change or enhancement of programs. Evaluation will be focused at the program level and must include the publics served.

- ❖ Resources will be prioritized to manage and/or reduce program shortfalls or provide program enhancements as identified through the evaluation process.

- ❖ Individual faculty members are expected to take the lead in professional development activities. Those development activities must be supported to the extent possible by the College administration.

- ❖ The desired outcome for the Educational Services Division is quality educational programs recognized as such by the people and institutions we serve.

Section 2

Organization and Administration

RCC org structure

ISS org chart

CT & AH org chart

PS & AT

Job Description

TITLE:

Vice-President for Instruction & Support Services

FUNCTION:

The Vice-President for Instruction is responsible for serving as the Chief Academic Officer of the College and for organizing, planning, supervising, and assessing the curriculum instruction and student support services programs of the Robeson Community College District.

RELATIONSHIPS:

The Vice-President for Instruction and Support Services reports to the President of the Robeson Community College District and directs the positions of Assistant Vice-President, Department Chair, Program Chair, Coordinator, Instructor, and other staff positions in the various departments/ programs/service areas operated under the auspices of curriculum instruction, basic skills instruction, and student support services.

DUTIES AND RESPONSIBILITES:

The incumbent has the following duties and responsibilities:

Leadership
- Providing leadership for his/her division of the College in accordance with the expectations of the President and Board of Trustees.
- Providing leadership for his/her division as the principal resource for instructional innovation promoting experimentation with instruction and education pedagogy.
- Providing leadership for his/her division regarding compliance with Title V, Title VII, Title IX, and other federal and state educational legislation.
- Providing leadership for the College in terms of compliance with all SACS/COC principles for his/her division.
- Providing leadership for participation and compliance with other external accrediting bodies across the division he/she serves.

Organization
- Providing recommendations for the organization of personnel in his/her division of the College for maximum performance and productivity.
- Organizing physical plant space assigned to his/her division of the College for maximum utilization in carrying out the division's goals, objectives, programs and services.
- Organizing all resources related to the division's operation to maximize performance and support for personnel, programs, and services of the division.
- Offering organizational ideas and comments on proposed College projects/activities, as requested.

Fiscal Responsibility
- Working cooperatively with the President and other Vice-Presidents in determining allocations and budget recommendations for his/her division of the College.
- Coordinating the development of division budgets in accordance with guidelines and procedures prescribed by the federal, state, and/or local entities providing funds for College personnel, programs, and services.
- Approving the expenditure of federal, state, and/or local funds in accordance with purchasing procedures and guidelines.
- Regularly monitoring budget expenditures for deficit spending and making recommendations and/or adjustments accordingly.
- Recommending strategies, actions, and/or adjustments to the budget that maximizes the use of funds allocated to his/her division of the College.
- Monitoring and maintaining division compliance with all material, supply, and equipment inventory management policies and procedures.

Planning
- Providing input into the Institutional Goals, as requested by the President and/or Board of Trustees.
- Setting proactive, achievable goals and objectives for his/her division of the College as a part of the Institutional Planning process.
- Coordinating the planning and goal setting of the designated planning units within his/her division in accordance with the prescribed planning cycle.
- Insuring that division and planning unit goals and objectives are consistent with external agency funding and program requirements while consistent with internal expectations.
- Evaluating division performance in relation to goals and objectives of the institution and external funding agencies.
- Providing documentation of planning and evaluation of planning to the designated office of the College in accordance with the prescribed planning cycle.

Supervision
- Supervising all Assistant Vice-Presidents and direct reports for his/her division in a professional and appropriate manner.
- Supervising the timely publication of catalogs, handbooks, manuals, etc. for his/her division.
- Supervising the timely publication of all class schedules for his/her division.
- Supervising the development of files to appropriately document all business transactions for his/her division for accountability and audit purposes.
- Insuring all negotiated agreements for his/her division are in place and any deliverables for said agreements are documented.
- Supervising effective orientation and in-service educational programs for all new employees of his/her division.

Assessment
- Insuring that all required evaluation and assessment procedure requirements are met by his/her division.

- Insuring that division employees are using appropriate evaluations in both nature and quantity to accurately and fairly assess student learning.
- Insuring that the various evaluations used to measure student learning correspond to the various levels of learning for the course/program (i.e. Bloom's Taxonomy).
- Insuring that the results of assessments/evaluations are used to improve division performance.

Institutional Support
- Attending federal, state, regional, and/or local meetings and events to ascertain information and material relevant to the operation and management of the College's programs and services.
- Attending college programs, ceremonies, events, and activities to visibly demonstrate support for the comprehensive program of the College.
- Serving on councils and committees of the College as appropriate and/or needed.
- Being available to serve on local, state, regional and/or national commissions, councils, boards, advisory groups, etc. that contribute to the successful operation of the College and/or his/her division.
- Maintaining valued professional intra-division relationships with other employees of the College.

Community Service
- Actively participating in one or more community service activities that promote himself/herself or Robeson Community College at the local and/or state level.
- Attending appropriate community events and programs to support the on-going public relations efforts of the College.
- Advocating community service as a valuable dimension to the professional work of the employees in his/her division of the College.

Professional Development
- Demonstrating a strong commitment to the professional development of the employees in his/her division.
- Participating in professional development programs and/or activities that enhance his/her own skills to serve as a leader for his/her division.

Other
Performing other duties as assigned by the President of Robeson Community College.

QUALIFICATIONS:
The incumbent must meet the following minimum qualifications:

Education
Doctorate Degree that includes eighteen (18) semester hours of graduate credit in school administration and supervision.

Experience
Minimum of five (5) years of teaching, counseling, or administrative experience.

<u>Licensure</u>
None

<u>Physical Demands</u>
The percentage range listed below is used to qualify the physical demands of the job: 0% Never, 1-33% Occasional, 34-66% Frequent, 67-100% Continuous

The job requires a full range of body motion that includes:
- Standing/Walking - Frequent
- Bending/Stooping - Frequent
- Lifting/Handling - Frequent
- Carrying - Occasional
- Push/Pull - Occasional
- Balancing - Occasional
- Twisting/Turning - Continuous
- Kneeling/Crouching - Frequent
- Reaching - Frequent
- Handling/Manual Dexterity/Feeling - Continuous
- Speaking/Hearing -Continuous
- Tasting/Smelling - Occasional

LOCATION:
The Vice-President for Instruction and Student Support Services is assigned to the Robeson Community College Main Campus. The President may at his/her discretion relocate the office to a more appropriate location in order for the college to carry out its mission.

Job Description

TITLE:
Executive Assistant to the Vice President for Instruction and Support Services.

FUNCTION:
The incumbent is responsible for providing executive secretarial assistance to the Vice President for Instruction and Support Services of Robeson Community College.

RELATIONSHIPS:
The Executive Assistant to the Vice President for Instruction and Support Services reports to the Vice President for Instruction and Support Services.

DUTIES AND RESPONSIBILITIES:
The incumbent has the following duties and responsibilities:

Executive Assistant
- Serving as the Executive Assistant to the Vice President.
- Representing the Vice President's Office at various functions/events at the request of the Vice President.
- Assisting the Vice President with staff meetings and other specially called meetings to include, but not limited to, arranging the location for meetings, setting up recording devices, distributing materials, identifying guests, etc.
- Maintaining the minutes of staff meetings and other meetings accurately.
- Preparing reports for the Vice President's Office as requested.

General Secretarial
- Performing secretarial tasks as required for the efficient operation of the Vice President's Office.
- Preparing memos, letters, and other forms of correspondence.
- Proofing outgoing correspondence for spelling and grammar.
- Establishing and maintaining paper and electronic files.
- Preparing and organizing handouts, directories, handbooks, etc.
- Sorting and routing incoming/outgoing mail and correspondence for the Vice President's Office.
- Operating and overseeing maintenance of basic office equipment such as photocopier, duplicator, fax machine, typewriter, etc. competently.
- Receiving, screening, and placing telephone calls using proper techniques.
- Preparing certificates, resolutions, position statements, and related tasks as needed.
- Arranging for meetings and conferences with staff and the general public.

- Making travel arrangements with hotels, airlines, and ground transportation entities.
- Processing time cards as required.
- Processing part-time contracts as needed.
- Establishing interview schedules for Instruction and Support Services position finalists and communicating location and times appropriately.
- Placing supply and equipment orders through the e-procurement system for the Vice President's Office as appropriate.

Word Processing/Data Entry
- Creating, editing, and proofing a variety of documents accurately.
- Preparing minutes of meetings, agendas, lists, etc. from rough copy or dictation.
- Typing envelopes, labels, and forms.
- Using prescribed word processing software packages to prepare form letters.
- Proofreading documents with accuracy.
- Using special features and integration capabilities of the prescribed software packages.
- Entering basic alphanumeric data into a computer database software system and verifying it for accuracy.
- Retrieving data from the Data Warehouse as needed.
- Formatting data as directed.
- Creating reports from data, if required.
- Creating business graphics from data, if required.

Information Flow
- Organizing, sorting, filing, and retrieving information and correspondence.
- Handling mass mailings as directed.
- Handling priority mail, overnight mail and packages, etc.
- Checking, creating, and/or sending email communications with accuracy.
- Communicating instructions to various individuals accurately as requested.
- Operating and transcribing voice messages from answering machines and similar voice devices, if needed.

Customer Service
- Greeting visitors, students, employees, and peers with a pleasant, professional disposition.
- Directing visitors to various offices/facilities located or operated by Robeson Community College.
- Handling customer questions and problems in a timely and courteous manner.
- Handling all correspondence (oral, written, or electronic) with confidentiality.
- Relaying messages of visitors, employees, and peers in an accurate and timely fashion.
- Announcing visitors as appropriate.
- Making coffee, serving refreshments and cleaning up after guests as necessary.

Professional/Personal Development
- Participating in community college sponsored or endorsed professional/personal development activities.
- Pursuing professional development courses, seminars, and workshops to enrich and/or enhance the quality of executive assistant support provided to the Vice President's Office.

Other
- Communicating deadlines for required College reports to appropriate College staff.
- Providing facilities scheduling and management support, if requested.
- Maintaining a neat, professional office environment/setting.
- Promoting Robeson Community College with local, state, regional, and national citizenry.
- Participating in staff meetings called to expedite the business of the college.
- Performing any other duties as assigned by the Vice President.

QUALIFICATIONS
The incumbent must meet the following minimum qualifications:

Education
An Associate Degree in a secretarial/office systems/business related field from an accredited institution.

Experience
Minimum or two (2) years work experience in an executive secretarial or secretarial related position.

Other
Have an acceptable Financial and Criminal Background check.
Complete a personality profile assessment, if requested.

Physical Demands
The percentage range listed below is used to qualify the physical demands of the job: 0% Never, 1-33% Occasional, 34-66% Frequent, 67-100% Continuous

The job requires a full range of body motion that includes:
- Standing/Walking - Frequent
- Bending/Stooping - Frequent
- Lifting/Handling - Frequent
- Carrying - Occasional
- Push/Pull - Occasional
- Balancing - Occasional
- Twisting/Turning - Continuous
- Kneeling/Crouching - Frequent
- Reaching - Frequent
- Handling/Manual Dexterity/Feeling - Continuous
- Speaking/Hearing -Continuous

- Tasting/Smelling - Occasional
- Seeing (all aspects) - Continuous
- Environmental exposure - Occasional

LOCATION
The Executive Assistant to the Vice President is assigned to the Vice President for Instruction and Support Services' Office for Robeson Community College. The President may at his/her discretion relocate the office to a more appropriate location in order for the college to carry out its mission.

Job Description

TITLE:
  Assistant Vice-President, College Transfer and Allied Health

FUNCTION:
  The Assistant Vice-President, College Transfer and Allied Health is responsible for planning, organizing, coordinating and managing the College Transfer and Allied Health programs of the Robeson Community College District in cooperation with the Vice-President for Instruction and Support Services and the administration of the college.

RELATIONSHIPS:
  The Assistant Vice-President, College Transfer and Allied Health reports to the Vice-President for Instruction and Support Services of the Robeson Community College service area, and directs the positions of Department Chair, Program Chair, Coordinator, Instructor, and other staff positions in the various departments/ programs/service areas operated under the auspices of College Transfer and Allied Health instruction.

DUTIES AND RESPONSIBILITES:
  The incumbent has the following duties and responsibilities:

  Planning
  • Researching, organizing, developing, and recommending College Transfer and Allied Health programs of study as directed.
  • Participating in and providing counsel for institutional planning and development activities related to College Transfer and Allied Health programs of study.
  • Coordinating the Institutional Planning Process for the College Transfer and Allied Health programs of the community college.
  • Assisting with the development of the annual plan for the administration of vocational and technical education programs for the Robeson Community College service area.
  • Planning and coordinating the development of class schedules for the College Transfer and Allied Health courses of the college.
  • Providing assistance in planning for facility occupancy and utilization for College Transfer and Allied Health programs and services.
  • Serving on various committees of the college as requested or assigned.
  • Identifying and recommending appropriate supplementary programs, projects, and proposals for funding from local, state, federal and/or private sources to the

Vice-President for Instruction and Support Services and/or other administrative personnel.
- Providing assistance with the Assistant Vice President of Services in planning for The Learning Center services.

Organizing
- Assisting with the development and revision of all official policies of the Robeson Community College service area.
- Developing and recommending policies for the operation of all College Transfer and Allied Health programs of study.
- Recommending to the Vice-President for Instruction and Support Services an annual budget for College Transfer and Allied Health programs of study in the community college district.
- Reviewing and recommending to the Vice-President for Instruction and Support Services the employment, retention, and transfer of professional and support personnel for the College Transfer and Allied Health programs of the community college district.
- Contributing to the development of the appropriate sections of the Student Catalog/Handbook, and other official publications of the community college service area.
- Organizing and directing the work of faculty and staff in the College Transfer and Allied Health programs of the community college service area.
- Coordinating the development of or ordering of instructional support materials for the College Transfer and Allied Health programs of the college.
- Organizing, planning, and consulting with advisory councils, advisory committees, and other appropriate entities to determine state-of-the-art practices, procedures, and equipment related to the operation of College Transfer and Allied Health programs of study.

Directing/Implementing
- Implementing all official policies and regulations of the Robeson Community College service area.
- Interpreting the mission, educational philosophy, and vision statements of the service area to faculty and staff in College Transfer and Allied Health instruction.
- Advising administrators, faculty and staff on local, state, and federal policies and procedures pertaining to College Transfer and Allied Health programs of study.
- Maintaining compliance with established critical success factors for College Transfer and Allied Health programs with the North Carolina Community College System and other entities.
- Securing all personnel file data and forms required by the Business and Educational Services Offices.
- Maintaining compliance with fiscal management system policies and procedures set forth for the college's programs and services.
- Implementing any program performance appraisals needed to assess the performance of College Transfer and Allied Health programs in cooperation with appropriate personnel, agencies and entities.
- Implementing the personnel performance appraisal system for College Transfer and Allied Health personnel in cooperation with other offices of the college.

- Implementing equipment management system policies and procedures for the Robeson Community College service area, the North Carolina Community College System, and/or other entities.
- Directing the implementation of all QEP activities to include the organization and operation of the Learning Center.
- Implementing facility management system policies and procedures for the Robeson Community College service area, the North Carolina Community College System, and/or other entities.
- Providing assistant vice-president-level supervision for support personnel in College Transfer and Allied Health.

Evaluating
- Evaluating instructional material, equipment and supply orders to make sure they support the instructional business of the college.
- Participating in the administrative performance evaluation process as directed.
- Organizing and conducting faculty and staff performance reviews as required by the college.
- Coordinating and monitoring student assessment in accordance with board and/or administrative policy
- Reviewing, analyzing and summarizing performance data for classes and programs to determine their overall effectiveness in accordance with college or relational entity guidelines.
- Evaluating program performance in relation to the college's institutional effectiveness measures.

Professionalism/Public Relations
- Maintaining intra-institution relationships with members of the Board of Trustees, President's Senior Staff, Administrative Staff, and other employees of the service area.
- Providing appropriate liaison support with the North Carolina Community College System Office, the State Board for Community Colleges, and other relational entities.
- Stimulating and influencing innovation and creativity at all levels within the organization.
- Encouraging the professional and personal development of all employees serving in College Transfer and Allied Health instruction.
- Serving as a role model and advocate for high quality instruction with all faculty and staff of the college.
- Promoting the Robeson Community College service area with local, state, regional, and national citizenry.
- Participating in activities that promote and enhance the college's image among its various publics.

Other
- Performing other duties as assigned by the Vice-President for Instruction and Student Support Services and/or the President of Robeson Community College.

QUALIFICATIONS:
The incumbent must meet the following minimum qualifications:

Education
Masters Degree that includes twelve (12) semester hours of graduate credit in school administration and supervision. Willingness to complete a doctorate degree within five years of employment.

Experience
Minimum of five (5) years of teaching, counseling, or administrative experience.

Licensure
None

Physical Demands
The percentage range listed below is used to qualify the physical demands of the job: 0% Never, 1-33% Occasional, 34-66% Frequent, 67-100% Continuous

The job requires a full range of body motion that includes:
- Standing/Walking - Continuous
- Bending/Stooping - Frequent
- Lifting/Handling - Occasional
- Carrying - Occasional
- Push/Pull - Occasional
- Balancing - Never
- Twisting/Turning - Continuous
- Kneeling/Crouching - Occasional
- Reaching - Frequent
- Handling/Manual Dexterity/Feeling – Continuous
- Speaking/Hearing – Continuous
- Tasting/Smelling – Occasional
- Seeing (all aspects) – Continuous
- Environmental Exposure – Occasional

LOCATION:
The Assistant Vice-President, College Transfer and Allied Health is assigned to the Robeson Community College Main Campus. The President may at his/her discretion relocate the office to a more appropriate location in order for the college to carry out its mission.

Job Description

TITLE:
    Assistant Vice-President, Public Service and Applied Technology

FUNCTION:
    The Assistant Vice-President, Public Service and Applied Technology is responsible for planning, organizing, coordinating and managing the Public Service and Applied Technology programs of the Robeson Community College service area in cooperation with the Vice-President for Instruction and Support Services and the administration of the college.

RELATIONSHIPS:
    The Assistant Vice-President, Public Service and Applied Technology reports to the Vice-President for Instruction and Support Services of the Robeson Community College service area, and directs the positions of Department Chair, Program Chair, Coordinator, Instructor, and other staff positions in the various departments/ programs/service areas operated under the auspices of Public Service and Applied Technology instruction.

DUTIES AND RESPONSIBILITES:
    The incumbent has the following duties and responsibilities:

Planning
- Researching, organizing, developing, and recommending Public Service and Applied Technology programs of study as directed.
- Participating in and providing counsel for institutional planning and development activities related to Public Service and Applied Technology programs of study.
- Coordinating the Institutional Planning Process for the Public Service and Applied Technology programs of the community college.
- Assisting with the development of the annual plan for the administration of vocational and technical education programs for the Robeson Community College service area.
- Planning and coordinating the development of class schedules for the Public Service and Applied Technology courses of the college.
- Providing assistance in planning for facility occupancy and utilization for Public Service and Applied Technology programs and services.
- Serving on various committees of the college as requested or assigned.
- Identifying and recommending appropriate supplementary programs, projects, and proposals for funding from local, state, federal and/or private sources to the Vice-President for Instruction and Student Support Services and/or other administrative personnel.

Organizing
- Assisting with the development and revision of all official policies of the Robeson Community College service area.
- Developing and recommending policies for the operation of all Public Service and Applied Technology programs of study.
- Recommending to the Vice-President for Instruction and Support Services an annual budget for Public Service and Applied Technology programs of study in the community college service area.
- Reviewing and recommending to the Vice-President for Instruction and Support Services the employment, retention, and transfer of professional and support personnel for the Public Service and Applied Technology programs of the community college service area.
- Contributing to the development of the appropriate sections of the College Catalog/Student Handbook, and other official publications of the community college service area.
- Organizing and directing the work of faculty and staff in the Public Service and Applied Technology programs of the community college service area.
- Coordinating the development of or ordering of instructional support materials for the Public Service and Applied Technology programs of the college.
- Organizing, planning, and consulting with advisory councils, advisory committees, and other appropriate entities to determine state-of-the-art practices, procedures, and equipment related to the operation of Public Service and Applied Technology programs of study.

Directing/Implementing
- Implementing all official policies and regulations of the Robeson Community College service area.
- Interpreting the mission, educational philosophy, and vision statements of the service area to faculty and staff in Public Service and Applied Technology instruction.
- Advising administrators, faculty and staff on local, state, and federal policies and procedures pertaining to Public Service and Applied Technology programs of study.
- Maintaining compliance with established critical success factors for Public Service and Applied Technology programs with the North Carolina Community College System and other entities.
- Securing all personnel file data and forms required by the Business and Instructional Services Offices.
- Maintaining compliance with fiscal management system policies and procedures set forth for the college's programs and services.
- Implementing any program performance appraisals needed to assess the performance of Public Service and Applied Technology programs in cooperation with appropriate personnel, agencies and entities.
- Implementing the personnel performance appraisal system for Public Service and Applied Technology personnel in cooperation with other offices of the college.

- Implementing equipment management system policies and procedures for the Robeson Community College service area, the North Carolina Community College System, and/or other entities.
- Implementing facility management system policies and procedures for the Robeson Community College service area, the North Carolina Community College System, and/or other entities.
- Providing assistant vice-president-level supervision for support personnel in Public Service and Applied Technology.

Evaluating
- Evaluating instructional material, equipment and supply orders to make sure they support the instructional business of the college.
- Participating in the administrative performance evaluation process as directed.
- Organizing and conducting faculty and staff performance reviews as required by the college.
- Coordinating and monitoring student assessment in accordance with board and/or administrative policy
- Reviewing, analyzing and summarizing performance data for classes and programs to determine their overall effectiveness in accordance with college or relational entity guidelines.
- Evaluating program performance in relation to the college's institutional effectiveness measures.

Professionalism/Public Relations
- Maintaining intra-institution relationships with members of the Board of Trustees, President's Senior Staff, Administrative Staff, and other employees of the service area.
- Providing appropriate liaison support with the North Carolina Community College System Office, the State Board for Community Colleges, and other relational entities.
- Stimulating and influencing innovation and creativity at all levels within the organization.
- Encouraging the professional and personal development of all employees serving in Public Service and Applied Technology instruction.
- Serving as a role model and advocate for high quality instruction with all faculty and staff of the college.
- Promoting the Robeson Community College service area with local, state, regional, and national citizenry.
- Participating in activities that promote and enhance the college's image among its various publics.

Other
- Performing other duties as assigned by the Vice-President for Instruction and Student Support Services and/or the President of Robeson Community College.

QUALIFICATIONS:
   The incumbent must meet the following minimum qualifications:

Education
Masters Degree that includes twelve (12) semester hours of graduate credit in school administration and supervision. Willingness to complete a doctorate degree within five years of employment.

Experience
Minimum of five (5) years of teaching, counseling, or administrative experience.

Licensure
None

Physical Demands
The percentage range listed below is used to qualify the physical demands of the job: 0% Never, 1-33% Occasional, 34-66% Frequent, 67-100% Continuous

The job requires a full range of body motion that includes:
- Standing/Walking - Continuous
- Bending/Stooping - Frequent
- Lifting/Handling - Occasional
- Carrying - Occasional
- Push/Pull - Occasional
- Balancing - Never
- Twisting/Turning - Continuous
- Kneeling/Crouching - Occasional
- Reaching - Frequent
- Handling/Manual Dexterity/Feeling – Continuous
- Speaking/Hearing – Continuous
- Tasting/Smelling – Occasional
- Seeing (all aspects) – Continuous
- Environmental Exposure – Occasional

LOCATION:
The Assistant Vice-President, Public Service and Applied Technology is assigned to the Robeson Community College Main Campus. The President may at his/her discretion relocate the office to a more appropriate location in order for the college to carry out its mission.

Job Description

TITLE: Secretary, Assistant Vice Presidents for Educational Services

FUNCTION:
The incumbent is responsible for providing basic secretarial and office support for the Assistant Vice Presidents for Educational Services on the RCC Main Campus.

RELATIONSHIPS:
The Secretary reports to the Assistant Vice Presidents for Educational Services.

DUTIES AND RESPONSIBILITIES:
The incumbent has the following duties and responsibilities:

General Secretarial
- Performing basic clerical tasks.
- Sorting and routing incoming/outgoing mail and correspondence.
- Operating basic office equipment such as photocopier, fax machine, typewriter, etc. competently.
- Receiving, screening, and placing telephone calls using proper etiquette.
- Processing time cards as required.
- Ordering materials and supplies following prescribed procedures.
- Operating a personal computer and peripherals competently.
- Typing documents from rough drafts or dictation at 40-45 words per minute with no mistakes.

Office Support
- Establishing and maintaining paper and electronic files.
- Arranging for meetings and conferences with staff and the general public.
- Making travel arrangements with hotels, airlines, and ground transportation entities.
- Preparing memos, letters, and other forms of correspondence as directed.
- Preparing and organizing handouts, directories, handbooks, etc. as directed.
- Proofing outgoing correspondence for spelling and grammar.
- Monitoring budget expenditures and balances as requested.

Word Processing/Typing
- Creating, editing, and proofing a variety of documents accurately.
- Preparing minutes of meetings, agendas, lists, etc. from rough copy or dictation.
- Typing envelopes, labels, and forms.
- Using prescribed word processing software packages to prepare form letters.

- Proof reading documents with accuracy.
- Using special features and integration capabilities of the prescribed software packages.

Data Entry
- Entering programs of study.
- Process part-time instructional contracts and payroll.
- Entering curriculum schedules in Datatel for programs in Allied Health and College Transfer.
- Entering basic alphanumeric data into computer database software and verifying it for accuracy.
- Formatting data as directed.
- Creating reports from data, if required.
- Creating business graphics from data, if required.

Information Flow
- Ability to organize, sort, file, and retrieve information and correspondence.
- Handling mass mailings as directed.
- Handling priority mail, overnight mail and packages, etc.
- Communicating the manager's instructions to various individuals accurately.
- Furnishing or obtaining information from/for the manager with other managers accurately.
- Checking, creating, and/or sending e-mail communications with accuracy.
- Operating and transcribing voice messages from answering machines and similar voice mail devices.

Customer Service
- Greeting students, visitors, employees, and peers with a pleasant, professional disposition.
- Making coffee, serving refreshments and cleaning up after guests as necessary.
- Handling customer questions and problems in a timely, courteous manner.
- Handling all correspondence (oral, written, or electronic) with confidentiality.
- Relaying messages of students, visitors, employees, and peers in an accurate and timely fashion.
- Announcing visitors as appropriate.

Professional/Personal Development
- Participating in community college sponsored or endorsed professional/personal development activities as requested.
- Pursuing professional development course, seminars, workshops, and institutes designed to enrich and/or enhance the quality of secretarial support provided to the office and staff.

Other
- Providing facilities scheduling and management support as requested.
- Providing office materials and supplies inventory support.
- Maintaining a neat, professional office environment/setting.

- Promoting Robeson Community College with local, state, regional, and national citizenry.
- Participating in staff meetings called to expedite the business of the college.
- Performing any other duties as assigned.

QUALIFICATIONS:
The incumbent must meet the following minimum qualifications:

Education
A minimum of an Associate Degree in secretarial/office systems technology or a business related program.

Experience
Minimum or two (2) years work experience in a secretarial or secretarial related position for associate degree incumbents.

Physical Demands
The percentage range listed below is used to qualify the physical demands of the job: 0% Never, 1-33% Occasional, 34-66% Frequent, 67-100% Continuous

The job requires a full range of body motion that includes:
- Standing/Walking - Frequent
- Bending/Stooping - Frequent
- Lifting/Handling - Continuous
- Carrying - Occasional
- Push/Pull - Occasional
- Balancing - Occasional
- Twisting/Turning - Continuous
- Kneeling/Crouching - Frequent
- Reaching - Frequent
- Handling/Manual dexterity/Feeling - Continuous
- Speaking/Hearing - Continuous
- Tasting/Smelling - Occasional
- Seeing (all aspects) - Continuous
- Environmental Exposure - Occasional

LOCATION:
The Secretary to the Assistant Vice Presidents for Educational Services is assigned to the Robeson Community College Main Campus. The President and/or the Division Vice-President may at his/their discretion reassign the incumbent to a more appropriate location in order for the community college to carry out its mission.

Job Description

TITLE:
   Department Chair/Program Director

FUNCTION:
   Department Chairs/Program Directors are professional educators with the primary responsibility of providing administrative leadership for their assigned program and providing a quality learning experience for Robeson Community College students in their respective program. Department Chairs/Program Directors are responsible for but are not limited to planning, organizing, promoting, and teaching appropriate courses for Robeson Community College. Department Chairs/Program Directors are expected to perform all instruction-related duties in a timely manner and in accordance with the mission, policies, and procedures of the College, the North Carolina Community College System, and with appropriate accrediting entities where applicable. Department Chairs/Program Directors are also responsible for providing placement, advising, follow-up support services and performing other duties as assigned.

RELATIONSHIPS:
   The Department Chair/Program Director reports to the appropriate Assistant Vice President in Educational Services.

DUTIES AND RESPONSIBILITIES:
   The Department Chair/Program Director has the following duties and responsibilities:

   Program Development
   • Researching and recommending for approval program advisory committee members to the administration following established policy and procedure.
   • Interacting with the program advisory committee to determine state-of-the-art practices, procedures, and equipment related to maintaining an up-to-date instructional program that would be valued and needed by the employers in the Robeson Community College service area.
   • Providing leadership with the research and development of information necessary to teach the appropriate courses to the students of Robeson Community College.
   • Monitoring professional information sources to determine trends and innovations in one's field that lend themselves to integration into the instructional program.

Curriculum and Instruction

- Planning and organizing the curriculum as approved by the RCC Board of Trustees, the North Carolina Community College System, and other accrediting entities.
- Developing, with other program faculty and appropriate administration, program level competencies that outline expected student learning outcomes.
- Identifying and/or developing instructional materials needed to teach the program competencies prescribed in the approved curriculum by Robeson Community College, the North Carolina Community College System, and other accrediting entities.
- Developing course syllabi that outline clear and appropriate learning outcomes and expectations that reflect program competencies.
- Utilizing the course description set forth in the common course library when developing or assessing learning objectives.
- Providing leadership in the development of appropriate assessments of established learning outcomes for all courses taught in the program.
- Reporting student progress in mastering established learning outcomes based on identified and approved assessments.
- Providing effective instruction which demonstrates appropriate knowledge of his/her specialized field.
- Teaching an appropriate instructional course load in accordance with policies outlined in the Faculty Handbook.
- Demonstrating the effective use of pedagogical methods to meet various student learning styles.
- Administering appropriate assessment and/or testing to measure student learning outcomes in all courses.
- Maintaining appropriate classroom standards that include the effective management of students in the classroom and the management of classroom and lab facilities.
- Ordering textbooks, instructional materials, and supplies as needed for instruction following established procedures.
- Developing and recommending class schedules cooperatively with other departments and divisions of the college and submitting to the appropriate Assistant Vice President of Educational Services.
- Identifying and/or recommending equipment needed to teach the competencies prescribed in the approved curriculum by the RCC Board of Trustees, the North Carolina Community College System, and accrediting entities.
- Maintaining compliance with established Critical Success Factors, performance measures, national benchmarks, etc. for the appropriate curriculum as prescribed by the North Carolina Community College System and accrediting entities.
- Providing timely and accurate reports including 10% reports, grade reports, and other required reports related to instruction.
- Recommending adjunct faculty to the appropriate Assistant Vice President of Educational Services to teach courses as needed in his or her assigned program.

Student Services Support
- Maintaining posted office hours in accordance with requirements outlined in the Faculty Handbook.
- Being available to students on a regular basis for out-of-class tutorial support in the courses he or she is assigned to teach.
- Recruiting students for his or her respective program and other programs of Robeson Community College.
- Serving as an academic advisor to students with advising responsibilities in the assigned program relative to course requirements, expectations, and completion standards.
- Participating in the college's registration and orientation sessions as assigned.
- Maintaining student files within the department as required by state and/or local policy.
- Referring students to Student Services personnel for guidance, counseling, and resource assistance following prescribed procedures on an as needed basis.
- Coordinating retention strategies with the appropriate program faculty, other Department Chairs, Program Directors, appropriate administration, and Student Services personnel to maximize student retention.
- Providing placement assistance to graduates of the assigned program.
- Providing assistance and information for student follow-up reports and demographics as required by state or local policy and/or reports.
- Sponsoring and supporting program enrichment activities, particularly student organizations.

Business Services Support
- Recommending a departmental budget for his or her assigned program to the appropriate Assistant Vice President of Educational Services.
- Developing bid specifications for instructional equipment, materials, and supplies for the assigned program.
- Monitoring departmental expenditures to ensure expenditures are within the financial resources allocated to the program.
- Complying with Fiscal Management System policies and procedures set forth for Robeson Community College.

Institutional Support
- Working a minimum of a 35-hour workweek in accordance with policies outlined in the Faculty Handbook.
- Assisting with the implementation and enforcement of all official policies and procedures of Robeson Community College.
- Evaluating all faculty assigned to his or her program in accordance with the faculty evaluation policies and procedures outlined in the Faculty Handbook.
- Attending meetings, conferences, seminars, briefings, and training sessions called to expedite the business of the college.
- Attending extracurricular functions such as graduation, campus fund drives, etc. that promote the collegiate life.
- Serving on local, state, regional and/or national committees upon request and/or approval from the administration.
- Serving on college committees as assigned to expedite college business and to be involved in the decision-making process of the college.

- Striving to exhibit a personal and professional deportment that reflects positively upon the individual and the public perception of the community college.

<u>Public Relations Support</u>
- Maintaining effective intra-institution relationships with members of the Board of Trustees, President's Senior Staff, Administrative Staff, faculty, and support personnel of the service area.
- Providing appropriate liaison support with the North Carolina Community College System and other relational entities.
- Promoting Robeson Community College with local, state, regional, and national citizenry.

<u>Professional/Personal Development</u>
- Participating in Robeson Community College, North Carolina Community College System, and other authorized professional development programs upon request.
- Pursuing professional development courses, seminars, workshops, and institutes designed to enrich and/or enhance the quality of instruction delivered in the classroom and/or laboratory.
- Pursuing local, state, regional, or national certifications that qualify one's work against recognized standards in his or her field.

<u>Other</u>
Performing other duties as assigned by the appropriate Assistant Vice-President, Vice President for Instruction and Support Services and/or the President of Robeson Community College.

QUALIFICATIONS:
The Department Chair/Program Director must meet the following minimum qualifications:

<u>Education</u>
Credentials required by the Commission on Colleges of the Southern Association of Colleges and Schools and any other accrediting entities where applicable.

<u>Experience</u>
Appropriate experience related to the instructional position.

<u>Licensure</u>
National, state, or other licensure if applicable to the instructional position assigned.

<u>Physical Demands</u>
The percentage range listed below is used to qualify the physical demands of the job: 0% Never, 1-33% Occasional, 34-66% Frequent, 67-100% Continuous

The job requires a full range of body motion that includes:
- Standing/Walking – Continuous
- Bending/Stooping – Frequent
- Lifting/Handling – Frequent

- Carrying – Occasional
- Push/Pull – Occasional
- Balancing – Occasional
- Twisting/Turning – Continuous
- Kneeling/Crouching – Frequent
- Reaching – Frequent
- Handling/Manual Dexterity/Feeling – Continuous
- Speaking/Hearing – Continuous
- Tasting/Smelling – Occasional
- Seeing (all aspects) – Continuous
- Environmental Exposure – Occasional

LOCATION:

Department Chairs/Program Directors are assigned to the Robeson Community College Main Campus. The President and/or Vice-President may at his/their discretion reassign them to a more appropriate location in order for the college to carry out its mission.

Job Description

TITLE:
  Secretary, Allied Health Department

FUNCTION:
The incumbent is responsible for providing basic secretarial and office support for the faculty/staff of the Allied Health Programs on the RCC Main Campus.

RELATIONSHIPS:
The Secretary reports to the Program Directors in Nursing, Radiography, Respiratory Therapy, and Surgical Technology.

DUTIES AND RESPONSIBILITIES:
The incumbent has the following duties and responsibilities:

General Secretarial
- Performing basic clerical tasks.
- Sorting and routing incoming/outgoing mail and correspondence.
- Operating basic office equipment such as photocopier, fax machine, typewriter, etc. competently.
- Receiving, screening, and placing telephone calls using proper etiquette.
- Processing time cards as required.
- Ordering materials and supplies following prescribed procedures.
- Operating a personal computer and peripherals competently.
- Typing documents from rough drafts or dictation at 40-45 words per minute with no mistakes.

Office Support
- Establishing and maintaining paper and electronic files.
- Arranging for meetings and conferences with staff and the general public.
- Making travel arrangements with hotels, airlines, and ground transportation entities.
- Preparing memos, letters, and other forms of correspondence as directed.
- Preparing and organizing handouts, directories, handbooks, etc. as directed.
- Proofing outgoing correspondence for spelling and grammar.
- Monitoring budget expenditures and balances as requested.

Word Processing/Typing
- Creating, editing, and proofing a variety of documents accurately.
- Preparing minutes of meetings, agendas, lists, etc. from rough copy or dictation.
- Typing envelopes, labels, and forms.
- Using prescribed word processing software packages to prepare form letters.

- Proof reading documents with accuracy.
- Using special features and integration capabilities of the prescribed software packages.

Data Entry
- Entering basic alphanumeric data into computer database software and verifying it for accuracy.
- Formatting data as directed.
- Creating reports from data, if required.
- Creating business graphics from data, if required.

Duties Specific to Allied Health Programs
- Collecting and monitoring medical forms and documents to ensure all information is current and complete.
- Maintaining a personal file for each Allied Health student.
- Updating Allied Health Program handbooks, as directed by Program Directors.
- Maintaining a spreadsheet for each Allied Health Program, outlining pertinent data.
- Monitoring the number of seats needed in required related classes and communicating this information to the appropriate department chairs.

Information Flow
- Ability to organize, sort, file, and retrieve information and correspondence.
- Handling mass mailings as directed.
- Handling priority mail, overnight mail and packages, etc.
- Communicating the manager's instructions to various individuals accurately.
- Furnishing or obtaining information from/for the manager with other managers accurately.
- Checking, creating, and/or sending e-mail communications with accuracy.
- Operating and transcribing voice messages from answering machines and similar voice mail devices.

Customer Service
- Greeting students, visitors, employees, and peers with a pleasant, professional disposition.
- Making coffee, serving refreshments and cleaning up after guests as necessary.
- Handling customer questions and problems in a timely, courteous manner.
- Handling all correspondence (oral, written, or electronic) with confidentiality.
- Relaying messages of students, visitors, employees, and peers in an accurate and timely fashion.
- Announcing visitors as appropriate.

Professional/Personal Development
- Participating in community college sponsored or endorsed professional/personal development activities as requested.
- Pursuing professional development course, seminars, workshops, and institutes designed to enrich and/or enhance the quality of secretarial support provided to the office and staff.

Other
- Providing facilities scheduling and management support as requested.
- Providing office materials and supplies inventory support.
- Maintaining a neat, professional office environment/setting.
- Promoting Robeson Community College with local, state, regional, and national citizenry.
- Participating in staff meetings called to expedite the business of the college.
- Performing any other duties as assigned.

QUALIFICATIONS:
The incumbent must meet the following minimum qualifications:

Education
A minimum of an Associate Degree in secretarial/office systems technology or a business related program.

Experience
Minimum or two (2) years work experience in a secretarial or secretarial related position for associate degree incumbents.

Physical Demands
The percentage range listed below is used to qualify the physical demands of the job: 0% Never, 1-33% Occasional, 34-66% Frequent, 67-100% Continuous

The job requires a full range of body motion that includes:
- Standing/Walking - Frequent
- Bending/Stooping - Frequent
- Lifting/Handling - Continuous
- Carrying - Occasional
- Push/Pull - Occasional
- Balancing - Occasional
- Twisting/Turning - Continuous
- Kneeling/Crouching - Frequent
- Reaching - Frequent
- Handling/Manual dexterity/Feeling - Continuous
- Speaking/Hearing - Continuous
- Tasting/Smelling - Occasional
- Seeing (all aspects) - Continuous
- Environmental Exposure - Occasional

LOCATION:
The Secretary for the Allied Health Department is assigned to the Robeson Community College Main Campus. The President and/or the Division Vice-President may at his/their discretion reassign the incumbent to a more appropriate location in order for the community college to carry out its mission.

ROBESON COMMUNITY COLLEGE

Job Description

TITLE:
Secretary, Criminal Justice/BLET/Law Enforcement Education

FUNCTION:
The incumbent is responsible for providing basic secretarial and office support for the faculty/staff of the Criminal Justice/BLET Programs on the RCC Main Campus.

RELATIONSHIPS:
The Secretary reports to the Program Director for Criminal Justice/BLET.

DUTIES AND RESPONSIBILITIES:
The incumbent has the following duties and responsibilities:

General Secretarial
- Performing basic clerical tasks.
- Sorting and routing incoming/outgoing mail and correspondence.
- Operating basic office equipment such as photocopier, fax machine, typewriter, etc. competently.
- Receiving, screening, and placing telephone calls using proper etiquette.
- Processing time cards as required.
- Ordering materials and supplies following prescribed procedures.
- Operating a personal computer and peripherals competently.
- Typing documents from rough drafts or dictation at 40-45 words per minute with no mistakes.

Office Support
- Establishing and maintaining paper and electronic files.
- Arranging for meetings and conferences with staff and the general public.
- Making travel arrangements with hotels, airlines, and ground transportation entities.
- Preparing memos, letters, and other forms of correspondence as directed.
- Preparing and organizing handouts, directories, handbooks, etc. as directed.
- Proofing outgoing correspondence for spelling and grammar.
- Monitoring budget expenditures and balances as requested.

Word Processing/Typing
- Creating, editing, and proofing a variety of documents accurately.
- Preparing minutes of meetings, agendas, lists, etc. from rough copy or dictation.
- Typing envelopes, labels, and forms.
- Using prescribed word processing software packages to prepare form letters.

- Proof reading documents with accuracy.
- Using special features and integration capabilities of the prescribed software packages.

Data Entry
- Entering basic alphanumeric data into a computer database software and verifying it for accuracy.
- Formatting data as directed.
- Creating reports from data, if required.
- Creating business graphics from data, if required.
- Entering data to generate class and instructional contract information for law enforcement education courses in Adult and Continuing Education.

Information Flow
- Ability to organize, sort, file, and retrieve information and correspondence.
- Handling mass mailings as directed.
- Handling priority mail, overnight mail and packages, etc.
- Communicating the manager's instructions to various individuals accurately.
- Furnishing or obtaining information from/for the manager with other managers accurately.
- Checking, creating, and/or sending e-mail communications with accuracy.
- Operating and transcribing voice messages from answering machines and similar voice mail devices.

Customer Service
- Greeting visitors, employees, and peers with a pleasant, professional disposition.
- Making coffee, serving refreshments and cleaning up after guests as necessary.
- Handling customer questions and problems in a timely, courteous manner.
- Handling all correspondence (oral, written, or electronic) with confidentiality.
- Relaying messages of visitors, employees, and peers in an accurate and timely fashion.
- Announcing visitors as appropriate.

Professional/Personal Development
- Participating in community college sponsored or endorsed professional/personal development activities as requested.
- Pursuing professional development course, seminars, workshops, and institutes designed to enrich and/or enhance the quality of secretarial support provided to the office and staff.

Other
- Providing facilities scheduling and management support as requested.
- Providing office materials and supplies inventory support.
- Maintaining a neat, professional office environment/setting.
- Promoting Robeson Community College with local, state, regional, and national citizenry.

- Participating in staff meetings called to expedite the business of the college.
- Performing any other duties as assigned.

QUALIFICATIONS:

The incumbent must meet the following minimum qualifications:

Education
A minimum of an Associate Degree in secretarial/office systems technology or a business related program.

Experience
Minimum or two (2) years work experience in a secretarial or secretarial related position for associate degree incumbents.

Physical Demands
The percentage range listed below is used to qualify the physical demands of the job: 0% Never, 1-33% Occasional, 34-66% Frequent, 67-100% Continuous

The job requires a full range of body motion that includes:
- Standing/Walking - Frequent
- Bending/Stooping - Frequent
- Lifting/Handling - Continuous
- Carrying - Occasional
- Push/Pull - Occasional
- Balancing - Occasional
- Twisting/Turning - Continuous
- Kneeling/Crouching - Frequent
- Reaching - Frequent
- Handling/Manual dexterity/Feeling - Continuous
- Speaking/Hearing - Continuous
- Tasting/Smelling - Occasional
- Seeing (all aspects) - Continuous
- Environmental Exposure - Occasional

LOCATION:

The Secretary for Criminal Justice/BLET/Law Enforcement Education is assigned to the Robeson Community College Main Campus. The President and/or the Division Vice-President may at his/their discretion reassign the incumbent to a more appropriate location in order for the community college to carry out its mission.

ROBESON
COMMUNITY COLLEGE

Job Description

TITLE:
>   Secretary, Business Programs

FUNCTION:
>   The incumbent is responsible for providing basic secretarial and office support for the faculty/staff of the Business Programs on the RCC Main Campus.

RELATIONSHIPS:
>   The Secretary reports to the chairperson of Business Programs

DUTIES AND RESPONSIBILITIES:
>   The incumbent has the following duties and responsibilities:

General Secretarial
- Performing basic clerical tasks.
- Sorting and routing incoming/outgoing mail and correspondence.
- Operating basic office equipment such as photocopier, fax machine, typewriter, etc. competently.
- Receiving, screening, and placing telephone calls using proper etiquette.
- Processing time cards as required.
- Ordering materials and supplies following prescribed procedures.
- Operating a personal computer and peripherals competently.
- Typing documents from rough drafts or dictation at 40-45 words per minute with no mistakes.

Office Support
- Establishing and maintaining paper and electronic files.
- Arranging for meetings and conferences with staff and the general public.
- Making travel arrangements with hotels, airlines, and ground transportation entities.
- Preparing memos, letters, and other forms of correspondence as directed.
- Preparing and organizing handouts, directories, handbooks, etc. as directed.
- Proofing outgoing correspondence for spelling and grammar.
- Monitoring budget expenditures and balances as requested.

Word Processing/Typing
- Creating, editing, and proofing a variety of documents accurately.
- Preparing minutes of meetings, agendas, lists, etc. from rough copy or dictation.
- Typing envelopes, labels, and forms.
- Using prescribed word processing software packages to prepare form letters.

- Proof reading documents with accuracy.
- Using special features and integration capabilities of the prescribed software packages.

Data Entry
- Entering basic alphanumeric data into a computer database software and verifying it for accuracy.
- Formatting data as directed.
- Creating reports from data, if required.
- Creating business graphics from data, if required.

Information Flow
- Ability to organize, sort, file, and retrieve information and correspondence.
- Handling mass mailings as directed.
- Handling priority mail, overnight mail and packages, etc.
- Communicating the manager's instructions to various individuals accurately.
- Furnishing or obtaining information from/for the manager with other managers accurately.
- Checking, creating, and/or sending e-mail communications with accuracy.
- Operating and transcribing voice messages from answering machines and similar voice mail devices.

Customer Service
- Greeting students, visitors, employees, and peers with a pleasant, professional disposition.
- Making coffee, serving refreshments and cleaning up after guests as necessary.
- Handling customer questions and problems in a timely, courteous manner.
- Handling all correspondence (oral, written, or electronic) with confidentiality.
- Relaying messages of students, visitors, employees, and peers in an accurate and timely fashion.
- Announcing visitors as appropriate.

Professional/Personal Development
- Participating in community college sponsored or endorsed professional/personal development activities as requested.
- Pursuing professional development course, seminars, workshops, and institutes designed to enrich and/or enhance the quality of secretarial support provided to the office and staff.

Other
- Providing facilities scheduling and management support as requested.
- Providing office materials and supplies inventory support.
- Maintaining a neat, professional office environment/setting.
- Promoting Robeson Community College with local, state, regional, and national citizenry.
- Participating in staff meetings called to expedite the business of the college.
- Serves as technical facilitator of the NCIH classes.

- Assisting with the maintenance and updating of NCIH equipment as necessary.
- Performing any other duties as assigned.

QUALIFICATIONS:

The incumbent must meet the following minimum qualifications:

<u>Education</u>
A minimum of an Associate Degree in secretarial/office systems technology or a business related program.

<u>Experience</u>
Minimum or two (2) years work experience in a secretarial or secretarial related position for associate degree incumbents.

<u>Physical Demands</u>
The percentage range listed below is used to qualify the physical demands of the job: 0% Never, 1-33% Occasional, 34-66% Frequent, 67-100% Continuous

The job requires a full range of body motion that includes:
- Standing/Walking - Frequent
- Bending/Stooping - Frequent
- Lifting/Handling - Continuous
- Carrying - Occasional
- Push/Pull - Occasional
- Balancing - Occasional
- Twisting/Turning - Continuous
- Kneeling/Crouching - Frequent
- Reaching - Frequent
- Handling/Manual dexterity/Feeling - Continuous
- Speaking/Hearing - Continuous
- Tasting/Smelling - Occasional
- Seeing (all aspects) - Continuous
- Environmental Exposure - Occasional

LOCATION:
The Secretary for the Business Programs is assigned to the Robeson Community College Main Campus. The President and/or the Division Vice-President may at his/their discretion reassign the incumbent to a more appropriate location in order for the community college to carry out its mission.

Job Description

TITLE:
Secretary, English and Humanities Department and Cosmetology Department

FUNCTION:
The incumbent is responsible for providing basic secretarial and office support for the faculty/staff of the English and Humanities Department and the Cosmetology Department on the RCC Main Campus.

RELATIONSHIPS:
The Secretary reports to the Chair, English and Humanities Department.

DUTIES AND RESPONSIBILITIES:
The incumbent has the following duties and responsibilities:

General Secretarial
- Performing basic clerical tasks.
- Sorting and routing incoming/outgoing mail and correspondence.
- Operating basic office equipment such as photocopier, fax machine, typewriter, scanner, etc. competently.
- Receiving, screening, and placing telephone calls using proper etiquette.
- Processing time cards as required.
- Ordering materials and supplies following prescribed procedures.
- Operating a personal computer and peripherals competently.
- Typing documents from rough drafts or dictation at 40-45 words per minute with no mistakes.

Office Support
- Establishing and maintaining paper and electronic files.
- Arranging for meetings and conferences with staff and the general public.
- Making travel arrangements with hotels, airlines, and ground transportation entities.
- Preparing memos, letters, and other forms of correspondence as directed.
- Preparing and organizing handouts, directories, handbooks, etc. as directed.
- Proofing outgoing correspondence for spelling and grammar.
- Monitoring budget expenditures and balances as requested.

Cosmetology Office Support
- Creating and maintaining student files for the NC State Board of Cosmetic Arts inspection.
- Maintaining hourly and performance records for students and the NC State Board of Cosmetic Arts for inspection.

- Typing documents for enrollment and graduation completion applications for the State exam for licensure.

English and Humanities Office Support
- Monitoring inventory of equipment and supplies
- Maintaining records of instructor semester schedules, office hours, and campus hours

Word Processing/Typing
- Creating, editing, and proofing a variety of documents accurately.
- Preparing minutes of meetings, agendas, lists, etc. from rough copy or dictation.
- Typing envelopes, labels, and forms.
- Using prescribed word processing software packages to prepare form letters.
- Proof reading documents with accuracy.
- Using special features and integration capabilities of the prescribed software packages.

English and Humanities
Altering instructional documents appropriately for sight-impaired students.

Data Entry
- Entering basic alphanumeric data into a computer database software and verifying it for accuracy.
- Formatting data as directed.
- Creating reports from data, if required.
- Creating business graphics from data, if required.

Information Flow
- Ability to organize, sort, file, and retrieve information and correspondence.
- Handling mass mailings as directed.
- Handling priority mail, overnight mail and packages, etc.
- Communicating the manager's instructions to various individuals accurately.
- Furnishing or obtaining information from/for the manager with other managers accurately.
- Checking, creating, and/or sending e-mail communications with accuracy.
- Operating and transcribing voice messages from answering machines and similar voice mail devices.

Customer Service
- Greeting students, visitors, employees, and peers with a pleasant, professional disposition.
- Making coffee, serving refreshments and cleaning up after guests as necessary.
- Handling customer questions and problems in a timely, courteous manner.
- Handling all correspondence (oral, written, or electronic) with confidentiality.
- Relaying messages of students, visitors, employees, and peers in an accurate and timely fashion.
- Announcing visitors as appropriate.

<u>Professional/Personal Development</u>
- Participating in community college sponsored or endorsed professional/personal development activities as requested.
- Pursuing professional development course, seminars, workshops, and institutes designed to enrich and/or enhance the quality of secretarial support provided to the office and staff.

<u>Other</u>
- Providing facilities scheduling and management support as requested.
- Providing office materials and supplies inventory support.
- Maintaining a neat, professional office environment/setting.
- Promoting Robeson Community College with local, state, regional, and national citizenry.
- Participating in staff meetings called to expedite the business of the college.
- Performing any other duties as assigned.

QUALIFICATIONS:
The incumbent must meet the following minimum qualifications:

<u>Education</u>
A minimum of an Associate Degree in secretarial/office systems technology or a business related program.

<u>Experience</u>
Minimum or two (2) years work experience in a secretarial or secretarial related position for associate degree incumbents.

<u>Physical Demands</u>
The percentage range listed below is used to qualify the physical demands of the job: 0% Never, 1-33% Occasional, 34-66% Frequent, 67-100% Continuous

The job requires a full range of body motion that includes:
- Standing/Walking - Frequent
- Bending/Stooping - Frequent
- Lifting/Handling - Continuous
- Carrying - Occasional
- Push/Pull - Occasional
- Balancing - Occasional
- Twisting/Turning - Continuous
- Kneeling/Crouching - Frequent
- Reaching - Frequent
- Handling/Manual dexterity/Feeling - Continuous
- Speaking/Hearing - Continuous
- Tasting/Smelling - Occasional
- Seeing (all aspects) - Continuous
- Environmental Exposure - Occasional

LOCATION:
The Secretary for the English/Humanities/Cosmetology programs is assigned to the Robeson Community College Main Campus. The President and/or the Division Vice-President may at his/their discretion reassign the incumbent to a more appropriate location in order for the community college to carry out its mission.

Job Description

TITLE:
  Coordinator for Technology Enhanced Instruction

FUNCTION:
  The Coordinator for Technology Enhanced Instruction is responsible for but is not limited to coordinating/assisting in the exploration, the development and the integration of technology enhanced instruction at Robeson Community College throughout all degree programs to include the College's distance learning programs. The incumbent is also responsible for teaching courses as assigned and providing placement and advisement of support services for students as well as performing other duties as assigned.

RELATIONSHIPS:
  The Coordinator for Technology Enhanced Instruction functions with direction and supervision from the Vice-President for Instruction and Support Services and interacts with college employees in coordination with appropriate assistant vice-presidents and/or management personnel.

DUTIES AND RESPONSIBILITIES:
  The incumbent has the following duties and responsibilities:

  Program Development
  - Interact with program advisory committees to determine state-of-the-art practices, procedures, and equipment related to maintaining up-to-date instructional programs that incorporate technology and that would be valued and needed by the employers in the Robeson Community College service area.
  - Assist with the research and development of information necessary to teach approved online curriculums to students of Robeson Community College.
  - Assist in the development and integration of technology-enhanced instruction throughout the curriculum at the College.
  - Monitor professional information sources to determine trends and innovations that lend themselves to integration of technology into the instructional program.
  - Contribute to the overall administration, planning, policy-making and assessment of the technology enhanced instructional initiatives of the College.
  - Chair the Distance Learning Committee of the College.
  - Coordinate and/or facilitate the training of faculty and staff in the use of course management technology resources related to course delivery for new and/or existing courses to be offered online, including hybrid courses and the use of technology resources in traditional courses.
  - Coordinate and/or facilitate Blackboard and/or Moodle training opportunities for faculty.

Curriculum And Instruction:
- Identify and/or develop instructional materials needed to teach the competencies prescribed in the approved curriculum by Robeson Community College, the North Carolina Community College System, and other accrediting entities.
- Order textbooks, instructional materials, and supplies as needed for instruction following established procedures.
- Responsible for teaching a minimum of 9 to 12 contact hours to include a minimum of 2 to 3 online courses.
- Develop and implement assessment materials and procedures to evaluate student learning and performance in Distance Learning coursework.
- Provide a single point of contact for the orientation and training of new and existing employees in the use and integration of emerging technology into instruction.
- Provide leadership for Robeson Community College's Distance Learning Program including selection of online learning platforms, online resources to support distance learning, and the format for offering distance learning courses.
- Participate in the development of online courses through the North Carolina Community College System Virtual Learning Community.
- Responsible for the scheduling of courses and for the programming components associated with the North Carolina Information Highway to include articulation agreements with other institutions.

Student Services Support:
- Maintain student files within the department as required by state and/or local policy.
- Refer students to Student Services personnel for guidance, counseling, and resource assistance following prescribed procedures on an as needed basis.
- Assist in the development of retention strategies with Student Services, department chairs, program directors and with appropriate administrative staff to maximize student retention.

Business Services Support:
- Assist in bid specifications for instructional equipment, materials, and supplies for the Distance Learning Program.
- Comply with Fiscal Management System policies and procedures set forth for Robeson Community College.

Institutional Support:
- Assist with the implementation and enforcement of all official policies and procedures of Robeson Community College.
- Attend meetings, conferences, seminars, briefings, and training sessions called to expedite the business of the College.
- Attend extracurricular functions such as graduation, campus fund drives, and other functions that promote the collegiate life.

- Serve on local, state, regional and/or national committees upon request and/or approval from the administration.
- Strive to exhibit a personal and professional deportment that reflects positively upon the individual and the public perception of the community college.

<u>Public Relations Support:</u>
- Maintain intra-institution relationships with members of the Board of Trustees, President's Senior Staff, administrative Staff, faculty, and support personnel of the College.
- Provide appropriate liaison support with the North Carolina Community College System and other relational entities.
- Promote Robeson Community College with local, state, regional, and national citizenry.

PROFESSIONAL/PERSONAL DEVELOPMENT:
- Participate in Robeson Community College, North Carolina Community College System, and other authorized professional development programs upon request.
- Pursue professional development courses, seminars, workshops, and institutes designed to enrich and/or enhance the quality of instruction delivered in the classroom and/or laboratory, and particularly the online environment.
- Provide professional development/training for faculty who teach in the online environment and/or who desire to incorporate technology into their instruction.

OTHER:
- Perform other duties as assigned by the Vice-President for Instruction and Support Services, and/or the President of Robeson Community College.

QUALIFICATIONS:
The incumbent must meet the following minimum qualifications:

<u>Education</u>
A Masters Degree with 18 graduate hours from a regionally accredited institution in a teaching field offered by Robeson Community College.

<u>Experience</u>
At least two years teaching experience in distance learning (Internet) courses.

<u>Licensure</u>
None

<u>Physical Demands</u>
The percentage range listed below is used to qualify the physical demands of the job:
0% Never, 1-33% Occasional, 34-66% Frequent, 67-100% Continuous

The job requires a full range of body motion that includes:
- Standing/Walking – Continuous
- Bending/Stooping – Frequent
- Lifting/Handling – Frequent
- Carrying – Occasional
- Push/Pull – Occasional
- Balancing – Occasional
- Twisting/Turning – Continuous
- Kneeling/Crouching – Frequent
- Reaching – Frequent
- Handling/Manual Dexterity/Feeling – Continuous
- Speaking/Hearing – Continuous
- Tasting/Smelling – Occasional
- Seeing (all aspects) – Continuous
- Environmental Exposure – Occasional

LOCATION:
The Coordinator of Technology Enhanced Instruction is assigned to the Robeson Community College Main Campus. The President and/or Vice-President may at his/their discretion reassign the incumbent to a more appropriate location in order for the College to carry out its mission.

TITLE:

Director of The Learning Center (TLC)

FUNCTION:

The Director of The Learning Center is responsible for the management of the Learning Center, including organization, planning, supervision, coordination and evaluation of learning activities to support instructional programs and provide tutorial and other academic support services to students.

*This is a 12-month position that requires the individual to teach 10 contact hours each semester.

RELATIONSHIPS:

The Director of TLC functions with direction and supervision from the Assistant Vice-Presidents for Student Services and Allied Health and College Transfer Programs and interacts with college employees in coordination with appropriate vice-presidents and/or management personnel. This person will work closely with the QEP Coordinator to ensure QEP objectives are being supported in TLC.

DUTIES AND RESPONSIBILITES:

The incumbent has the following duties and responsibilities:

Essential Duties

- Serving as the Director of The Learning Center for Robeson Community College.
- Planning, organizing, assessing and directing all activities for the Center
- Supervising, training and evaluating assigned staff of the Center.
- Developing goals and objectives for the Center and assists in the implementation of policies and procedures
- Fostering meaningful relationships with faculty and support services staff to maintain an effective learning assistance center.
- Interpreting trends and developments in developmental/remedial education that have the potential to be of value in improving effectiveness for the Center.
- Evaluating the needs of students who use the Center and developing appropriate academic plans for improved student learning.
- Interpreting the mission, educational philosophy, and vision statements of Robeson Community College to the general public.
- Maintaining the integrity of the College and its related foundations.
- Representing the College professionally and handling all TLC affairs confidentially.

Curriculum and Instruction

- Identifying and/or developing instructional materials needed to teach the competencies prescribed in the approved curriculum by Robeson Community College, the North Carolina Community College System, and other accrediting entities.
- Responsible for teaching a minimum of 10 contact hours in the area of developmental English, reading or mathematics.

Student Services Support

- Supervising peer tutoring recruitment and training.
- Working closely with the Transition Coordinator to ensure appropriate placement and tracking of students.
- Working closely with the QEP Coordinator to ensure QEP strategies are being supported in TLC.

Business Services Support

- Maintaining and reviewing the Center budget.
- Developing bid specifications for instructional equipment, materials, and supplies for
- the Center.
- Monitoring expenditures to ensure expenditures are within the financial resources allocated to the Center.
- Complying with Fiscal Management System policies and procedures set forth for Robeson Community College.

Planning

- Participating in all aspects of institutional planning processes.
- Leading departmental planning processes so that planning activities and results can be incorporated into efforts to improve effectiveness.
- Directing the professional development the Center staff.
- Stimulating and influencing innovation and creativity at all levels within the Center.

Organizing

- Developing and recommending procedures for the operation of the Center.
- Organizing data at the end of each semester that details the use of the Center and the impact of peer tutoring and supplemental instruction on the academic performance of students who participated in Center activities.
- Assisting with the development of TLC related information for college publications and webpage.

Institutional Support

- Assisting with the implementation and enforcement of all official policies and procedures of Robeson Community College.
- Attending meetings, conferences, seminars, briefings, and training sessions called to expedite the business of the college.
- Attending extracurricular functions such as graduation, campus fund drives, and so forth that promote the collegiate life.

- Serving on local, state, regional and/or national committees upon request and/or approval from the administration.
- Striving to exhibit a personal and professional department that reflects positively upon the individual and the public perception of the community college.

Public Relations
- Maintaining intra-institution relationships with members of the Board of Trustees, administrative personnel and other employees of the college.
- Providing appropriate liaison support with the North Carolina Community College System, Robeson Community College and other relational entities.
- Collaborating with the NCCCS staff on public relations and marketing opportunities.
- Promoting Robeson Community College with local, state, regional, and national citizenry.
- Providing appropriate liaison support with the public schools in our region.
- Participating in activities that promote and enhance the college's image among its various publics.

Other
- Performing other duties as assigned by the President of Robeson Community College.

QUALIFICATIONS:
The incumbent must meet the following minimum qualifications:

Education
A Masters degree from a regionally accredited institution in a developmental teaching field (English, mathematics and reading).

Experience
A minimum of five (5) years of progressively responsible experience in a college setting to include knowledge and experience in academic support, academic advising and/or student services.

Other Qualifications
Must be able to demonstrate qualities of leadership and team building, excellent organizational skills, have an understanding of student support principles.

Physical Demands
The percentage range listed below is used to qualify the physical demands of the job:
0% Never, 1-33% Occasional, 34-66% Frequent, 67-100% Continuous

The job requires a full range of body motion that includes:
- Standing/Walking – Continuous
- Bending/Stooping – Frequent
- Lifting/Handling – Frequent
- Carrying – Occasional
- Push/Pull – Occasional

- Balancing – Occasional
- Twisting/Turning – Continuous
- Kneeling/Crouching – Frequent
- Reaching – Frequent
- Handling/Manual Dexterity/Feeling – Continuous
- Speaking/Hearing – Continuous
- Tasting/Smelling – Occasional
- Seeing (all aspects) – Continuous
- Environmental Exposure – Occasional

LOCATION:
The Director of The Learning Center is assigned to the Robeson Community College Main Campus. The President and/or the Division Vice-President may at his/their discretion reassign the incumbent to a more appropriate location in order for the community college to carry out its mission.

Job Description

TITLE:
   Instructional Specialist

FUNCTION:
   The Learning Center Instructional Specialist is primarily responsible for coordinating TLC instructional and technological activities. The Instructional Specialist will provide support to the Director of TLC with the operations and the delivery of services.

   *This is a 12-month position that requires the individual to teach 5 to 10 contact hours each semester.

RELATIONSHIPS:
   The Learning Center Instructional Specialist functions with direction and supervision from the Director of The Learning Center and interacts with college students and employees in coordination with appropriate Assistant Vice-Presidents and/or management personnel.

DUTIES AND RESPONSIBILITIES:
   The incumbent has the following duties and responsibilities:

   Essential Duties
   • Coordinating appropriate academic accommodations to students seeking tutorial support.
   • Assisting in the planning, organizing and coordinating learning activities for the Center.
   • Participating in providing student assessment, tutoring (individual and group), teaching workshops and supplemental instruction sessions.
   • Maintaining accurate records of services provided in accordance with institutional and state requirements.
   • Identifying and communicating current tutorial software or online tutorial services for the Center.
   • Assisting with the selection and training of supplemental instruction leaders.
   • Assisting with selection and training of peer tutors.
   • Assisting students in identifying his/her learning style.
   • Providing academic advising to students.
   • Providing assistance to faculty and staff in meeting the academic needs of students.
   • Participating in assigned Robeson Community College committees.

- Fostering meaningful relationships with faculty, staff and students to effectively carry out the purpose of the office.
- Interpreting the mission, educational philosophy and vision statements of Robeson Community College to the general public.
- Maintaining the integrity of the College and its related foundations.
- Representing the College professionally and handling all students inquires confidentially.

Curriculum and Instruction
- Identifying and/or developing instructional materials needed to teach the competencies prescribed in the approved curriculum by Robeson Community College, the North Carolina Community College System, and other accrediting entities.
- Responsible for teaching a minimum of 5 to 10 contact hours.

Student Services Support
- Assisting with peer tutoring recruitment and training.
- Supporting the Transition Coordinator to ensure appropriate placement and tracking of students.
- Working closely with the QEP Coordinator to ensure QEP strategies are being supported in TLC.

Planning
- Participating in all aspects of the institutional planning process.
- Researching the field of developmental education and making recommendations to improve the delivery of the Center services.
- Identifying potential services, disability awareness workshops/seminars that would benefit Robeson Community College or its affiliated foundations.
- Stimulating and influencing innovation and creativity within the office.

Institutional Support
- Assisting with the implementation and enforcement of all official policies and procedures of Robeson Community College.
- Attending meetings, conferences, seminars, briefings, and training sessions called to expedite the business of the college.
- Attending extracurricular functions such as graduation, campus fund drives, and so forth that promote the collegiate life.
- Serving on local, state, regional and/or national committees upon request and/or approval from the administration.
- Striving to exhibit a personal and professional department that reflects positively upon the individual and the public perception of the community college.

Public Relations
- Maintaining intra-institution relationships with members of the Board of Trustees, administrative personnel, and other employees of the college.
- Providing appropriate liaison support with the North Carolina Community College System, Robeson Community College, and other relational entities.
- Collaborating with the NCCCS staff of public relations and marketing opportunities.

- Promoting Robeson Community College with local, state, regional, and national citizenry.
- Providing appropriate liaison support with the public schools in our region.
- Participating in activities that promote and enhance the college's image among its various publics.

Other
- Performing other duties as assigned by the President of Robeson Community College.

QUALIFICATIONS:
The incumbent must meet the following minimum qualifications:

Education
- A master's degree from a regionally accredited institution in a developmental teaching field (English, mathematics and reading).

Experience
- Experience in a college settings to include knowledge and experience in academic support, academic advising and/or student services. A background in information systems will be strongly considered.

Other Qualifications
- Must be able to demonstrate competencies and knowledge in academic support, academic advising, and/or student services areas related to the functions of the position.

Physical Demands
The percentage range listed below is used to qualify the physical demands of the job:
0% Never, 1-33% Occasional, 34-66% Frequent, 67-100% Continuous

The job requires a full range of body motion that includes:
- Standing/Walking – Continuous
- Bending/Stooping – Frequent
- Lifting/Handling – Frequent
- Carrying – Occasional
- Push/Pull – Occasional
- Balancing – Occasional
- Twisting/Turning – Continuous
- Kneeling/Crouching – Frequent
- Reaching – Frequent
- Handling/Manual Dexterity/Feeling – Continuous
- Speaking/Hearing – Continuous
- Tasting/Smelling – Occasional
- Seeing (all aspects) – Continuous
- Environmental Exposure – Occasional

LOCATION:
The Instructional Specialist for The Learning Center is assigned to the Robeson Community College Main Campus. The President and/or the Division Vice-President may at his/their discretion reassign the incumbent to a more appropriate location in order for the community college to carry out its mission.

Job Description

TITLE:
> Adjunct Faculty Liaison/Online Student Advisor

FUNCTION:
> The Adjunct Faculty Liaison is a professional educator with the responsibility of coordinating and managing instructional-related issues concerning adjunct faculty. In addition, the liaison is expected to serve as the primary advisor to students approved for and enrolled in the Associate in Arts online programs.

RELATIONSHIPS:
> The Adjunct Faculty Liaison reports to the appropriate department chair. He/she is a full-time faculty member from the English/Humanities and the Math/Science/Social Science departments who will receive a one-course load reduction to complete duties as assigned.

DUTIES AND RESPONSIBILITIES RELATED TO ADJUNCT FACULTY:
> In regards to his/her work with adjunct faculty, the liaison is responsible for ensuring adjunct faculty meet the following criteria:

> Curriculum and Instruction
> - Identify and develop instructional materials and teaching methodologies necessary to integrate program competencies as prescribed by Robeson Community College, the North Carolina College System, and other accrediting entities.
> - Understand and actively participate in the program outcome assessment process for College/University Transfer Department.
> - Maintain course syllabi that delineate clear and appropriate learning outcomes and expectations which reflect program competencies.

> The liaison will also:
> - Guide adjunct faculty through departmental processes such as finding course coverage if necessary, web attendance, learning resource services, etc.
> - Work with the evening coordinator and department chair to monitor evening courses ensuring classes are meeting as scheduled and operating in an effective manner.
> - Assist the department chair in recommending changes in course content, sequence, or offerings.
> - Assist the department chair by recommending equipment, textbooks, and supplies.

Record Management
- Coordinate training for adjunct faculty related to the use of the College's web portal and/or Course Management System (i.e Campus Cruiser and Moodle) and all other required documentation related to record management.
- Aid adjunct faculty in completing accurate reports and submitting the reports in a timely manner to the department chair or appropriate office (i.e. census report, grade reports, section changes, etc.)

Institutional Support
- Assist with the implementation and enforcement of all official policies and procedures of Robeson Community College.
- Attend adjunct orientation(s) and training sessions called to expedite the business of the college.
- Participate in the activities of the Quality Enhancement Plan.

Professional/Personal Development
- Communicate to adjunct faculty professional development workshops offered on campus.
- Pursue professional development seminars/workshops designed to enrich and/or enhance the quality of instruction delivered in the classroom and/or laboratory.

DUTIES AND RESPONSIBILITIES RELATED TO ONLINE ADVISING:
In regards to his/her work as the online student advisor, the liaison will…
- Assist the department chair in identifying faculty to teach online courses.
- Assist the department chair with scheduling online courses to ensure student progression within the program in two years.
- Serve as academic advisor for students approved for the online Associate in Arts program.
- Coordinate with Student Services to develop a system to guide students through the admissions process, registration, and orientation.
- Develop a follow-up system to assure student requests for information receive a response within 24 hours.
- Coordinate with Student Services and the Coordinator for Technology Enhanced Instruction to develop and maintain an Early Warning System in Moodle with the intent to monitor students' progress in the program and to trigger warnings about possible student performance issues.
- Assist the department chair and the Coordinator for Technology Enhanced Instruction in creating a virtual advising center on the College's website.

Other
Performing other duties as assigned by the appropriate Department Chair, Program Director, Assistant Vice President, Vice President for Instruction and Support Services and/or the President of Robeson Community College.

QUALIFICATIONS:
The incumbent must meet the following minimum qualifications:

Education
- Credentials required by the Commission on Colleges of the Southern Association of Colleges and Schools and any other accrediting entities where applicable.

Experience
- Appropriate experience related to the instructional position, two-years experience with student advising, and currently teaching in the online environment.

Licensure
- National, state, or other licensure if applicable to the instructional position assigned.

Physical Demands
The percentage range listed below is used to qualify the physical demands of the job:
0% Never, 1-33% Occasional, 34-66% Frequent, 67-100% Continuous

The job requires a full range of body motion that includes:
- Standing/Walking – Continuous
- Bending/Stooping – Frequent
- Lifting/Handling – Frequent
- Carrying – Occasional
- Push/Pull – Occasional
- Balancing – Occasional
- Twisting/Turning – Continuous
- Kneeling/Crouching – Frequent
- Reaching – Frequent
- Handling/Manual Dexterity/Feeling – Continuous
- Speaking/Hearing – Continuous
- Tasting/Smelling – Occasional
- Seeing (all aspects) – Continuous
- Environmental Exposure – Occasional

LOCATION:
The Instructional Specialist for The Learning Center is assigned to the Robeson Community College Main Campus. The President and/or the Division Vice-President may at his/their discretion reassign the incumbent to a more appropriate location in order for the community college to carry out its mission.

Job Description

TITLE:
  Full-time Faculty

FUNCTION:
  Full-time faculty are professional educators with the primary responsibility of providing a quality learning experience for all Robeson Community College students. Faculty are responsible for but are not limited to planning, organizing, promoting, and teaching appropriate courses for Robeson Community College. Faculty are expected to perform all instruction-related duties in a timely manner and in accordance with the mission, policies, and procedures of the College, the North Carolina Community College System, and with appropriate accrediting entities where applicable. Faculty are also responsible for providing placement, advising, follow-up support services and performing other duties as assigned.

RELATIONSHIPS:
  The faculty member reports to the appropriate Department Chair or Program Director.

DUTIES AND RESPONSIBILITIES:
  The faculty member has the following duties and responsibilities:

  Program Development
  • Researching and recommending for approval program advisory committee members to the administration following established policy and procedure.
  • Interacting with the program advisory committee to determine state-of-the-art practices, procedures, and equipment related to maintaining an up-to-date instructional program that would be valued and needed by the employers in the Robeson Community College service area.
  • Assisting with the research and development of information necessary to teach the appropriate courses to the students of Robeson Community College.
  • Monitoring professional information sources to determine trends and innovations in one's field that lend themselves to integration into the instructional program.

  Curriculum and Instruction
  • Planning and organizing the curriculum as approved by the RCC Board of Trustees, the North Carolina Community College System, and other accrediting entities.
  • Identifying and/or developing instructional materials needed to teach the program competencies prescribed in the approved curriculum by Robeson Community College, the North Carolina Community College System, and other accrediting entities.

- Integrating related supplemental reding that provides additional opportunities for student learning.
- Assisting in the development of program competencies for all courses in the program major.
- Developing course syllabi that outline clear and appropriate learning outcomes and expectations that reflect program competencies.
- Utilizing the course description set forth in the common course library when developing or assessing learning objectives.
- Developing appropriate assessments of established learning outcomes for all courses taught.
- Reporting student progress in mastering established learning outcomes based on identified and approved assessments.
- Providing effective instruction which demonstrates appropriate knowledge of his/her specialized field.
- Teaching an appropriate instructional course load in accordance with policies outlined in the Faculty Handbook.
- Demonstrating the effective use of pedagogical methods to meet various student learning styles.
- Administering appropriate assessment and/or testing to measure student learning outcomes in all courses.
- Maintaining appropriate classroom standards that include the effective management of students in the classroom and the management of classroom and lab facilities.
- Ordering textbooks, instructional materials, and supplies as needed for instruction following established procedures.
- Developing and recommending class schedules cooperatively with other departments and divisions of the college.
- Identifying and/or recommending equipment needed to teach the competencies prescribed in the approved curriculum by the RCC Board of Trustees, the North Carolina Community College System, and accrediting entities.
- Maintaining compliance with established Critical Success Factors, performance measures, national benchmarks, etc. for the appropriate curriculum as prescribed by the North Carolina Community College System and accrediting entities.
- Providing timely and accurate reports including 10% reports, grade reports, and other required reports related to instruction.

Student Services Support
- Maintaining posted office hours in accordance with requirements outlined in the Faculty Handbook.
- Being available to students on a regular basis for out-of-class tutorial support in the courses he or she is assigned to teach.
- Recruiting students for his or her respective program and other programs of Robeson Community College.
- Serving as an academic advisor to students with advising responsibilities in the assigned program relative to course requirements, expectations, and completion standards.
- Participating in the college's registration and orientation sessions as assigned.

- Maintaining student files within the department as required by state and/or local policy.
- Referring students to Student Services personnel for guidance, counseling, and resource assistance following prescribed procedures on an as needed basis.
- Coordinating retention strategies with the appropriate program faculty, Department Chair, Program Director, appropriate administration, and Student Services personnel to maximize student retention.
- Providing placement assistance to graduates of the assigned program.
- Providing assistance and information for student follow-up reports and demographics as required by state or local policy and/or reports.
- Sponsoring and supporting program enrichment activities, particularly student organizations.

Business Services Support
- Assisting the Department Chair or Program Director in the development of a departmental budget for his or her assigned program.
- Assisting the Department Chair or Program Director in the development of bid specifications for instructional equipment, materials, and supplies for the assigned program.
- Assisting the Department Chair or Program Director in monitoring departmental expenditures to ensure expenditures are within the financial resources allocated to the program.
- Complying with Fiscal Management System policies and procedures set forth for Robeson Community College.

Institutional Support
- Working a minimum of a 35-hour workweek in accordance with policies outlined in the Faculty Handbook.
- Assisting with the implementation and enforcement of all official policies and procedures of Robeson Community College.
- Attending meetings, conferences, seminars, briefings, and training sessions called to expedite the business of the college.
- Attending extracurricular functions such as graduation, campus fund drives, etc. that promote the collegiate life.
- Serving on local, state, regional and/or national committees upon request and/or approval from the administration.
- Serving on college committees as assigned to expedite college business and to be involved in the decision-making process of the college.
- Striving to exhibit a personal and professional deportment that reflects positively upon the individual and the public perception of the community college.
- Participating in the activities of the Quality Enhancement Plan as required.

Public Relations Support
- Maintaining effective intra-institution relationships with members of the Board of Trustees, President's Senior Staff, Administrative Staff, faculty, and support personnel of the college.
- Providing appropriate liaison support with the North Carolina Community College System and other relational entities.

- Promoting Robeson Community College with local, state, regional, and national citizenry.

Professional/Personal Development
- Participating in Robeson Community College, North Carolina Community College System, and other authorized professional development programs upon request.
- Pursuing professional development courses, seminars, workshops, and institutes designed to enrich and/or enhance the quality of instruction delivered in the classroom and/or laboratory.
- Pursuing local, state, regional, or national certifications that qualify one's work against recognized standards in his or her field.

Other
Performing other duties as assigned by the appropriate Department Chair, Program Director, Assistant Vice-President, Vice President for Instruction and Support Services and/or the President of Robeson Community College.

QUALIFICATIONS:
The faculty member must meet the following minimum qualifications:

Education
Credentials required by the Commission on Colleges of the Southern Association of Colleges and Schools and any other accrediting entities where applicable.

Experience
Appropriate experience related to the instructional position.

Licensure
National, state, or other licensure if applicable to the instructional position assigned.

Physical Demands
The percentage range listed below is used to qualify the physical demands of the j job: 0% Never, 1-33% Occasional, 34-66% Frequent, 67-100% Continuous

The job requires a full range of body motion that includes:
- Standing/Walking – Continuous
- Bending/Stooping – Frequent
- Lifting/Handling – Frequent
- Carrying – Occasional
- Push/Pull – Occasional
- Balancing – Occasional
- Twisting/Turning – Continuous
- Kneeling/Crouching – Frequent
- Reaching – Frequent
- Handling/Manual Dexterity/Feeling – Continuous
- Speaking/Hearing – Continuous

- Tasting/Smelling – Occasional
- Seeing (all aspects) – Continuous
- Environmental Exposure – Occasional

LOCATION:

Curriculum faculty are assigned to the Robeson Community College Main Campus. The President and/or Vice-President may at his/their discretion reassign the faculty member to a more appropriate location in order for the college to carry out its mission.

Job Description

TITLE:
 Evening Coordinator

FUNCTION:
 The Evening Coordinator is responsible for coordinating the evening programs, including the associate degree, diploma, and certificate programs.

RELATIONSHIPS:
 The Evening Coordinator works closely with the two Assistant Vice Presidents of Educational Services, the Department Chairs, the Program Directors, and the Vice President for Instruction and Support Services. The position is a part-time position responsible for coordinating the curriculum programs in the evening.

DUTIES AND RESPONSIBILITES:
 The incumbent has the following duties and responsibilities:

Essential Duties
- Serving as the Evening Coordinator at RCC.
- Monitoring evening classes to make sure that they are operating in an effectivemanner and that faculty are meeting classes as scheduled.
- Maintaining office hours to be available for students and faculty should issues arise.
- Assisting faculty with copying needs and other needs as they arise.
- Working with campus security to make sure the campus is safe for faculty and students in the evening.
- Administering the College's attendance policy by signing 20% warning forms submitted by faculty in the evening.
- Referring student and/or faculty issues to the appropriate Department Chair, Program Director, and/or Assistant Vice President as the issue(s) dictate.
- Alerting the Assistant Vice Presidents of Educational Services and the Vice President for Instruction and Support Services to facility issues or problems.
- Inspecting classrooms and labs to make sure they are clean and appropriate for instruction.

QUALIFICATIONS:
 The incumbent must meet the following minimum qualifications:

Education
Master's degree from a regionally accredited institution is required.

<u>Experience</u>
Minimum of two years community college administrative experience or the equivalent required.

<u>Other Qualifications</u>
Knowledge of the community college mission.

<u>Physical Demands</u>
The percentage range listed below is used to qualify the physical demands of the job: 0% Never, 1-33% Occasional, 34-66% Frequent, 67-100% Continuous

The job requires a full range of body motion that includes:

- Standing/Walking - Frequent
- Bending/Stooping - Frequent
- Lifting/Handling - Continuous
- Carrying - Occasional
- Push/Pull - Occasional
- Balancing - Occasional
- Twisting/Turning - Continuous
- Kneeling/Crouching - Frequent
- Reaching - Frequent
- Handling/Manual dexterity/Feeling - Continuous
- Speaking/Hearing - Continuous
- Tasting/Smelling - Occasional
- Seeing (all aspects) - Continuous
- Environmental Exposure - Occasional

LOCATION:

The Evening Coordinator is assigned to the Robeson Community College Main Campus (Building 5). The President and/or the Division Vice-President may at his/their discretion reassign the incumbent to a more appropriate location in order for the community college to carry out its mission.

Job Description

TITLE:
 Evening Secretary (Part-time Position)

FUNCTION:
 The incumbent is responsible for providing basic secretarial and office support for the faculty/staff in the evening curriculum programs.

RELATIONSHIPS:
 The Evening Secretary works with the Evening Coordinator (part-time position) and the Assistant Vice Presidents of Educational Services to support the evening curriculum programs.

DUTIES AND RESPONSIBILITIES:
 The incumbent has the following duties and responsibilities:

General Secretarial
- Performing basic clerical tasks.
- Sorting and routing incoming/outgoing mail and correspondence.
- Operating basic office equipment such as photocopier, fax machine, typewriter, etc. competently.
- Receiving, screening, and placing telephone calls using proper etiquette.
- Operating a personal computer and peripherals competently.
- Typing documents from rough drafts or dictation at 40-45 words per minute with no mistakes.

Office Support
- Establishing and maintaining paper and electronic files.
- Arranging for meetings and conferences with staff and the general public.
- Preparing memos, letters, and other forms of correspondence as directed.
- Preparing and organizing handouts, directories, handbooks, etc. as directed.
- Proofing outgoing correspondence for spelling and grammar.

Word Processing/Typing
- Creating, editing, and proofing a variety of documents accurately.
- Typing envelopes, labels, and forms.
- Using prescribed word processing software packages to prepare form letters.
- Proof reading documents with accuracy.
- Using special features and integration capabilities of the prescribed software packages.

Data Entry
- Entering basic alphanumeric data into a computer database software and verifying it for accuracy.
- Formatting data as directed.
- Creating reports from data, if required.
- Creating business graphics from data, if required.

Information Flow
- Ability to organize, sort, file, and retrieve information and correspondence.
- Handling mass mailings as directed.
- Handling priority mail, overnight mail and packages, etc.
- Communicating the manager's instructions to various individuals accurately.
- Furnishing or obtaining information from/for the manager and providing to other managers accurately.
- Checking, creating, and/or sending e-mail communications with accuracy.
- Operating and transcribing voice messages from answering machines and similar voice mail devices.

Customer Service
- Greeting visitors, employees, and peers with a pleasant, professional disposition.
- Making coffee, serving refreshments and cleaning up after guests as necessary.
- Handling customer questions and problems in a timely, courteous manner.
- Handling all correspondence (oral, written, or electronic) with confidentiality.
- Relaying messages of visitors, employees, and peers in an accurate and timely fashion.
- Announcing visitors as appropriate.

Other
- Providing facilities scheduling and management support as requested.
- Providing office materials and supplies inventory support.
- Maintaining a neat, professional office environment/setting.
- Promoting Robeson Community College with local, state, regional, and national citizenry.
- Participating in staff meetings called to expedite the business of the college.
- Performing any other duties as assigned.

QUALIFICATIONS:
The incumbent must meet the following minimum qualifications:

Education
A minimum of an Associate Degree in secretarial/office systems technology or a business related program.

Experience
Minimum or two (2) years work experience in a secretarial or secretarial related position for associate degree incumbents.

<u>Physical Demands</u>
The percentage range listed below is used to qualify the physical demands of the job: 0% Never, 1-33% Occasional, 34-66% Frequent, 67-100% Continuous

The job requires a full range of body motion that includes:
- Standing/Walking - Frequent
- Bending/Stooping - Frequent
- Lifting/Handling - Continuous
- Carrying - Occasional
- Push/Pull - Occasional
- Balancing - Occasional
- Twisting/Turning - Continuous
- Kneeling/Crouching - Frequent
- Reaching - Frequent
- Handling/Manual dexterity/Feeling - Continuous
- Speaking/Hearing - Continuous
- Tasting/Smelling - Occasional
- Seeing (all aspects) - Continuous
- Environmental Exposure - Occasional

LOCATION:
The Evening Secretary is assigned to the Robeson Community College Main Campus (Building 5). The President and/or the Division Vice-President may at his/their discretion reassign the incumbent to a more appropriate location in order for the community college to carry out its mission.

Department Chairs/Program Directors/Coordinators

Associate Degree Nursing	Eva Meekins, Director
Associate in Arts (English/Humanities) Lateral Entry Teacher Certificate	Crystal Edmonds, Chair
Associate in Science (Math/Science/ Social Sciences)	Toni Sacry, Chair
BLET/In-Service	James Sanderson, Interim Director

Business Technology
    Business Administration
    Computer Information Technology
    Medical Office Administration
    Office Administration
	Carolyn Watson, Chair

Cosmetology	Bernice Boger, Director
Criminal Justice	Terry Waheed, Interim Director
Culinary Technology	Lester Locklear, Director
Technology Enhanced Instruction	Melissa Oxendine, Coordinator
Early Childhood Associate	Gwen Chavis, Director

Industrial Technology
    Air Conditioning, Heating, and Refrigeration Technology
    Electrical/Electronics Technology
    Industrial Systems Technology
    Immured Programs
	Harvey Strong, Chair

Nursing Assistant	Sheila Smith, Director
Respiratory Therapy	Kelli Heustess, Director
Radiography	Peggy Hunt, Director
Surgical Technology	Raetta Coleman, Director
The Learning Center	James Bass, Director

Section 3

Faculty Evaluation

PERFORMANCE EVALUATIONS POLICY

Policy:
It is the policy of Robeson Community College that the job performance of each employee be evaluated annually in accordance with the clarifications provided below.

Comments/Clarifications:
1. A performance evaluation shall be completed on each full-time employee on an annual basis by the employee's supervisor or designee. Between scheduled appraisals, supervisors should discuss any performance issues that require attention with the employee in an informal manner keeping records of any significant incidents.
2. In evaluating employees, supervisors shall consider such factors as the job description, employee attainment of previously set goals and objectives, and other factors that would normally be considered in evaluating community college personnel. These factors may include but are not limited to knowledge of the job, quantity and quality of work, promptness in completing assignments, cooperation, initiative, reliability, attendance, judgment, conduct, and acceptance of responsibility.
3. Performance evaluations shall be conducted in writing, and include any comments and/or recommendations for improvement by the supervisor. If an action plan or performance goals are deemed necessary, these should be documented in writing also.
4. Vice-Presidents should review supervisor performance evaluations to make sure they have been completed properly and as fairly and objectively as possible.
5. After written performance evaluations have been completed and reviewed by the Vice-Presidents, the employee shall be given a copy of the performance evaluation and a period of seven working days to make written comments about any aspect of it. Once this is done, the employee and supervisor shall sign and date the evaluation and forward a copy to the Division Vice-President for filing.
6. In addition to adding written comments to their performance evaluation, employees may request a review by their Vice-President using the same or a similar instrument.
7. Information derived from the Performance Evaluation may be considered when making decisions affecting professional development, pay, promotion, transfer, or continued employment.
8. The clarifications provided above are only guidelines for the President and his/her staff, and the Board of Trustees at its sole discretion may modify or revoke them in whole or part at any time. Therefore, these procedures do not constitute a promise or contract, express or implied, with College employees, and the College retains the right to determine whether and how they will be applied depending upon the circumstances.
9. Files of employee performance evaluations shall be maintained for a period of at least five years.

It is intended that this policy comply with all applicable sections of the North Carolina Administrative Code, General Statutes, and State Board for Community College policies.

-----End of Policy-----

PERFORMANCE EVALUATION PROCEDURES

Introduction:
The following Performance Evaluation procedures have been developed to implement the Robeson Community College's Board of Trustee's Policy regarding performance evaluations. Performance evaluation is intended to obtain feedback about the performance and effectiveness of College employees and develop improvement strategies needed to contribute to the continuous professional development of faculty and staff.

Board Policy:
It is the policy of Robeson Community College that the job performance of each employee be evaluated annually.

Performance Evaluation Instruments:
The President of Robeson Community College shall, from time to time, establish an ad hoc Performance Evaluation Committee made up of a cross section of employees to review and/or develop the Performance Evaluation Instruments. These instruments will vary depending upon duties to be performed, as set forth in related job descriptions, and any laws, administrative code, or rules set forth by the various funding agencies.

Personnel to be Evaluated:
All full-time employees of the College, except Level I Physical Plant employees, shall be evaluated in accordance with the Board Policy and the Performance Evaluation instruments developed by the College. The President shall evaluate all Level I employees using an instrument of his/her choice at least once per school year in accordance with Board Policy.

Frequency of Evaluations:
In accordance with RCC Board Policy, performance evaluations will be conducted annually. The President and Executive Staff are expected to administer all performance evaluations between February 15 and March 30 each school year.

Conferences/Dispute Resolution:
The College's performance evaluation instruments make provision for the employee to review, comment on, and sign his/her performance evaluation. It is certainly acceptable for a supervisor and subordinate to meet and review the performance evaluation in an effort to provide clarity and strategic improvement strategies for performance improvements.

Confidentiality:
The President and Executive Staff are responsible for providing instructions for the completion of the performance evaluations to all supervising personnel. All performance

evaluations shall be handled confidentially, and failure to do so could result in disciplinary action.

Official Records:
Once all performance evaluations have been completed and signed by appropriate personnel, the President and Vice-Presidents shall verify the completion of the evaluations and official copies of the performance evaluations shall be placed on file in the RCC Personnel Office. The RCC Personnel Office shall have the option of maintaining these documents in paper or electronic form provided an approved back-up system is in use. Performance evaluation instruments shall remain on file in accordance with RCC Board Policy.

Photocopies/Electronic Copies:
Supervising personnel are authorized to keep a file copy of any evaluations completed for personnel under their supervision. The employee being evaluated is also authorized and entitled to a photocopy of any performance evaluation completed by his/her supervisor. The copy may be a photocopy or electronic copy.

Student Evaluation of Instruction:
Student Evaluation of Instruction is a time honored and valuable means for collecting student viewpoints regarding instruction. It shall be the administrative policy of Robeson Community College that each full-time curriculum faculty member has a Student Evaluation of Instruction conducted on at least one class per fall and spring term. Each part-time faculty member shall have a SEI performed on at least one class taught per fall and /or spring term. Adult and Continuing Education classes shall periodically administer a Student Evaluation of Instruction to ascertain the quality of instruction being provided in non-credit classes.

President's Evaluation:
The RCC Board of Trustees must annually evaluate the performance of the President and report this to the North Carolina Community College System Office. The Board Chair coordinates this assessment normally in the months of March or April and reviews the results of the President's evaluation with the incumbent at the May Board of Trustees meeting. Once completed, the Board Chair certifies to the NCCCS Office that the Presidential Evaluation has been completed. Copies of the evaluation results are maintained in the President's Office.

Other:
All performance evaluation instruments have been or shall be designed to satisfy accreditation criteria of state, regional, and national accrediting bodies as well as the needs of Robeson Community College. Any questions regarding these instruments shall be directed to the President or his/her designee.

-----End of Procedure-----

PURPOSE   3.3

The intent of faculty evaluation is to improve the instruction provided at Robeson Community College. The College is a teaching institution and should provide the very best instruction possible.

SUMMARY OF RESPONSIBILITIES   3.4

Each faculty member's major responsibility is to provide quality, collegiate-level instruction to students. Faculty are also responsible for record management required by the College, various College service activities, professional development, and community service activities. Faculty are expected to maintain a high level of competency in their major teaching areas. Additionally, faculty are encouraged to stay "up to date" with the growth and expansion activities of the College and services available to students.

REPORTING RELATIONSHIPS   3.5

In terms of the campus organizational structure, the immediate supervisor of all full-time faculty members is the Department Chair or the Program Director. Department Chairs and Program Directors report to the appropriate Assistant Vice President of Educational Services who reports to the Vice President for Instruction & Support Services.

EVALUATION OF FACULTY MEMBERS   3.6

All full and part-time faculty, including Department Chairs and Program Directors who teach classes, will participate in the faculty evaluation process. The purpose of evaluation is to provide regular feedback to instructors regarding their performance. Regular evaluations can provide an opportunity to assess strengths and weaknesses of instructional performance. Evaluation should also encourage superior teaching performance. The College's faculty evaluation process is comprised of two major components, a student evaluation component and a supervisory evaluation component. The evaluation will be used as a decision-making tool for improved instruction at the College.

EVALUATION PROCEDURES   3.7

1. Evaluation will begin with an instrument to allow student assessment of instruction. The instrument will be administered to at least one class per instructor per semester. Classes to be evaluated will be selected on a random basis. The Department Chair/Program Director or the appropriate Assistant Vice President of Educational Services will administer and collect evaluation instruments. Appropriate secretarial staff will total all evaluation results into a summary sheet, including student comments. These will be provided to the appropriate Department Chair/Program Director and the appropriate Assistant Vice President of Educational Services.

2. The questionnaires will be reviewed the following semester by the Department Chair/Program Director/appropriate Assistant Vice President of Educational Services for descriptive statistical trends and positive or negative comments.

3. The trends and/or comments will be discussed with the instructor prior to the beginning of the next semester, if problems exist. Should problems be indicated, the instructor and Department Chair/Program Director/appropriate Assistant Vice President of Educational Services will work out a plan of action to eliminate the negative aspects to the extent possible. The plan will be monitored by the Department Chair/Program Director/appropriate Assistant Vice President of Educational Services to see if desired results are attained. Formalized or written plans of action are applicable to full-time faculty only. Formalized plans of action are only applied when evaluation summaries indicate serious problems and/or warrant immediate attention. Some issues identified in the evaluation may be addressed without implementing a complete formalized action plan.

4. At the end of the spring semester, the appropriate Department Chair/Program Director/Assistant Vice President of Educational Services will provide each faculty member with a cumulative evaluation for the academic year. This evaluation will be maintained by the appropriate Assistant Vice President of Educational Services for a period of three years. At the faculty member's request, a conference can be arranged with the appropriate supervisor regarding the evaluation.

5. The procedure will be the same for part-time faculty to the extent possible. For those who teach only one semester, a course evaluation summary will be mailed to them and a conference arranged as needed or desired.

EVALUATION CRITERIA   3.8

The faculty evaluation will consist of those items contained in the Student Evaluation Instrument and the Supervisor Evaluation of Faculty Instrument. All faculty will be given a copy of this policy and all the evaluation tools during their initial employment orientation. Evaluation will also be discussed during the general faculty orientation at the beginning of each academic year. Copies of the *Faculty Handbook* will be provided to appropriate departments on an annual basis and will also be available on Robeson Community College's web portal.

Student Evaluation Instrument

In this ANONYMOUS survey, you will be asked to
- Evaluate your instructor
- Evaluate the course

Please use a #2 pencil to mark your answers.

ABOUT YOUR INSTRUCTOR

1. This instructor treats all students equally and fairly.
    a. almost always   b. often   c. occasionally   d. almost never

2. This instructor maintains a professional relationship with students.
    a. almost always   b. often   c. occasionally   d. almost never

3. This instructor meets with this class on time.
    a. almost always   b. often   c. occasionally   d. almost never

4. This instructor is available outside of class in at least one of the following ways:
    office hours, e-mail messages, phone calls.
    a. almost always   b. often   c. occasionally   d. almost never

5. This instructor has explained what is expected of me in this course.
    a. almost always   b. often   c. occasionally   d. almost never

6. This instructor presents the course material in an organized way.
    a. almost always   b. often   c. occasionally   d. almost never

7. This instructor uses a variety of presentation materials and/or assignments/activities
    which provide intellectual stimulation and class interest.
    a. almost always   b. often   c. occasionally   d. almost never

8. This instructor presents material in class that matches the course objectives.
    a. almost always   b. often   c. occasionally   d. almost never

9. This instructor utilizes tests/projects that reflect the course material as presented in
    lectures and through supplemental materials, including the text(s).
    a. almost always   b. often   c. occasionally   d. almost never

10. This instructor covers the criteria for testing and grading either in the course syllabus
    or classroom instruction.
    a. almost always   b. often   c. occasionally   d. almost never

11. This instructor is prepared for class.
    a. almost always   b. often   c. occasionally   d. almost never

12. This instructor uses class time well.
    a. almost always   b. often   c. occasionally   d. almost never

13. This instructor encourages questions and/or discussions.
    a. almost always   b. often   c. occasionally   d. almost never

14. This instructor provides a friendly but disciplined learning environment.
    a. almost always   b. often   c. occasionally   d. almost never

15. This instructor has returned assignments in a timely manner so that I can monitor my progress in the course.
    a. almost always   b. often   c. occasionally   d. almost never

16. This instructor demonstrates an in-depth knowledge of the subject matter.
    a. almost always   b. often   c. occasionally   d. almost never

17. This instructor effectively utilizes required textbooks and/or materials for this course.
    a. almost always   b. often   c. occasionally   d. almost never

18. This instructor encourages students to be engaged in and responsible for their own learning.
    a. almost always   b. often   c. occasionally   d. almost never

19. This instructor utilizes other educational resources that were useful tools to me in the course.
    a. almost always   b. often   c. occasionally   d. almost never

Now, please answer the "Comments" questions on the next page.

COMMENTS

20. What did you like most about this course/instructor?

21. If you have concerns about this course/instructor, what are they?

22. What suggestions do you have for improving this course?

Delete these 4 pages & insert faculty rating scale

Section 4

Academic Policies

ACADEMIC FREEDOM POLICY

Policy:
It is the policy of Robeson Community College to support the concept of academic freedom for its faculty, and as such respect the faculty member's right to teach, investigate, and publish freely in accordance with the provisions and clarifications provided in this policy.

Provisions/Clarifications:
1. The College values and recognizes the intricate relationship between individual academic freedom and professional responsibility, and as such recognizes that its employees are citizens as well as representatives of the College.
2. When a faculty member functions as a citizen, he/she may do so freely without discipline from the College provided he/she clearly establishes that he/she is not representing the College. When a faculty member functions as an employee of the College, then he/she is expected to conduct himself/herself professionally while respecting the rights and dignity of students, peers, and the general public.
3. The Board of Trustees is committed to encouraging, supporting, and protecting the concept of academic freedom for its faculty in their academic pursuits, including teaching, research, discussion, and publication.
4. The principles of academic freedom, as accepted by this College, extend faculty the opportunity to do their job competently and professionally with minimum supervision provided the assigned duties are executed timely and in a competent manner.
5. A faculty member shall have the right to teach, research, discuss, and/or publish in a spirit of academic freedom inasmuch as he/she demonstrates a mastery in his/her subject matter, demonstrates competency in scholarship, reports to class on time, teaches competently, selects textbooks acceptable to the College, assigns grades fairly to students using a commonly accepted rubric, and demonstrates an ongoing commitment to remain current in his/her field of expertise.
6. The principles of academic freedom, as accepted by this College, extend faculty the privilege of organizing their subject matter in such ways and presenting it using such methods as to optimize the transfer of knowledge and information to the student subject to the guidelines of accrediting agencies, state statutes, administrative code, and/or the College.
7. When exercising academic freedom, faculty should always strive to present subject matter, concepts, discussion topics, and other information in a professional manner that is constructive and wholesome to the teaching-learning process.
8. Faculty members are encouraged to avoid expressing personal views on non-academic matters in the classroom or other settings unless it is related to or relevant in providing students with a sound education.
9. Faculty members should be active in setting academic standards, serving on committees, level one selection of new faculty members, advising students regarding their studies, assisting the institution with placement and follow-up activities, equipment

inventory and control, and performing other duties as assigned in a context of mutual respect with the administration.

10. Faculty members who feel their academic freedom has been compromised should, to the extent possible, follow the employee grievance procedure to resolve the matter.

It is intended that this policy comply with all applicable sections of the North Carolina Administrative Code, General Statutes, and State Board for Community College policies.

-----End of Policy-----

ACADEMIC GOVERNANCE POLICY

Policy:
It is the policy of Robeson Community College to share the role of academic governance with the faculty in accordance with the provisions and clarifications set forth in this policy.

Provisions/Clarifications:
1. The College recognizes that faculty have a strategic role in academic governance, and that the administration and faculty should work cooperatively to foster this role in an appropriate and professional manner.

2. The RCC Faculty Association shall be an endorsed association of the College for the purpose of providing a forum for faculty to discuss strategic governance matters among themselves and/or with the administration.

3. The College shall establish and maintain standing committees and ad hoc committees as necessary to assist the administration of the College in developing and/or reviewing policies and procedures related to academic governance matters.

4. The College and its administration shall endorse faculty and staff service on state, regional, and national committees as appropriate for the purpose of involving its employees in governance discussions, debates, and research.

5. Faculty are encouraged to advise the President and his/her staff on policy and governance matters that might better serve the institution and its patrons in a professional manner though official intra-office communications.

6. Faculty may also be given an opportunity to contribute to the governance of the institution by reviewing proposed Board policies and offering comments regarding the proposed policy to the President.

7. Faculty are also encouraged to exchange ideas regarding academic governance with their peers at other community colleges for the purpose of improving and advancing the purpose and mission of RCC.

8. Faculty members who feel their right to be involved in the academic governance of the College should, to the extent possible, follow the employee grievance procedure to resolve the matter.

It is intended that this policy comply with all applicable sections of the North Carolina Administrative Code, General Statutes, and State Board for Community College policies.

-----End of Policy-----

Board Policy
Adopted: December 11, 2006

GRADE APPEALS POLICY

Policy:
It is the policy of Robeson Community College that students shall have the right to appeal a grade whether derived from a singular course event or the final grade issued for the course in accordance with the comments/clarifications/procedures outlined below.

Comments/Clarifications/Procedures:

1. Grades for individual course assignments/events as well as final grades are to be determined by the course instructor of record in accordance with the grading guidelines distributed in the course syllabus at the beginning of a course.

2. A student may appeal a grade derived from a singular course event as outlined below:

    a. Any student who has an issue with a grade resulting from an individual course event (i.e. test, pop quiz, term paper, etc.) must attempt to resolve the matter with the faculty member who assigned the grade. Appeals must be made within three working days from the date the graded product is returned or made known to the student.

    b. In the event the matter cannot be resolved, the student may appeal the grade following the procedures outlined below:

        i. The student shall present the grade appeal in writing to the Department Chair/Program Director of the area which the contested grade was awarded within three working days of the faculty member's response.

        ii. The Department Chair/Program Director shall confer with the student and instructor to seek a resolution of the appeal within three working days of receipt of the appeal. If the instructor happens to also be the Department Chair/Program Director, then the appeal should be submitted to the appropriate Assistant Vice President providing administrative supervision for the course.

        iii. Should the Department Chair/Program Director and student fail to reach a satisfactory resolution, the Department Chair/Program Director shall forward the appeal to the appropriate Assistant Vice President providing administrative supervision for the course for review within three working days.

        iv. The decision of the Assistant Vice President providing administrative supervision for the course shall be made within three working days and the decision shall be considered final.

c. Students may appeal a final course grade as outlined below:
   i. Any student who has an issue with the final course grade should attempt to resolve the matter with the faculty member who assigned the grade. Appeals must be made within <u>three working days</u> from the receipt of the final grade.

   ii. In the event the matter cannot be resolved, the student may appeal the grade following the procedures outlined below:

   iii. The student shall present the grade appeal <u>in writing</u> to the Department Chair/Program Director of the area within which the contested grade was awarded.

   iv. The Department Chair/Program Director shall confer with the student and instructor to seek a resolution of the appeal within <u>three working days </u>of receipt of the appeal. If the instructor happens to also be the Department Chair/Program Director, then the appeal should be submitted to the appropriate Assistant Vice President providing administrative supervision for the course.

   v. Should the Department Chair/Program Director and student fail to reach a satisfactory resolution, the Department Chair/Program Director shall forward the appeal to the appropriate Assistant Vice President providing administrative supervision for the course for review within <u>three working days</u>.

   vi. The Assistant Vice President providing administrative supervision for the course shall convene a hearing before the Academic Appeals Committee within <u>three working days</u>. The Assistant Vice-President shall serve as the committee chair. The Committee shall consist of four faculty members randomly selected from the Academic Appeals Committee membership. The Committee shall meet to discuss the grade appeal and may hear from the student, the instructor, and any other individuals that the Committee deems appropriate. If the Committee finds the grade received was inappropriate, the Committee shall determine a method by which the grade will be re-evaluated. The resulting grade, if different, must be submitted within College guidelines and may not be appealed further. Should the Committee find the grade received by the student was appropriate, the Committee will direct that no action be taken to change the final grade and the findings shall be submitted to the Vice President for Instruction and Support Services <u>within 24 hours</u>. The Vice-President shall notify the student of the committee's findings within <u>three working days</u>.

   vii. In cases where the Academic Appeals Committee finds that the grade received by the student was appropriate, the student may submit a <u>written appeal</u> to the Vice-President for Instruction and Support Services within <u>three working days</u>. The Vice-President shall review all evidence related to the appeal, conduct any interviews deemed appropriate, and render a decision within <u>three working days</u>. The decision rendered by the Vice-President for Instruction and Support Services will be considered final.

3. Failure of a student to pursue a grade appeal in accordance with the provisions of this policy or any publications derived there from shall be deemed unacceptable and the grade assigned will be the grade of record.

4. This policy shall apply to all credit courses offered by the College regardless of length, credit awarded, method of delivery, time of delivery, or other similar factors.

-----End of Policy-----

CLASS ATTENDANCE & TARDY POLICY

Policy:
It is the policy of Robeson Community College that faculty keep accurate records of class attendance and tardiness and that these records become part of the official records of the institution. The College is committed to the principle that regular and punctual class attendance is essential to the student optimizing his/her scholastic achievement and that it is the responsibility of the student to attend class regularly without being tardy. Distance education students are subject to the same attendance policy and procedures as traditional students.

Comments/Clarifications:
1. When the College offers a class, the faculty and staff shall work together to develop an accurate class roster listing all students enrolled in the class. Student names are to be placed on the class roster once they have officially made payment for tuition and fees with the Business Office.

2. Students who have not entered class by the census date will be dropped as "Never Attended" without the possibility of reinstatement.

3. Entrance into a Distance Education class is defined as logging into the institution's learning management system and accessing the content of the distance education course.

4. Once a student is officially enrolled in a class, regular class attendance is expected. Absences are a serious deterrent to good scholarship, and it is impossible to receive instruction, obtain knowledge, or develop skills when absent from class.

5. Inasmuch as the College's students are adults, it is understood that absences may be required for a variety of reasons, but when these occur, it is the student's responsibility to make up missed class work or assignments.

6. Being late arriving for class or leaving a class early can be a disruption for both the faculty member and students, hence tardiness is strongly discouraged.

7. For the purpose of this policy, a Student Withdrawal shall occur when a student officially withdraws/drops a class. The withdrawal/drop shall be effective as of the date the student take his/her official action.

8. For the purpose of this policy, an Administrative Withdrawal shall occur when a student fails to maintain class attendance as described in the instructor's course syllabus or attendance records indicate there is a lack of participation by the students as evidenced by consecutive absences over a period of time to be determined in accordance with class meeting frequency and times.

9. An instructor may execute an administrative withdrawal for a student if they are reasonably assured that the student does not intend to pursue the learning activities of the class due to excessive absences, lack of effort or participation or other good cause.

10. An instructor may execute an administrative withdrawal when a student completes the minimum objectives stated for a class or transfers to another class.

11. Students who attend Robeson Community College must attend 75% of the required contact hours for a <u>curriculum class</u> in order to receive credit in the class.

12. Students who attend Robeson Community College must attend 85% of the required contact hours for a <u>developmental class</u> in order to receive credit in the class. Students who attend Robeson Community College must attend 80% of the time scheduled for a curriculum class meeting in order to be counted present for the class meeting.

13. Tardy shall be defined as a student entering class after the roll is checked or after instruction has begun, and it shall also be defined as a student leaving class early regardless of reason. Thus, if a student is in class for 80% of the time but less than 100% of the meeting time, then that student shall be counted tardy.

14. For the purpose of maintaining class attendance, faculty shall count three tardies as one absence.

15. Inasmuch as the faculty member of record for a class is responsible for official class attendance and tardy records, any student who has a grievance regarding class attendance or tardies shall resolve them with the instructor.

It is intended that this policy comply with all applicable sections of the North Carolina Administrative Code, General Statutes, and State Board for Community College policies.

-----End of Policy-----

Board Policy
Adopted: September 13, 2010

RELIGIOUS OBSERVANCE POLICY

Policy:
It is the policy of Robeson Community College that any student of the institution must be granted two excused absences each academic year for religious observances required by the faith of the student in accordance with the following comments/ clarifications.

Comments/Clarifications:

1. An academic year shall be defined to be that period of time starting on July 1 in one year and ending on June 30 in the following year.

2. The two excused absences may be taken at any time during the academic year either on separate days or on two consecutive days.

3. The excused absences shall be taken within the absences allowed in any approved attendance policy of the institution for class(es) being taken.

4. The student must submit a written request to the Assistant Vice-President for Student Services or his/her designee for the excused absences at least ten (10) school days prior to the date the student intends to be absent for the religious observance. The Assistant Vice-President for Student Services or his/her designee shall have the authority to waive the ten (10) school day requirement during the first ten school days of a student's enrollment in order to comply with the intent of the law.

5. The Assistant Vice-President or his/her designee shall notify appropriate faculty within 72 hours of receiving the request. Faculty members are expected to note the excused absences as appropriate in class record documents.

6. Failure to properly notify the College of a planned religious observance absence will result in loss of the excused absence privilege.

7. Students granted an excused absence for the purpose of religious observance shall be given the opportunity to make up any work or tests missed due to an excused absence.

8. No more than one test per day may be given to a student who is making up a test or tests due to the excused absence(s).

9. Unnecessary sanctions, additional work, or unreasonable requests of students who are duly granted excused absences for religious observance is prohibited.

10. Should other provisions of the NC Administrative Code or the General Statutes apply, the College shall implement requirements to comply with those provisions.

This policy is intended to comply with the North Carolina Administrative Code and Section 115D of the NC General Statutes.

-----End of Policy-----

ATTENDANCE POLICY AND PROCEDURES 4.7

Regular class attendance is expected of students. Faculty keep accurate records of class attendance and tardiness and these records become part of the official records of the institution. The College is committed to the principle that regular and punctual class attendance is essential to the student optimizing his/her scholastic achievement and that it is the responsibility of the student to attend class regularly without being tardy. As students are adults with many responsibilities, an occasional absence might be necessary. However, such absences in no way lessen the students' responsibilities for meeting the requirements of the class. Online students are subject to the same attendance policy as traditional students.

1. When the College offers a class, the faculty and staff shall work together to develop an accurate electronic class roster listing all students enrolled in the class. Student names are on the electronic class roster once they have officially made payment for tuition and fees with the Business office.

2. Students who have not entered class by the census date will be dropped as "Never Attend" without the possibility of reinstatement. Entrance into an online class is defined as logging into the institution's learning management system and completing an enrollment activity.

3. Once a student is officially enrolled in a class, regular class attendance is expected. Absences are a serious deterrent to good scholarship, and it is impossible to receive instruction, obtain knowledge, or develop skills when absent from class.

4. Inasmuch as the College's students are adults, it is understood that absences may be required for a variety of reasons, but when these occurs, it is the student's responsibility to make up missed class work or assignments, if makeup work is allowed by the instructor.

5. Being late arriving for class or leaving a class early can be a disruption for both the faculty member and the students, hence tardiness is strongly discouraged.

6. A Student Withdrawal shall occur when a student officially withdraws/drops a class. The withdrawal/drop shall be effective as of the date the student takes his/her official action.

7. An Administrative Withdrawal shall occur when a student fails to adhere to the criteria outlined in course syllabi and/or program student handbooks.

8. An instructor may execute an Administrative Withdrawal if class attendance as described in the instructor's course syllabus or attendance records indicates there is a lack of participation by the students.

9. An instructor may execute an Administrative Withdrawal for a student if reasonably assured that the student does not intend to pursue the learning activities of the class due to excessive absences, lack of effort or participation or other good cause.

10. An instructor may execute an Administrative Withdrawal when a student completes the minimum objectives stated for a class or transfers to another class.

10. Students who attend Robeson Community College must attend 80% of the time scheduled for a regular class meeting to be counted present when the class meets.

12. Inasmuch as the faculty member of record for a class is responsible for official class attendance and tardy records, students who have a grievance regarding class attendance or tardies shall resolve them with the instructor.

13. Curriculum Classes: Students attending Robeson Community College must attend 75% of the required contact hours for the class in order to receive credit for the class. If the student misses hours in excess of 25%, the student will be dropped from the course by the instructor. In no case will a student receive credit for a course if he/she misses in excess of 25% of the required contact hours. Should the student so desire, he/she may continue to audit the course after being dropped, but the grade will remain the same. Absences begin with the first session a class is scheduled to meet even though the student may register late.

14. Developmental Classes: Student attending RCC must attend 85% of the required contact hours for the class in order to receive credit for the class. If the student misses hours in excess of 15%, the student will be dropped from the course by the instructor. In no case will a student receive credit for a course if he/she misses in excess of 15% of the require contact hours. Should the student so desire, he/she may continue to audit the course after being dropped, but the grade will remain the same. Absences begin with the first session a class is scheduled to meet even though the student my register late.

NATIONAL STUDENT CLEARINGHOUSE   4.8
Robeson Community College is a member of the National Student Clearinghouse. The Clearinghouse provides a central repository for information on the enrollment status of Qualifying Program borrowers attending educational institutions. The Clearinghouse is the school's agent for purposes of confirming enrollment status of student financial aid recipients. Robeson Community College reports the enrollment status of students to the Clearinghouse. The Clearinghouse is then responsible for providing status and deferment information, on behalf of the College, to guaranty agencies and lenders. **See www.studentclearinghouse.org. Employers and/or background-screening firms should access www.degreeverify.com.**

NONCONTINUOUS ENROLLMENT   4.9
Noncontinuous enrollment is defined as not being enrolled for a period of one year or longer. Upon re-enrollment the student must comply with the requirements of the catalog that is current at the time of re-enrollment.

TARDIES   4.10
The College is committed to the principle that regular and punctual class attendance is essential to the student optimizing his/her scholastic achievement and that is the responsibility of the student to attend class regularly without being tardy. Students who attend Robeson Community College must attend 80% of the time scheduled for a regular class meeting to be counted present when the class meets.

Tardy shall be defined as a student entering class after the roll is checked or after instruction has begun, and it shall also be defined as a student leaving class early regardless of reason. Thus, if a student is in class for 80% of the time but less than 100%

of the meeting time, then that student shall be counted tardy. For the purpose of maintaining class attendance, faculty shall county three tardies as one absence.

COMPUTING GRADE POINT AVERAGE   4.11

	Credit	Grade	Grade Points Per Credit Hour	Grade Points Earned
ENG 102	3	C	2	6
AHR 134	7	B	3	21
PHY 151	4	F	0	0
MEC 288	1	D	1	1
	20			48

The grade point average is computed by dividing points earned by the total credit hours attempted. In the preceding example, 48 divided by 20 equals 2.40 grade point average. All grades A through F, WF (treated as "F"), and Incompletes (treated as "F"), are counted in computing the grade point standing. Credit by transfer and credit by examination are not included in computing the grade point standing.

CREDIT BY EXAMINATION   4.12
Advance placement is offered to students who because of their demonstrated abilities are qualified to accelerate their studies. To earn advanced placement, a student may take a proficiency examination in most subject areas which he/she can demonstrate a mastery of theory and practical application. A list of courses and/or subject areas which are not suitable nor allowable for proficiency exams may be obtained from the Records and Registration Office. Under no circumstances will credit be given when the challenge examination grade is less than "C". Total credits earned by examination and/or transfer credit cannot exceed fifty percent of the program requirements or a maximum of thirty-eight (38) credit hours by examination. The following courses may be taken by proficiency:

AHR 110, AHR 111, AHR 112, AHR 113, AHR 114, AHR 120, AHR 130, AHR 140, AHR 133, AHR 151, BIO 140, BPR 111, BPR 115, BPR 130, CIS 110, CUL 110, CUL 120, CUL 135, DFT 119, ELC 112, ELC 113, ELC 114, ELC 115, ELC 117, ELC 118, ELC 128, ELC 228, ELN 133, ELN 229, ELN 231, ELN 232, ELN 275, ELN 233, HRM 145, HRM 215, HYD 110, ISC 110, MAT 101, MAT 115, MAT 121, MAT 122, MAT 140, MAT 151, MAT 161, MAT 171, MAT 171A, MAT 172, MAT 172A, MAT 271, MAT 272, MEC 110, MEC 111, MEC 263, MNT 110, NUT 110, OST 131, OST 223, OST 224, PLU 111, PSY 150, SOC 210, WLD 112, WLD 212

The following procedure will serve as guidelines in making application for all proficiency examinations:

1. The following persons will not be permitted to take proficiency examinations.

   a. Persons who have taken the proficiency examination previously.

   b. Persons who have either enrolled in and/or dropped from the course.

   c. Persons who were enrolled in and failed the course.

   d. Persons who have a cumulative grade point average less than 2.5.

2. For new students enrolled in a curriculum program, the Registrar may grant approval.

3. Make application to the Registrar for the proficiency exam. Application must be made during the drop/add period, and if approved, students are required to register for the exam during the drop/add period.

4. Application approval will be forwarded to the appropriate Assistant Vice President of Educational Services for instructor assignment.
   NOTE: Only full-time instructors give proficiency exams.

5. Upon approval of the application, an examination in theory and practicum (where applicable) will be given. ALL EXAMS MUST BE TAKEN PRIOR TO THE MID-TERM OF THE SEMESTER.

6. After evaluation of the examination by the instructor, test results will be forwarded to the Registrar and the appropriate Assistant Vice President in Educational Services.

7. Credit earned by proficiency examination will be entered on the student's transcript as credit hours passed. No grade or quality point value will be assigned. Credit earned by proficiency examination will not be used in determining grade point average (GPA) or verification of enrollment.

8. Applicants must be in a program of study. All prerequisites must be met where applicable.

9. Proficiencies are not approved for Summer Term.

For credit by examination, full-time students enrolled in sixteen credit hours or more are exempt from additional tuition charges. However, part-time students must pay the Business Office the tuition charge required by the state for each semester hour credit; this fee is not refundable. A registration form must be completed in the Records and Registration Office after approval has been obtained to take a proficiency examination. Fees will be paid in the Business Office. Any exceptions to the above procedures and requirements must be approved by the Assistant Vice President of Student Services. Exceptions will be made only under rare circumstances.

CREDIT BY TRANSFER   4.13
New Students
Robeson Community College may accept credits earned from technical institutes/colleges and any other colleges accredited by Southern Association of College and Schools, other regional accrediting associations recognized by the U.S. Department of Education and/or other associations accredited by the American Council on Education. Only course grades of "C" or better will be accepted and such courses must parallel the content of RCC courses. In some cases, courses over five (5) years old will not be considered. For a complete listing of these courses, please review section titled "Program Completion Requirements" in the College' General Catalog.

Transfer credits from institutions outside the United States will be considered if the institution has a college or university in the western regional division, and is accredited from one of the United States regional associations such as SACS. Students seeking transfer credit from outside the United States will be asked to submit translated documents to WES (World Education Services) and request that course-by-course evaluations and course descriptions be forwarded to Robeson Community College. WES's website is www.wes.org.

All applicants having credits transferred from another institution to RCC must submit an official transcript, and if necessary an appropriate catalog, to the Director of Admissions. Applicants who wish to transfer from other educational institutions must be eligible to return to the school last attended. Any exception to this procedure must be approved by the Assistant Vice President of Student Services and only then by justifiable cause.

The Registrar, in consultation with appropriate faculty, will determine the transfer credits allowable. This evaluation will be made at the time of acceptance and the student will be notified in writing accordingly. Transfer credits will be posted to the student's permanent record. In addition, transferring students must complete a minimum of fifty (50) percent of the total number of credit hours required for a certificate, diploma, or degree program at Robeson Community College.

NON-TRADITIONAL CREDIT   4.14
CLEP/AP Credit
Students may request credit for subjects taken under the College Level Examination Program (CLEP) or Advanced Placement (AP) Program. CLEP or AP credit may be evaluated for general or subject area examinations. Official test score reports from College Board must be submitted to the registrar for consideration of CLEP or AP credit. Test scores must meet the current score recommendations from the American Council on Education (ACE) in order to receive college credit. Additional information concerning these tests may be received from College Board:

College Level Examination Program (CLEP)
P.O. Box 6600
Princeton, NJ 08541-6600
Telephone: (609) 771-7865

Advanced Placement Program (AP)
45 Columbus Ave.
New York, NY 10023-6992
Telephone: (212) 713-8058

COMMUNITY SERVICE CREDITS   4.15
Robeson Community College does not award credit based upon community service education.

MILITARY CREDITS   4.16
Credits may be extended to Veterans for DANTES Credit or for educational experiences in the Armed Forces. An original transcript of military educational credits/experiences must be submitted to the Office of the Registrar for consideration of credit. All military credits are evaluated using the ACE Guide recommendations. Veterans may request a copy of their military credits/experiences from:

DANTES
P.O. Box 6604
Princeton, NY 08541-6604

AARTS Operation Center
415 McPherson Avenue
Fort Levenworth, KS 66027-1173
(Fax) (913) 684-2011

TRANSFER OF CREDIT WITHIN ROBESON COMMUNITY COLLEGE   4.17

When a student transfers from one curriculum to another within the college, all applicable courses for which the student has earned a passing grade will be transferred.

Credits earned in a diploma program are not transferable to an associate degree program but may be credited toward a second diploma major, if applicable.

A diploma student may also request credit by examination where prior work experience or educational experience is indicated.

AUDITING COURSES   4.18

Students who wish to audit a course must register through the regular registration procedures. Tuition and fees for auditing are the same as the cost of courses taken for credit. Audits are reported on grade reports and transcripts as "AU" and do not affect earned credits or influence the grade point average for the semester. However, audited courses do not count as successful completions for financial aid purposes. Therefore, students who receive financial aid should consult the financial aid officer before electing to audit a course. To audit a course, a student should state his/her intent to audit no later than the first week of the course. An "AU" will be entered as the student's grade for that course. Audits are not allowed in distance education courses. Students seeking to audit allied health courses must have written approval from the appropriate Allied Health Program Director and the Assistant Vice President for College Transfer and Allied Health Programs.

GRADE APPEAL PROCESS   4.19

It is the policy of Robeson Community College that students shall have the right to appeal a grade whether derived from singular course event or the final grade issued for the course. Grades for individual class assignments as well as final grades are to be determined by the course instructor of record in accordance with the grading guidelines distributed in the course syllabus at the beginning of a course.

INDIVIDUAL COURSE ASSIGNMENT   4.20

1. A student may appeal a grade derived from a singular course event as outlined below:

a. Any student who has an issue with a grade resulting from an individual course event (i.e. test, pop quiz, term paper, etc.) must attempt to resolve the matter with the faculty member who assigned the grade. Appeals must be made within **three working days** from the date the graded process is returned or made known to the student.

b. In the event the matter cannot be resolved, the student may appeal the grade following the outline below:

i. The student shall present the appeal **in writing** to the Department Chair/Program Director of the area in which the contested grade was awarded within **three working days** of the faculty member's response.

ii. The Department Chair/Program Director shall confer with the student and the instructor to seek a resolution of the appeal within **three working days** of receipt of appeal. If the instructor happens to also be the Department Chair/Program Director, then the appeal should be submitted to the appropriate Assistant Vice President providing administrative supervision for the course.

iii. Should the Department Chair/Program Director and student fail to reach a satisfactory resolution, the Department Chair/Program Director shall forward the appeal to the appropriate Vice President providing administrative supervision for the course within **three working days**.

iv. The decision of the Assistant Vice President providing administrative supervision for the course shall be made within **three working days** and the decision shall be considered final.

2. Students may appeal a final course grade as outlined below:

   a. Any student who has an issue with the final course grade should attempt to resolve the matter with the faculty member who assigned the grade. **Appeals must be made within three working days** from the receipt of the final grade.

   b. A student cannot appeal a final course grade based upon a previously appealed individual course assignment.

   c. In the event the matter cannot be resolved, the student may appeal the grade following the procedure outlined below:

      i. The student shall present the grade appeal in writing to the Department Chair/Program Director of the area within which the contested grade was awarded.

      ii. The Department Chair/Program Director shall confer with the student and instructor to seek a resolution of the appeal **within three working days** of the receipt of the appeal. If the instructor happens to also be the Department Chair/Program Director, then the appeal should be submitted to the appropriate Assistant Vice President providing administrative supervision for the course.

      iii. Should the Department Chair/Program Director and student fail to reach a satisfactory resolution, the Department Chair/Program Director shall forward the appeal to the appropriate Assistant Vice President providing administrative supervision for the course for review within three working days.

      iv. The Assistant Vice President providing administrative supervision for the course shall convene a hearing before the Academic Appeals Committee within three working days. The Assistant Vice President shall serve as the committee chair. The Committee shall consist of four faculty members randomly selected from the Academic Appeals Committee membership. The Committee shall meet to discuss the grade appeal and may hear from the student, the instructor, and any other individuals that the Committee deems appropriate. If the Committee finds the grade received was inappropriate, the Committee shall determine a method by which the grade will be re-evaluated. The resulting grade, if different, must be submitted within College guidelines and may not be appealed further. Should the Committee find the grade received by the student as appropriate, the Committee shall direct that no action be taken to change the final grade and the findings shall be submitted to the Vice President for Instruction and Support Services within 24 hours. The Vice President shall notify the student of the committee's findings within three working days.

      v. In cases where the Academic Appeals Committee finds that the grade received by the student was appropriate, the student may submit a written appeal to the Vice President for Instruction and Support Services within three working days. The Vice President shall review all evidence related to the appeal, conduct any interviews deemed appropriate, and render a decision within three working days. The decision rendered by the Vice President for Instruction and Support Services will be considered final.

3. Failure of a student to pursue a grade appeal in accordance with the provisions of this policy or any publications derived there from shall be deemed unacceptable and the grade assigned will be the grade of record.

4. This policy shall apply to all credit courses offered by the College regardless of length, credit awarded, method of delivery, time of delivery, or other similar factors.

GRADE REPORTS   4.22
At the end of each semester, student grade reports are available online through WebAdvisor. Student grade reports are no longer mailed to the students.

DISTANCE LEARNING EDUCATION   4.23
The grading system of the host institution will be used. The letter grade, issued by the host institution, will be posted to the student transcript.

REPEATING COURSE WORK   4.24
To raise a grade in any course, the student must reregister for the course. Only the last grade earned will be counted in calculating the total number of credit hours and grade point average. Any required course in which an "F" is received must be repeated and passed to graduate. Veteran students will not receive any educational benefits (pay) for courses previously attempted and passed. After the third repeat, including courses taken as audit, approval is required from the Vice President of Instruction and Support Services to register for the course again.

WAIVER OF PREREQUISITES   4.25
Before a prerequisite may be waived, the student must document or demonstrate abilities in the subject area. The student must consult with and have approval from the appropriate Assistant Vice President in Educational Services. The approval must be forwarded to the Vice President of Instruction and Support Services for consideration and approval before waiver is granted. If the prerequisite is waived, the student must make application in the Registrar's Office to take "Credit by Examination" in the course that was waived. This proficiency exam must be taken and passed within the semester for which it is waived or the student must take the course the first succeeding semester the course is offered by the College in order to be permitted to register for any additional courses in the program which are affected by the prerequisite requirement.

PROGRAM (CURRICULUM) CHANGE PROCEDURES   4.26
To change from one curriculum to another or change from special credit status: Students must request an interview in the Admissions Office to discuss changing programs. When a program change is approved in the Admissions Office, the program change becomes effective at the beginning of the ensuing semester.

When a student changes from one curriculum to another, any course taken in the previous program which is applicable to the new program will be carried to the new program with the grade earned in that course. After a student has completed at least nine credit hours (9) in the new curriculum with a grade point average of 2.0 or better in those courses, he/she may request the Registrar to reevaluate their academic record. The Registrar

will evaluate the student's academic record, and all courses not in the present curriculum will not be used in calculating the students grade point average.

Financial Aid and/or Veterans Education Assistance recipients should consult with the Financial Aid Officer and/or the Veterans Affairs Officer prior to requesting a program change. Not all programs are approved for benefits.

PROGRAM COMPLETION REQUIREMENTS   4.27

Students are allowed a maximum of five years to complete a program. If the student does not complete the program within a five year period, he/she will be required to follow the current catalog or state approved curriculum guide (if different from catalog, will appear as an addendum to the catalog) in selection and registering for courses.
Any credits over ten years old whether earned at Robeson Community College or other accredited institutions will not be counted toward meeting graduation requirements. Exceptions will be made only for general education component courses when a prospective student has completed an Associate or higher level degree and the courses are equivalent to courses in the curriculum applied for at Robeson Community College.

The following list of courses will not be counted towards graduation requirements if they are over five years old: ACC 129, CIS 165, CTS 125, CTS 130, DBA 110, NET 110, NOS 110, NOS 130, NOS 230.

Course changes within programs are generally not made more often than two years. Full-time day students enrolling under the first year of a catalog can expect to complete graduation requirements with little or no change in course offerings. Part-time students and students who enroll at some time other than the first semester of the two-year period may experience some course changes in their programs. RCC staff and faculty will work with students to make adjustments in the affected course areas with minimal inconvenience to the student and without delaying the student's projected date of graduation.

Section 5

Faculty Administrative Policies & Procedures

Faculty/Administrative Policies and Procedures

FACULTY WORKLOAD POLICY   5.1

Faculty workload policy at a community college must, by necessity, be flexible.   Two categories or considerations must be taken into account when establishing instructor workloads. The first category is institutional requirements, and the second is teaching excellence. The needs of the institution, the faculty, and the students should be carefully balanced.

Faculty Workload   5.2

1. A normal full-time teaching load ranges for full-time faculty from a minimum of 18 to a maximum of 21 contact hours per semester. Part-time teaching loads are as noted on individual contracts and will not exceed more than three courses in a given semester. Full and part-time faculty workload assignments will be made by the appropriate Department Chair/Program Director with approval by the appropriate Assistant Vice President of Educational Services and the Vice President for Instruction and Support Services. Part-time teaching loads that exceed three courses must be approved by the Vice President for Instruction & Support Services and by the President, based on a recommendation by the appropriate Assistant Vice President of Educational Services. The following factors may be considered in scheduling faculty workload:

   a. 18 – 21 contact hours per semester; however, for those courses with significant lab and/or clinical hours (these hours may vary based on the needs of the institution/availability of funds) more hours may be assigned;

   b. The number of preparations;

   c. Six or seven courses or fewer based on contact hours;

   d. Student academic advising as assigned by Student Services personnel, not to exceed 50 students per instructor;

   e. Lecture class size of 30 students, not exceeding 40 without justification by the appropriate administrator (Classes with 50 or more students will be counted as two sections for full and part-time faculty);

   f. Two or fewer standing committee assignments and two or fewer *ad hoc* committee assignments;

   g. Supervision of no more than one school function (student organization advisor, etc);

   h. Online courses treated the same as traditional courses relative to contact hours credited for instructional load and for pay purposes.

If an instructor's workload varies from the above, a justification should be discussed with the instructor, the Department Chair/Program Director, the appropriate Assistant Vice President of Educational Services, and final approval is granted by the Vice President for Instruction & Support Services.

The request for an instructor workload change must be submitted to the Vice President of Instruction and Support Services for final approval.

2. Full-time faculty may be assigned day, evening, and/or online curriculum classes to achieve a normal teaching workload.

3. Full-time faculty members asked to teach an overload will be compensated at the part-time rate for which they qualify, provided the following:

    a. Funds are available;

    b. The instructional workload exceeds the normal contact hours for a semester (the only exception will be full-time instructors who teach three hour courses – overload for these instructors will be paid when the contact hours exceed 18 hours provided the instructor teaches only three hour courses – in this case, overload will be paid when an instructor exceeds six courses or 18 hours);

    c. No faculty member will teach more than 21 contact hours per week without written justification from the appropriate Assistant Vice President of Educational Services and approval by the Vice President for Instruction & Support Services. *All overloads must be approved by the appropriate Assistant Vice President for Educational Services and the Vice President for Instruction and Support Services upon the recommendation by the appropriate Department Chair or Program Director. (**Attachment 13**)

4. If the appropriate administrator concludes that an instructor with less than a full load is engaged in activities of value to the College, that instructor may receive additional pay at the part-time rate for hours taught, day or evening. A written justification should be prepared and maintained for two years.

5. Institutional funding or low FTE generation by instructors may require, on occasion, that some instructors teach an overload without compensation. The situation should be documented for the faculty, and the overload distributed to all faculty members and programs as evenly as possible.

6. Faculty are required to maintain a minimum of three to five office hours per week. For the convenience of students who seek assistance and guidance, the schedule of these office hours must be posted within each instructor's office area, course syllabus and member welcome page of CampusCruiser. Students may make appointments if posted office hours conflict with student schedules. Office hours should be distributed consistently throughout the week to accommodate student needs.

7. Faculty that teach online courses are required to maintain at least one online virtual office hour per week. The day and time must be posted in the course syllabus and in BlackBoard or Moodle.

8. Faculty that teach developmental mathematics, reading and English are required to participate in current pedagogical perspectives that support this population of students, such as staffing the Open Math Lab and the Writing Center of *The Learning Center (TLC)*. The number of hours will be coordinated with the appropriate Department Chairperson.

9. Full-time instructors will be expected to be on campus anytime necessary to conduct their required duties. All instructors are expected to be on campus a minimum of 35 hours during the normal workweek unless released with appropriate justification by

the appropriate Department Chair/Program Director. Copies of all instructor teaching schedules to include office hours must be submitted by the department chair/program director to the appropriate Assistant Vice President for Educational Services for approval. A copy must also be sent to the Vice President for Instruction and Support Services. This must be done within two weeks of the start of the semester.

10. Faculty receiving release time for other college duties must have approval from the appropriate Department Chair/Program Director, the Assistant Vice President(s) of Educational Services, and the Vice President for Instruction and Support Services. (**Attachment 14**)

Faculty Workweek   5.3

1. The "normal" workweek, which includes instruction, preparation, and administration, shall be a minimum of 35 clock hours per week to include non-instructional work days.

2. The difference between teaching hours and the 35 hours shall be used for committee meetings, administrative duties, course preparation, and/or other assigned responsibilities.

3. Faculty must be in compliance with the College's Secondary Employment Policy as set by the College's Board of Trustees. (**Attachment 9**)

Faculty Summer Employment   5.4

Curriculum faculty are employed under a 9-month, 10-month, or 12-month contract depending upon the program in which they teach.

For those faculty employed on a 12-month contract, they will be paid on a 12-month basis. Faculty that are employed on a 9-month or 10-month contract will be paid a salary based on the 9-month or 10-month contract.

Faculty employed on 9-month or 10-month contracts will have the option of teaching summer courses on a part-time basis and compensated at the approved part-time rate.

Faculty teaching part-time in the summer will be based on student demand and course offerings.

Department Chair/Program Director Workload   5.5

1. A normal full-time teaching load for Department Chairs ranges from a minimum of 9 to a maximum of 12 contact hours per semester and 12 to 15 contact hours for Program Directors due to other administrative duties. The assignments will be approved by the appropriate Assistant Vice President of Educational Services. The following factors may be considered in scheduling Department Chair/Program Director workload:

    a. 9 to 12 contact hours for Department Chairs and 12 to 15 contact hours for Program Directors per semester (these hours may vary based on the needs of the institution, availability of funds, and/or student needs);

b. Student academic advising as assigned by Student Services personnel, not to exceed 50 students per instructor;

c. Lecture class size of 30 students, not exceeding 40 without justification by the appropriate administrator (Classes with 50 or more students will be counted as two sections);

d. Two or fewer standing committee assignments and two or fewer *ad hoc* committee assignments;

e. Employed under a 12-month contract.

If a Department Chair/Program Director's workload varies from the above, a justification should be discussed with the appropriate Assistant Vice President of Educational Services and the Vice President for Instruction & Support Services.

2. Department Chairs/Program Directors may be assigned day, evening, and/or online curriculum classes to achieve a normal workload.

3. Department Chairs/Program Directors asked to teach an overload will be compensated at the part-time rate for which they qualify, provided the following:

a. Funds are available;

b. The teaching workload exceeds the normal contact hours for a semester;

c. No Department Chair/Program Director will teach more than the specified contact hours per week without written justification from the appropriate Assistant Vice President of Educational Services and approval by the Vice President for Instruction & Support Services.

4. If the appropriate administrator concludes that a Department Chair/Program Director who has less than a full load is engaged in activities of value to the College, the Department Chair/Program Director may receive additional pay at the part-time rate for hours taught, day or evening. A written justification should be prepared and maintained for two years.

5. Department Chairs and Program Directors will not receive overload compensation for programs that require significant clinical hours.

6. Institutional funding or low FTE generated by Department Chairs/Program Directors may require, on occasion, that some Department Chairs/Program Directors teach an overload without compensation. The situation should be documented for the Department Chair/Program Director and the overload distributed to all Department Chairs/Program Directors and programs as evenly as possible.

7. Department Chairs/Program Directors are expected to maintain a minimum of three to five office hours per week. For the convenience of students who seek assistance and guidance, the schedule of those office hours must be posted within each Department Chair's/Program Director's office area. Students may make appointments if posted office hours conflict with student schedules. Office hours should be distributed consistently throughout the week to accommodate student needs.

8. Department Chairs/Program Directors will be expected to be on campus anytime necessary to conduct their required duties. All Department Chairs/Program

Directors are expected to be on campus a minimum of 35 hours during the normal workweek unless released with appropriate justification by the appropriate Assistant Vice President of Educational Services.

Department Chair/Program Director Workweek   5.6

1. The "normal" workweek, which includes instruction, preparation, and administration, shall be a minimum of 35 clock hours per week.

2. The difference between teaching hours and the 35 hours shall be used for committee meetings, administrative duties, course preparation, and/or other assigned responsibilities.

3. Department Chairs/Program Directors must be in compliance with the College's Secondary Employment Policy as set by the College's Board of Trustees. (Attachment 9)

Course Syllabus Standards   5.7

All course syllabi must be created using the College's standard course syllabus template **(Attachment 10).** Course syllabi must be uploaded to the Syllabus link in CampusCruiser before the first day of class. Faculty should refrain from photocopying course syllabi.

Students are required to sign an appropriate Syllabus Receipt Acknowledgement Form (SRAF), which will be kept on file by the instructor for the period of less than two academic semesters. Faculty should direct students to the Syllabus link in CampusCruiser and direct them to print the SRAF and submit before the third scheduled class meeting.

Syllabi must be submitted to and approved by the appropriate Department Chair or Program Director prior to being uploaded to CampusCruiser. Once course syllabi have been approved by the appropriate Department Chair/Program Director, an electronic copy of the final approved version must be submitted to the Secretary for Educational Services. Course syllabi should be named using the following naming scheme and must be on file with Educational Services before the first day of class:

COURSE PREFIX COURSE#_SECTION#_SEMESTER AND YEAR_Faculty last name (**All Caps no spaces**)
EXAMPLE: PSY150_N2_FA11_SIGMON
EXAMPLE: ENG112_D1_FA11_WREN
EXAMPLE: CIS110_N1_SP12_IVEY

Full-time/Part-time Instructional Coordination Process   5.8

Department Chairs/Program Directors or their designated representatives will be responsible for participating in the orientation of part-time instructors at the beginning of each semester in coordination with the Assistant Vice Presidents of Educational Services. This orientation will ensure that there is no difference between full-time and part-time course offerings and that requirements are coordinated between them.

The purpose of this coordination process is to provide consistent quality instruction between full and part-time instruction at Robeson Community College. Procedures for requesting supplies, equipment, or other items necessary for instruction will also be provided.

Pay Option for Nine-Month and Ten-Month Contract Faculty 5.9

Pay for nine-month and ten-month contracts may be spread over twelve months at the option of individual faculty members. Those who feel that this pay option would be best for them should notify in writing the Vice President for Business Services of their desire to have their pay set up in this manner. Faculty members desiring this option should inform the Vice President for Business Services no later than May 1 prior to the July 1 beginning of the fiscal year. If this option is chosen, faculty must remember that in the first year if the faculty member is not working twelve months, then he/she will not receive pay in July for the first year.

Faculty can change the pay option back to nine or ten months pay over nine or ten months in the same manner. The faculty member must notify the Vice President for Business Services that he/she desires to change back to nine or ten months pay over nine months or ten months not later than May 1 for implementation in the following fiscal year beginning on July 1.

A new faculty member hired prior to the start of the fiscal year (July 1) can request in writing to be paid using this pay option. If faculty are hired after the start of the fiscal year, the faculty member must wait until May 1 of the next year to declare this option.

Section 6

Employment Process

Board Policy
Adopted: November 10, 2008

EMPLOYMENT POLICY

Policy:
It is the policy of Robeson Community College to employ qualified faculty and professional support staff in accordance with all applicable federal, state, local and North Carolina College Community System laws and regulations in order for the College to carry out its mission.

Criteria/Comments:
1. Robeson Community College is committed to equality in employment opportunity and does not discriminate against employees or applicants for employment on the basis of any legally protected status. The College imposes only job-related requirements in all employment and transfer decisions and in all personnel actions. This shall include but not be limited to compensation, benefits, training, social programs, and termination.

2. Selection of personnel is the responsibility of the Board of Trustees upon recommendation by the President except for the President who must be approved by the State Board for Community Colleges in accordance with 23 NCAC 02C.0201.

3. Recommendations for appointment of full-time faculty and full-time exempt staff are made to the Board of Trustees by the President of the college. The appointment of full-time non-exempt personnel are approved by the President and presented to the Board for informational purposes.

4. Adjunct faculty and part-time staff are appointed by the President upon a recommendation from the division Vice-President. Appointments by the President shall be presented to the Board of Trustees for information purposes.

5. At times the College may employ temporary personnel to meet workloads demands in various departments. The hiring of temporary personnel is coordinated through Human Resources Office in conjunction with department personnel and/or the division Vice President. The President shall approve all requests for temporary personnel.

6. Full-time faculty appointments are made on a year-to-year basis. Contracts may be issued on a three, nine, ten, or twelve-month basis according to the needs of the college. Adjunct faculty contracts are issued on a semester-to-semester basis or as needed not to exceed a six-month period.

7. The College shall seek to employ women and minorities in administrative positions in accordance with 23 NCAC 02C.0703.

8. All employees of the College are "at-will" employees and serve at the pleasure of the Board of Trustees. The College may terminate the contract of employment at any time without cause or reason. Furthermore, no employee, full-time or part-time, should anticipate or expect continued employment beyond his or her contract term.

9. All new-hires (full time and part time) must submit to appropriate background checks and will only be allowed to begin work once the check(s) is/are complete and the outcome has met College's expectations.

10. Robeson Community College hires only persons who may legally work in the United States of America, citizens and nationals of the United States, and aliens authorized to work in the United States.

It is intended that this policy comply with all applicable sections of the North Carolina Administrative Code, General Statutes, and State Board for Community College policies.

---End of Policy---

EMPLOYMENT PROCESS POLICY 6.2

Robeson Community College's employment process is designed to effectively administer its Board approved Employment Policy. The stated procedures are intended to help ensure the fair and equitable declaration of job vacancies and the employment of competent and qualified personnel, while adhering to all applicable federal, state, and local employment laws, North Carolina General Statutes, North Carolina Administrative Code, North Carolina Community College System Office requirements, and the Principles of Accreditation of the Commission on Colleges of the Southern Association of Colleges.

FULL-TIME EMPLOYMENT 6.3

Step One: Declaration of a Vacancy
Program Directors, Coordinators, and Department Chairs identify the need for personnel, arising from resignations, retirements or increasing workloads in their area. The incumbent communicates this need to the area Assistant Vice President who, if in agreement, completes a Request for Personnel Form (RFP) and a Position Vacancy Announcement (PVA). In some instances, the completion of these forms may be designated to other individuals in the department or the Vice-President.

The area Assistant Vice-President forwards the RFP and the PVA to his/her designated Vice-President who either approves/disapproves the request. Upon approval by the Vice-President, the RFP and the PVA are forwarded to the President for his review. Final approval to initiate the search for applicants who possess the proper qualifications to satisfy the college's academic and professional standards lies with the President.

Step Two: Recruitment
Upon receiving the approved RFP and PVA, Personnel Services begins the position advertisement and applicant recruitment process. Each vacancy announcement is posted on the college's website, the North Carolina Community College's website, Spartan Careers of UNC Asheville and Braves Opportunities of UNC Pembroke. In addition, all RCC Board of Trustees, RCC employees, and community college Personnel Officers receive a copy of the vacancy announcement. All vacancies are posted with the Employment Security Commission of North Carolina.

RCC employment opportunities must be advertised for a minimum of a two-week period. Specifically, vacancies are advertised in the local newspaper, The Robesonian, at least four times with the normal run days to include Sundays and Wednesdays. The College also requires that all positions be advertised in Greater Diversity News and the Robeson Journal whose readership demographics target specific minority candidates. In addition, departments may request, or Personnel services may recommend, additional advertising sources depending on the difficulty in obtaining a sufficient applicant pool. These sources 2 include, but are not limited to, the Fayetteville Observer, the Raleigh News and Observer, the Charlotte Observer, Monster.com, or other job-specific publications and websites.

Step Three: Administrative Review

Personnel Services receives all incoming applications. After the closing date for submittal of applications, Personnel Services reviews each applicant's file. All applicants with incomplete applications are contacted and given an opportunity to submit the missing materials. After having all diversity, age and other protected-class information removed from the file, applications that are complete and meet the minimum qualifications as stated in the PVA are forwarded to the screening committee.

The screening committee is a group of RCC employees appointed by the division Vice-President to review the applications, determine the qualifications of each applicant and to narrow the applicant pool to the most qualified persons. The committee consists of a division Assistant Vice-President, if applicable, the area Program Director/Coordinator, and at least one additional member familiar with the requirements for the position. In some instances, subject matter experts who are not employees of the college may be included in the committee. The committee must consist of a balanced group of individuals who represent the employee and student diversity of the college. Generally, only employees who are at least at the technical/paraprofessional level are appointed to the committee. Only those employees who have participated in the college's screening committee training are allowed to serve on the interview committee.

After receiving the application and required materials from the personnel office, each committee member must individually review each application and assess the applicant's qualifications on the college's prescribed form. Next, the committee must meet and determine as a group those applicants who should be interviewed. The committee then forwards a list of those applicants, along with the dates and times all committee members will be available to conduct the interviews to the Personnel Services Office.

Step Four: Interviews

The Personnel Services Office contacts each applicant and arranges a specific time for the applicant to meet with the screening committee. In addition, applicants are notified of any additional requirements that will be expected of them, such as teaching demonstrations that are required of all prospective faculty members. Furthermore, if feasible due to scheduling dates, each applicant normally receives written notification of his/her scheduled interview time, along with directions as to where he/she should report on campus.

The screening committee interviews each qualified applicant and documents their assessment of the applicant on the college's prescribed form. After the final interview has been completed, the committee determines two to four applicants who are most qualified for the position based on their assessment of the applicants during the interview process. Those applicants are recommended for secondary interviews with the division Vice-President and the President of the College.

Step Five: Recommendation of Employment

All Level III and above, including faculty, positions on the College's salary plan must be approved by the Board of Trustees. The President has the authority to fill Level I and Level II positions and usually shares these appointments with the Board of Trustees as an information item. The President recommends the employment of all other positions to the

Board of Trustees for its approval. Recommendations for employment (and employment information items) are presented to the Board of Trustees on the College's prescribed form, which is completed by the division Vice-President.

Step Six: Verification Practices
The college conducts criminal background checks on all candidates who are recommended for employment. Any employment offer is contingent upon the successful outcome of the screening. Furthermore, the college reserves the right to administer a personality assessment, a skills test, and a credit check on/to potential candidates for employment. The College also screens newly hired employees for citizenship status using the E-Verify process as administered by the Social Security Administration and the Department of Homeland Security.

Step Seven: Employment Contract
Once an individual has been officially employed, the President's Office has an Employment Contract prepared for signing by the employee and the Secretary of the Board of Trustees. This contract establishes the legal employee/employer relationship and remains in effect in accordance with the terms and provisions of the contract. Note: Level I and Level II employees do not sign an Employment Contract.

PART-TIME EMPLOYMENT   6.4

From time to time the College has a need for part-time personnel and adjunct faculty. When such a need exists, the division Vice-President, working with his/her staff, is authorized to seek applicants to fill positions. When an individual is selected to fill a part-time position, the division Vice-President or his/her designee will initiate a criminal background screening through Personnel Services. The results of the screening and submission of all application materials makes an individual eligible for part-time employment.

All applicants for part-time employment are to follow the same procedures as listed for full-time personnel. See the *College Board Policy Handbook* for employment policies and procedures for full-time faculty.

The appropriate Assistant Vice President of Educational Services and the Department Chair/Program Director, through careful screening of the available applications with necessary qualifications, select candidates they deem qualified to teach available courses. All faculty must meet SACS credential requirements as well as specific program accreditation requirements.

All new part-time faculty must be approved by the appropriate Assistant Vice President of Educational Services, the Vice President for Instruction and Support Services, and the President. Approval of part-time faculty will be granted only when the faculty member meets the required credentials needed to teach the course, has satisfactorily completed the interview process, when a satisfactory criminal background check has been documented, and when a complete application including official transcripts is on file in the office of the Personnel Specialist.

The part-time personnel/class approval request (First Time Employment) form must be completed prior to employment (Attachment 1).

Part-time faculty are employed on a semester basis and only if classes have sufficient students to justify the course.

STUDENT ACCESS TO PART-TIME FACULTY   6.5

To provide adequate access to part-time faculty, all part-time faculty will announce in their first week of class that students may make appointments to see the instructor prior to or after the next scheduled class meeting. Instructors, both part-time and full-time, are encouraged to place their home and work telephone numbers and their email address on their syllabi to facilitate student contact.

Also, instructors are required to place their Campus Cruiser email address on course syllabi with a description of the most optimal time to contact and estimated response time.

Section 7

General Policies and Procedures

Board Policy
Adopted: November 10, 2008

COPYRIGHT USE AND OWNERSHIP POLICY

Policy:
It is the policy of Robeson Community College to comply with all applicable laws regarding copyright use and ownership. As an institution devoted to the creation, discovery, and dissemination of knowledge, RCC shall support responsible, good faith exercise of full fair use rights, as codified in 17 U.S.C. § 107, by faculty, librarians, and staff in furtherance of teaching and service activities and copyright ownership for creative, non-directed works by faculty, staff, and students subject to the comments and clarifications provided below.

Comments/Clarifications:
1. To the extent possible, the College shall inform and educate its employees about the fair use and application of the four fair use factors as set forth in 17 U.S.C. § 107 and as interpreted in applicable case law. The four fair use factors are 1) the character and purpose of the proposed use; 2) the nature of the work to be used; 3) the amount and substantiality of the portion to be used; and 4) the effect on the market or potential market for the work.

2. The College shall develop and make available resources concerning copyright laws in general and the applications of fair use in specific situations.

3. Traditional works or non-directed works shall be defined as a pedagogical, scholarly, literary, or aesthetic (artistic) work originated by a faculty or other employee resulting from non-directed effort. Such works may include textbooks, manuscripts, scholarly works, fixed lecture notes, distance learning materials not falling into one of the other categories of this policy, works of art or design, musical scores, poems, films, videos, audio recordings, or other works of the kind that have historically been deemed in academic communities to be the property of their creator. Traditional works or non-directed works involving any use of College time or resources shall be the property of the institution unless otherwise agreed to in writing by the President of the College or his/her designee prior to the work being done.

4. Directed work shall be work that are specifically funded or created at the direction of the institution, and this work shall be the property of the College.

5. Sponsored or externally contracted work shall be work of any type developed using funds supplied under a contract, grant, or other arrangement between the College and third parties. This work shall be the property of the College unless otherwise agreed to in writing by the President or his/her designee prior to the work being done.

6. Works by independent contractors are considered Works for Hire. Works by independent contractors shall be owned in accordance with the contract under which the work was created.

7. Works by students are considered to be papers, computer programs, theses, artistic and musical works, and other creative works made by students. Ownership of the copyright to these works belongs to the student unless previously approved in writing by the President.

8. In cases where an invention or creation is subject to protection under both patent law and copyright law, if the College elects to retain title to its patent rights, then the inventor/creator(s) shall assign copyright to the College and the College shall be compensated in accordance with any royalty provisions of the College's patent policy.

9. The President shall designate an administrative office or administrator responsibility for implementing this policy.

10. The President shall designate a dispute resolution mechanism for resolving any disputes which may arise from this policy.

It is intended that this policy comply with all applicable sections of the North Carolina Administrative Code, General Statutes, and State Board for Community College policies.

-----End of Policy-----

PATENT POLICY

Policy:
It is the policy of Robeson Community College to support the development and utilization of discoveries consistent with the public good on a limited basis through patents, licenses, and other means provided it is consistent with the mission of the college.

Comments/Clarifications:

1. The primary objective of this policy is to establish principles that will guide procedures related to any inventions or discoveries that result in a patent or license that eventually leads to the commercial utilization in such a manner that the interests of the College, inventor, and sponsor are safeguarded while recognizing the right of the inventor to financial benefits from the invention or discovery.

2. This policy shall apply to all College employees, both full and part time, including faculty, professional staff, and students. With prior written agreement, this policy may be applied to persons not associated with the College who make their inventions available to the institution under circumstances where the further development and refinement of the inventions are compatible with the education programs of the College.

3. Patents on inventions made by College employees or students may be applied for in any country by the institution or through an authorized agent(s) or assignee(s). The institution shall exercise its rights of ownership of such patent(s), with or without financial gain, with due regard for the public interest, as well as the interests of inventors and sponsors concerned.

4. Inventions or discoveries made by College personnel or students entirely on their personal time and not involving the use of College facilities or materials are the property of the inventor except in case of conflict with any applicable agreement between the College and the federal or state government or agency thereof.

5. Personnel or students who claim that inventions are made on personal time have the responsibility to demonstrate that inventions so claimed are invented on personal time.

6. If the inventor so desires, inventions or discoveries made on personal time and utilizing the inventor's own facilities and materials may be assigned to the College. Under this arrangement, the procedures will be the same as for inventions or discoveries made by College personnel on college time and/or with the use of college facilities and materials.

7. Pursuant to this policy the College, after consultation with the inventor, may in its discretion and upon such terms as it deems appropriate, cause its rights to a discovery or invention, if any, to be released and waived to the inventor if the institution is convinced that the discovery or invention is clearly one that is non-patentable, that it does not warrant further evaluation as to patentability, or if the discovery or invention

has been returned to the institution after negative evaluation by the institution's agent(s).

8. Income earned by the College from its patent and licensing activity shall be held in a separate fund by the institution to support Board-approved educational activities consistent with the policies of the State Board for Community Colleges, the North Carolina Administrative Code, and/or the North Carolina General Statutes.

9. The President, or any person designated by him/her, is authorized to negotiate with reputable agencies or firms to secure for the institution and arrangement for patent management, including competent evaluation of invention disclosures, expeditious filing of applications on patents, and licensing and administration of patents in consultation with the Board of Trustees.

10. This patent and ownership policy shall be considered a companion policy with the College's Copyright Use and Ownership Policy.

11. The President shall designate an administrative office or administrator responsibility for implementing this policy.

12. The President shall designate a dispute resolution mechanism for resolving any disputes which may arise from this policy.

It is intended that this policy comply with all applicable sections of the North Carolina Administrative Code, General Statutes, and State Board for Community College policies.

-----End of Policy-----

DISPOSAL OF REFERENCE BOOKS POLICY

Policy:

It is the policy of Robeson Community College that all solicited and unsolicited text and reference books provided to College employees by publishers/book vendors or other sources, whether for review or use purposes, be disposed of using the policy outlined below.

Comments/Clarifications:

1. This policy regarding the disposal of text and reference books, whether solicited or unsolicited, applies to all full-time and part-time employees of the College.

2. It is the intent of the Board that this policy assist all employees in avoiding conflict of interest doctrines and ethical issues, whether real or perceived, in dealing with the disposal of text or reference books obtained while one is an employee of the College.

3. Faculty and staff are encouraged to solicit desk/examination copies of textbooks and reference materials for review and/or for reference purposes for classes to be taught by the College. Faculty and staff are also encouraged to accept unsolicited textbooks and reference materials for review and use in the College's instructional programs or libraries in that these may be resource materials for students.

4. At such time as solicited or unsolicited textbooks and reference materials are no longer needed for instructional or reference purposes, the employee should take one of the following actions:
   a. Offer the textbook and/or reference material to a colleague or peer within the College for their use; or
   b. Offer the textbook and/or reference material to the College Library for use as reference material for students; or
   c. Have the Physical Plant Coordinator pick the textbook and/or reference material up for storage and sale by the College.

5. The College's administrative staff shall dispose of the surplus textbooks and/or reference materials using any legal means at least once a year.

6. Proceeds from the sale of surplus textbooks and/or reference materials, whether solicited or unsolicited, shall be deposited in a special fund of the College by the Vice-President of Business Services and used for student scholarship or other purposes as approved by the President or Board of Trustees.

7. It is intended that this policy comply with all applicable sections of the North Carolina Administrative Code, General Statutes, and State Board for Community College policies.

-----End of Policy-----

MAINTENANCE OF OFFICE AND WORK AREAS POLICY

Policy:
It is the policy of Robeson Community College that all office and work areas be kept clean and orderly at all times.

Comments/Clarifications:

1. Faculty and staff are responsible for maintaining their offices and work areas in a clean and orderly fashion.

2. Supervisors are responsible for having their employees maintain work areas according to the requirements of this policy. Each supervisor should:

    a. Make sure aisles, floors, walls, and other general use areas are free of debris and other unnecessary items.

    b. Monitor classrooms, laboratories, offices, and other work areas to make faculty and staff are maintaining them properly. Maintenance requests should be placed when needed.

    c. Arrange for the removal of any items from the workplace that are not needed for the flow of business or the enhancement of employee comfort. College policies for inventoried equipment and furniture shall be followed.

    d. Report to the College's Safety Officer any existing or potential workplace hazards and safety violations.

3. The College will attempt to maintain the temperature, lighting, and noise level of its facilities at a level that is comfortable for employees, students, and other patrons. Employees should inform their immediate supervisor of any concerns about working conditions.

4. Employees must abide by all tobacco use restrictions established by the College, state or local law, and may use tobacco products only in authorized areas.

It is intended that this policy comply with all applicable sections of the North Carolina Administrative Code and General Statutes. This policy language is copyrighted by Personnel Policy Services, Inc., Louisville, Kentucky and adapted by the Robeson Community College's Board of Trustees for internal use as a subscribing organization with permission of the copyright holder. All content is protected under the copyright laws of the United States.

-----End of Policy-----

INCLEMENT WEATHER POLICY

Policy:
It is the policy of Robeson Community College that when the threat or presence of inclement weather presents a hazard to College personnel, students and visitors, that it shall be the responsibility of the President to make the decision to close the campus and/or cancel curriculum and continuing education programs offered at various locations in the county.

Comments/Clarifications:
Inclement weather is defined to include but is not limited to ice and snow storms, tornadoes, hurricanes, and other weather that presents a danger to students, faculty, and staff while attending or traveling to and from the College.

The President will notify the Vice-Presidents and other appropriate College personnel of his/her decision, and these staff in turn will notify the appropriate media of the decision in accordance with the College's Emergency Procedures and Safety Manual.

In the event the President is out-of-place or is not in a position to make a decision on inclement weather, it will be the responsibility of the Vice-Presidents to make a collaborative decision concerning the action to be taken. Should the President and one or more of the Vice-Presidents be out-of-place or not in a position to make a decision, then it will be the responsibility of the remaining Vice-Presidents to make the decision in a collaborative manner.

Every effort should be made to notify the College patrons, faculty, and staff of decisions to close the campus and/or cancel classes using the College's switchboard, website, email, audio, and visual media.

In the event the College is closed due to inclement weather, faculty and staff will not be required to use leave time due to the closing. When classes are cancelled but the College is open, faculty and staff that are unable to report for duty will be required to use leave time for the absence or have their pay adjusted accordingly.

-----End of Policy-----

Board Policy
Adopted: November 12, 2007

CAMPUS SAFETY AND SECURITY POLICY

Policy:
It is the policy of Robeson Community College to make reasonable efforts to provide for the security of its property, its employees, students, and authorized visitors to its premises.

Comments/Clarifications:
1. The College shall appoint a Security Administrator to oversee the College's security policies and procedures. The Security Administrator's responsibilities shall include:

    a. Recommending, implementing, enforcing, and auditing all security procedures;

    b. Evaluating, installing, maintaining, and operating all security devices and systems;

    c. Employing and overseeing off-duty police officers and guards or contracting with and overseeing guard services, as appropriate;

    d. Assisting the Personnel Department in background investigations of applicants for employment;

    e. Communicating with and maintaining relationships with law enforcement agencies;

    f. Developing systems to issue and control employee identification devices and keys;

    g. Monitoring all solicitations and access by non-employees to College premises;

    h. Investigating theft and vandalism occurring on College premises or involving College property; and

    i. Communicating security procedures to employees and training employees with respect to their security responsibilities.

2. Employees may be issued identification badges to be worn while on the College premises.

3. Customers, suppliers, and guests may be asked to sign in, identify themselves, and/or obtain a special visitor's badge. The College reserves the right to require visitors be escorted by a College employee while on the premises. Should a visitor's badge be issued, it must be returned upon leaving the premises.

4. Employees, customers, suppliers, and guests are prohibited from possessing firearms or other weapons (i.e. dynamite cartridge, bomb, grenade, mine, powerful explosive device, BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded

cane, switchblade knife, blackjack, metallic knuckles, razors, firework, or any sharp pointed or edged instrument) on College property and at events sponsored by the College unless specifically required for education purposes or the event they are attending.

5. Employees are prohibited from carrying weapons in employer-provided vehicles unless for educational purposes or college-related purposes, and are discouraged from carrying weapons in personal vehicles while on college business. (Note: See item number 4 for the definition of weapons.)

6. Employees who take College property or equipment off premises must have their supervisor's written authorization unless the property or equipment is required for instructional or college-related purposes. Removing property or equipment without authorization may result in discipline. Employees are responsible for the proper care and return of all College property and equipment assigned to them or in their possession.

7. Employees may be searched, questioned, and are subject to surveillance whenever the College believes this is necessary to maintain security. In addition, the College may inspect the contents of college-owned lockers, storage areas, file cabinets, desks, and work stations at any time and may remove all College property and other items that are in violation of College rules and policies.

8. Personal property brought onto the College's premises, such as vehicles, packages, briefcases, backpacks, purses, bags, and wallets, may be subject to inspection provided there is probable cause to do so.

9. Employees working in sensitive or high-security jobs must meet any applicable special security clearance requirements specified for those jobs. These requirements may include more extensive background checks, fingerprinting, bonding, or other special security measures. Failure or inability to meet or comply with any special security requirements is grounds for termination of employment or rejection of an applicant.

10. Employees may enter or remain on the College's premises outside their normal working hours when there is an acceptable reason to do so. Security personnel should be notified if an employee is on campus outside normal duty hours, when practical, for safety and security purposes.

11. Employees are expected to exercise reasonable care for their own protection and for that of their personal property while on the College premises.

12. The College assumes no responsibility for loss, damage, or theft of personal property.

13. Employees are expected to know and comply with the College's security procedures and should report any violations or potential problems to the Security Administrator.

14. Violations of College security rules or procedures will result in disciplinary action, up to and including termination. In addition, illegal acts committed by employees may be reported to law enforcement authorities.

It is intended that this policy comply with all applicable sections of the North Carolina Administrative Code, General Statutes, and State Board for Community College policies.

-----End of Policy-----

Board Policy
Adopted: June 12, 2006

EMPLOYEE TRAVEL POLICY

Policy:
It is the policy of Robeson Community College that business travel must be approved in advance by the employee's Immediate Supervisor and/or the President, and should be engaged in and reimbursed according to the guidelines below.

Comments/Clarifications:

1   Employees holding positions that require travel are expected to travel as a condition of employment. For all other jobs, travel is considered an incidental function of the position, but may be required.

2   All employee travel must have prior approval by the employee's immediate supervisor and the President on the prescribed Travel Request Form whether inside or outside the College service area.

3. The College maintains reimbursement guidelines that are provided by the NCCCS Office and Board of Trustees. All reimbursement will be in accordance with these guidelines. The guidelines are reviewed regularly and therefore updated from time to time. It is the employee's responsibility to acquaint himself/herself with the reimbursement rates before travel occurs and to seek clarification as needed from the Business Office staff.

4. Employee expenses for approved travel will be paid and/or reimbursed when properly documented by the employee on the designated Reimbursement Voucher and approved by the appropriate supervisor. Examples of expenses normally reimbursed or paid include transportation, meals, lodging, registration expenses, parking fees, and limited incidental expenses. Employees who have special requests regarding travel expenses reimbursement should request approval from their supervisor before incurring expense.

5. Any travel expenses considered unreasonable given the travel or outside current policy will not be paid or reimbursed and are the employee's personal responsibility.

6. Employees are not ordinarily reimbursed for expenses of spouses or significant others unless the President or the Board Chair deems it that that person's presence had a bona fide business purpose.

7. The College <u>does not </u>provide cash advances for travel. The College may, however, prepay lodging expenses, registration fees, and other travel expenses that can be determined prior to a trip and are considered reasonable by the President. Credit cards and preprinted checks are College property, and their use must be properly documented and approved by the College Chief Financial Officer or his/her designee.

8. Time spent by nonexempt employees traveling away from home on College business during normal working hours is considered hours worked for pay purposes.

9. Employees traveling on College business are representatives of the College and are expected to maintain a high level of professionalism and to follow all College policies and procedures.

It is intended that this policy comply with all applicable sections of the North Carolina Administrative Code, General Statutes, and State Board for Community College policies.

-----End of Policy-----

WORK HOURS POLICY

Policy:
It is the policy of Robeson Community College that the time and duration of working hours for employees of the College be established based on work load and production flow, customer service needs, the efficient management of human resources, and other factors in accordance with all applicable federal and state laws and the comments/clarifications provided below.

Comments/Clarifications:

1. The normal workweek is Sunday through Saturday, beginning and ending at midnight on Saturday, and consisting of forty hours. The normal workday will consist of eight hours of work with an unpaid meal period. Rest or coffee breaks are considered as time worked.

2. The schedule of hours for employees will be determined by the President in consultation with the Vice-Presidents and other management staff as necessary. The President and his/her designees will be responsible for informing employees of their daily schedule of hours of work, including meal periods and rest or coffee breaks, and of any changes that are considered necessary or desirable by the College.

3. The unpaid meal period for College employees shall ordinarily be 45 minutes, and paid rest or coffee breaks shall ordinarily be 15 minutes with one break in the morning and one break in the afternoon.

4. Individuals employed in executive, administrative, professional, faculty, and other exempt personnel capacities, generally are exempt from the provisions of the Fair Labor Standards Act. These employees are not required to fill out hourly time records but must account for daily attendance by completing the College's prescribed Absence Record Form.

5. Exempt employees shall not receive any overtime compensation.

6. Supervisory personnel may schedule overtime or extra shifts for Level I and Level II employees with approval of the appropriate vice-president. Supervisors may assign overtime to non-exempt employees (those employees who are subject to the minimum wage and overtime provisions of the Fair Labor Standards Act) as needed.

7. Non-exempt employees are not permitted to work overtime without the prior approval of their supervisor. For the purposes of overtime compensation, only hours worked in excess of forty hours during a workweek will be counted. Vacation, sick leave, or paid holidays will not be used in calculating overtime compensation.

8. If requested by the administration of the College, non-exempt employee attendance for lectures, meetings, and training programs will be considered hours of work, and therefore will be compensated time.

9. The College makes no provision for "reporting pay" and "on-call pay" for any employee.

10. Employees are prohibited from taking the meal period or breaks at the end of the workday.

11. In the event the College is <u>closed</u> for adverse weather or other legitimate causes, exempt employees will be expected to make that time up with no additional compensation.

12. In the event the College <u>cancels classes</u> for adverse weather or other legitimate causes, employees are expected to report to work and will be compensated accordingly. Employees who fail to report for duty will be expected to take annual leave or they will not be paid for the workday.

13. Supervisors, with the approval of the appropriate Vice-President, may allow non-exempt employees to make-up lost time during a given workweek. However, make-up will not be allowed if the lost time is the result of conditions the employee could control, if there is no work the employee is qualified to do, or if adequate supervision is not available.

14. All non-exempt employees are required to complete an individual time record showing the daily hours worked. Time records cover one workweek and must be completed by the close of each workday. The following points should be considered in filling out time records:
    a. Employees should record their starting time, time out for lunch, time in from lunch, quitting time, and total hours worked for each workday;

    b. Employees are not permitted to sign in or begin work before their normal starting time or to sign out or stop work after their normal quitting time without their supervisor's prior approval;

    c. Employees are required to take scheduled lunch or meal breaks;

    d. Employee time records should be checked and signed by the supervisor involved. Unworked time for which an employee is entitled to be paid (paid absences, paid holidays, or paid vacation time) should be entered by the supervisor on the time record. Authorized overtime should also be identified by the supervisor;

    e. Unapproved absences should not be considered as hours worked for pay purposes for any reason. Supervisors should inform employees if they will not be paid for certain hours of absence; and

    f. Filling out another employee's time record or falsifying any time record is prohibited and may be grounds for disciplinary action, up to and including termination.

15. College employees who fail to comply with provisions of or carry out this policy will be subject to disciplinary action, up to and including termination.

It is intended that this policy comply with all applicable sections of the North Carolina Administrative Code, General Statutes, and State Board of Community College policies.

-----End of Policy-----

SECONDARY EMPLOYMENT POLICY

Policy:
It is the policy of Robeson Community College to allow employees to engage in secondary employment or to hold other jobs, subject to certain restrictions as outlined below.

Comments/Clarifications:

1. Employees should not solicit or conduct any outside business during paid working hours inasmuch as administrators, professional staff, faculty, technical and paraprofessional personnel, and office personnel are expected to devote all of their working energies to the performance of their duties at the College.

2. The College requires that employees' activities and conduct away from the job must not compete or conflict with or compromise its interests, or adversely affect job performance and the ability to fulfill all responsibilities to the College.

3. Employees are cautioned to consider carefully the demands that additional work activity will create before requesting permission to seek or accept secondary employment. Secondary employment will not be accepted as an excuse for poor job performance, absenteeism, tardiness, leaving early, refusal to travel, or refusal to work overtime or different hours.

4. Employee requests for permission to accept secondary employment, including self-employment, shall be submitted in writing to the employee's immediate supervisor or vice-president. The request shall include any pertinent information about the secondary employment, the nature of the work, the hours of employment, and potential conflicts with the primary job. The immediate supervisor or vice-president will then forward the request with his/her recommendation to the president for approval or disapproval.

5. If secondary employment causes or contributes to job-related problems, it must be discontinued; and if necessary, normal disciplinary procedures will be followed to deal with specific problems.

6. Employees who have accepted secondary employment may not use paid sick leave to work on the outside job. Fraudulent use of sick leave for this purpose will result in disciplinary action.

7. The unauthorized use or application of any confidential trade information or techniques is strictly prohibited.

8. The Board of Trustees must approve all secondary employment of the President.

This policy complies with the North Carolina Administrative Code, Title 23, Chapter 2, Sub-Chapter 2C, Section .0210 requirement as authorized by Section 115D of the NC General Statutes.

-----End of Policy-----

Board Policy
Adopted: December 11, 2006

GRADE APPEALS POLICY

Policy:
It is the policy of Robeson Community College that students shall have the right to appeal a grade whether derived from a singular course event or the final grade issued for the course in accordance with the comments/clarifications/procedures outlined below.

Comments/Clarifications/Procedures:
1. Grades for individual course assignments/events as well as final grades are to be determined by the course instructor of record in accordance with the grading guidelines distributed in the course syllabus at the beginning of a course.

2. A student may appeal a grade derived from a singular course event as outlined below:
   a. Any student who has an issue with a grade resulting from an individual course event (i.e. test, pop quiz, term paper, etc.) must attempt to resolve the matter with the faculty member who assigned the grade. Appeals must be made within three working days from the date the graded product is returned or made known to the student.

   b. In the event the matter cannot be resolved, the student may appeal the grade following the procedures outlined below:
      i. The student shall present the grade appeal in writing to the Department Chair/Program Director of the area which the contested grade was awarded within three working days of the faculty member's response.

      ii. The Department Chair/Program Director shall confer with the student and instructor to seek a resolution of the appeal within three working days of receipt of the appeal. If the instructor happens to also be the Department Chair/Program Director, then the appeal should be submitted to the appropriate Assistant Vice President providing administrative supervision for the course.

      iii. Should the Department Chair/Program Director and student fail to reach a satisfactory resolution, the Department Chair/Program Director shall forward the appeal to the appropriate Assistant Vice President providing administrative supervision for the course for review within three working days.

      iv. The decision of the Assistant Vice President providing administrative supervision for the course shall be made within three working days and the decision shall be considered final.

3. Students may appeal a final course grade as outlined below:

   a. Any student who has an issue with the final course grade should attempt to resolve the matter with the faculty member who assigned the grade. Appeals must be made within <u>three working days</u> from the receipt of the final grade.

   b. In the event the matter cannot be resolved, the student may appeal the grade following the procedures outlined below:

      i. The student shall present the grade appeal <u>in writing</u> to the Department Chair/Program Director of the area within which the contested grade was awarded.

      ii. The Department Chair/Program Director shall confer with the student and instructor to seek a resolution of the appeal within <u>three working days </u>of receipt of the appeal. If the instructor happens to also be the Department Chair/Program Director, then the appeal should be submitted to the appropriate Assistant Vice President providing administrative supervision for the course.

      iii. Should the Department Chair/Program Director and student fail to reach a satisfactory resolution, the Department Chair/Program Director shall forward the appeal to the appropriate Assistant Vice President providing administrative supervision for the course for review within <u>three working days</u>.

      iv. The Assistant Vice President providing administrative supervision for the course shall convene a hearing before the Academic Appeals Committee within <u>three working days</u>. The Assistant Vice-President shall serve as the committee chair. The Committee shall consist of four faculty members randomly selected from the Academic Appeals Committee membership. The Committee shall meet to discuss the grade appeal and may hear from the student, the instructor, and any other individuals that the Committee deems appropriate. If the Committee finds the grade received was inappropriate, the Committee shall determine a method by which the grade will be re-evaluated. The resulting grade, if different, must be submitted within College guidelines and may not be appealed further. Should the Committee find the grade received by the student was appropriate, the Committee will direct that no action be taken to change the final grade and the findings shall be submitted to the Vice President for Instruction and Support Services <u>within 24 hours</u>. The Vice-President shall notify the student of the committee's findings within <u>three working days</u>.

      v. In cases where the Academic Appeals Committee finds that the grade received by the student was appropriate, the student may submit a <u>written appeal</u> to the Vice-President for Instruction and Support Services within <u>three working days</u>. The Vice-President shall review

all evidence related to the appeal, conduct any interviews deemed appropriate, and render a decision within three working days. The decision rendered by the Vice-President for Instruction and Support Services will be considered final.

4. Failure of a student to pursue a grade appeal in accordance with the provisions of this policy or any publications derived there from shall be deemed unacceptable and the grade assigned will be the grade of record.

5. This policy shall apply to all credit courses offered by the College regardless of length, credit awarded, method of delivery, time of delivery, or other similar factors.

-----End of Policy-----

EMPLOYEE APPEALS AND GRIEVANCE POLICY

Policy:
It is the policy of Robeson Community College that all employees have an appeals and grievance procedure that allows for the prompt and orderly resolution of problems and differences arising between the employee and peers or the employee and supervisor in accordance with the minimum guidelines set forth in this policy.

Comments/Clarifications/Guidelines:

1. Employees, as referenced in this policy, shall include all full-time and part-time employees whether classified as "exempt" or "non-exempt" employees.

2. In establishing this policy, the Board of Trustees seeks to assure that all employees get their problems or complaints considered in a timely fashion without fear of reprisal while minimizing costs associated with the processing of appeals and grievances.

3. An employee alleging illegal discrimination has the right to bypass the College's internal grievance procedure and appeal directly to the President. In order to appeal to the President, the employee must file a petition with the President's Office within 30 calendar days of the alleged discriminatory action.

4. The College appeals and grievance procedure requires an employee not alleging unlawful discrimination to first discuss the problem with his/her immediate supervisor.

5. After discussion with the immediate supervisor or another appropriate supervisor where the immediate supervisor has no authority over the action being grieved, the employee shall have the option to present the grievance in written form to their immediate supervisor for review.

6. The immediate supervisor shall review the allegations and all related data, solicit policy and procedure interpretations, review any other relevant information, and provide the employee with a written recommendation/finding within <u>ten calendar days</u>.

7. Prior to the immediate supervisor's review of the allegations, the employee shall have the right to challenge whether the immediate supervisor can render an unbiased recommendation, and in such cases may submit this challenge in writing to the Vice-President of the division where the employee is currently assigned. In such cases, the Vice-President shall review the allegations and all related data, and provide the employee with a written recommendation/finding within <u>ten calendar days</u>.

8. If the employee appeal/grievance is settled, then the College shall issue the final agency decision in writing within <u>ten calendar days</u> and provide copies to the employee, Personnel Office, and appropriate administrative office(s).

9. Any resolution/settlement/consent agreement achieved through this appeal/grievance process is subject to approval by the President and/or the Board of Trustees.

10. If the employee appeal/grievance is not settled and the employee has the right to further appeal, then the College shall summarize findings to that point, and notify the employee in writing of his/her right to appeal the decision to the division Vice-President within ten calendar days.

11. The employee may then appeal to the division Vice-President provided the appeal is in writing and submitted within ten calendar days of the previous decision/finding. Exceptions to this step may be granted in cases where the appeal/grievance involves the Vice-President, in which case the appeal may be submitted directly to the President.

12. The Vice-President shall review the appeal/grievance decisions/findings, review all related data, conduct interviews as deemed appropriate, solicit policy and procedure interpretations, review any other relevant information, and render a decision regarding the appeal/findings within ten calendar days.

13. If the employee appeal/grievance is settled, then the College shall issue the final agency decision in writing within ten calendar days and provide copies to the employee, Personnel Office, and appropriate administrative office(s).

14. If the employee appeal/grievance is not settled and the employee has the right to further appeal, then the Vice-President shall summarize findings to that point, and notify the employee in writing of his/her right to appeal the decision to the President within ten calendar days.

15. If the employee appeal/grievance is settled, then the College shall issue the final agency decision in writing within ten calendar days and provide copies to the employee, Personnel Office, and appropriate administrative office(s).

16. The President shall review the appeal/grievance decisions/findings, review all related data, conduct interviews as deemed appropriate, and render a decision regarding the appeal/findings within ten calendar days.

17. If the employee appeal/grievance is not settled and the employee has the right to further appeal, then the President shall summarize findings to that point, and notify the employee in writing of his/her right to appeal the decision to the Board of Trustees within ten calendar days.

18. The Board of Trustees shall review the appeal/grievance decisions/findings, review all related data, conduct interviews as deemed appropriate, and render a decision regarding the appeal/findings. The decision of the Board of Trustees shall be final.

19. The College reserves the right to use a neutral party at any time to hear an appeal or grievance and render a decision or finding on behalf of the College. In such cases, the neutral party shall have no personal, financial, or business interest or relationship to anyone participating in the dispute or to the dispute itself, except that employment by the College does not preclude service as a neutral party.

20. During the internal appeals/grievance process, attorneys or other persons may not be used to represent any party involved unless authorized by the President or Board of Trustees.

21. During the internal appeals/grievance process, the employee shall be granted no leave except that to which the employee has earned and is entitled to in accordance with College leave policies.

22. Except for the final resolution document itself, all other documents or communications generated during the appeals/grievance procedure are property of the College and shall be maintained in the appropriate administrative office.

23. Employees filing frivolous appeals and grievances may be subject to disciplinary action including but not limited to professional development, probation, or dismissal.

It is intended that this policy comply with all applicable sections of the North Carolina Administrative Code, General Statutes, and State Board for Community College policies.

-----End of Policy-----

Section 8

General Information

GENERAL INFORMATION

Class Coverage   8.1

If an instructor is unable to meet class for any reason, he/she must ensure classes are adequately covered and must submit an appropriate leave or travel request form to the Department Chair/Program Director. It is the responsibility of the faculty member, working with the appropriate Department Chair/Program Director, to secure coverage of classes.

Absence from Campus   8.2

Planned Absence

Faculty must receive prior approval from the Department Chair/Program Director and appropriate Assistant Vice President of Educational Services for being absent for scheduled classes. Additionally, faculty must submit a Leave form and an **"*Absence from Campus"*** form (**Attachment 2**) documenting the instructor(s) covering the scheduled classes. If part-time faculty are absent from any course contact hours, appropriate deductions will be made from the contracted hours. This same policy will apply to full-time faculty teaching overloads.

Emergency Absence

Any absence should be reported as soon as possible. Instructors are required to call in if they are sick and cannot meet class. The Department Chair/Program Director and/or the appropriate Assistant Vice President of Educational Services should be notified. It is important that teaching plans are available for those covering classes to follow. **Important: Upon returning to work, faculty must complete the Absence from Campus and Leave forms and submit them to the Department Chair/Program Director.**

Field Trips   8.3

Faculty taking students on field trips as part of the classroom instruction **must complete** a *"Request for Field Trip"* form. (**Attachment 3**) These forms must be submitted to the appropriate Department Chair/Program Director five working days prior to the trip. The Department Chair/Program Director, the appropriate Assistant Vice President of Educational Services, and the Vice President for Instruction and Support Services must approve the request prior to the field trip.

Guest Speakers   8.4

Instructors must complete a *"Request for Guest Speaker"* form. (**Attachment 4**) prior to the guest speaker addressing the class. This form must be submitted to the appropriate Department Chair/Program Director for approval five working days prior to the guest lecture.

Department, College, and Committee Meetings   8.5

Faculty are expected to attend and participate in department, College, and committee meetings. Attendance at and participation in these meeting will be noted in the minutes of the meetings.

Faculty Clerical Support   8.6

Secretarial help is provided for each department. This person may carry out duties such as typing examinations and handouts, photocopying, and other general office work. A reasonable turnaround time for requests should be allowed.

Individual departments may utilize work-study students. These students may be assigned routine clerical office work and are usually available one to two hours a day on a part-time basis. Students (including work-study students and lab assistants) will not be allowed to type or grade any assigned work. Work-study students are assigned on a priority basis. The College's Senior Staff prioritize work-study positions and provide the priority list to the Financial Aid Office. The Financial Aid Office will process all work-study applications and will make assignments based on priorities provided by the Senior Staff.

Faculty Committees   8.7

Committees play an important role in the operation of Robeson Community College. The committee system allows input from a variety of persons interested in the ability of Robeson Community College to serve its clients. Faculty are an integral part of the committee structure and are asked to serve on various committees on a year-to-year basis. Faculty members may read about these committees and their purposes in detail in the *Employee Handbook*. Committee assignments are made at the beginning of each academic year and are provided to all faculty members.

Faculty Association   8.8

Robeson Community College Faculty Association (RCCFA) is an organization open for all Curriculum and Adult and Continuing Education faculty to join on a volunteer basis.

The purpose of the organization is to promote the following:

Section I: The purpose, goals, and educational objectives of the College by improving the quality of faculty services to the students, the school, and the community.

Section II: A spirit of cooperation and unity among the College faculty, administration, and staff.

Section III: Professionalism through the pursuit of excellence and competency in teaching by coordinating and supporting activities that assist in the professional development of RCCFA members.

Section IV: Communication between faculty and administration in decision-making processes.

The general officers of RCCFA are President, Vice President, and Secretary/Treasurer.

A more comprehensive outline of the RCCFA is located in the *Employee Handbook***.**

Faculty Offices and Maintenance of RCC Issued Property   8.9

Robeson Community College provides faculty with office space and the necessary furniture and computer technology to carry out instructional duties. The College expects faculty to be responsible for the security, maintenance, and general care of all equipment assigned to him/her. (**Attachments 5 & 6**)

The Department Chair/Program Director, in conjunction with the appropriate Assistant Vice President of Educational Services, will check property at inventory time as designated by the Robeson Community College Business Office. Department Chairs/Program Directors will check equipment and office fixtures for serviceability throughout the academic year.

Misuse of college equipment or other college-owned property is a criminal offense. This includes converting such items to personal use. School equipment should not be used for any purpose other than that intended for the educational efforts of the College or for the enhancement of the College itself.

Faculty employees are entrusted with college property, varying in number and dollar value. It is each person's responsibility to ensure that this property is properly used and secured when not in use. **Loss of property must be immediately reported in writing** to the Department Chair/Program Director and to the Purchasing Officer in the Business Office. The Department Chair/Program Director will report the property loss to the police so that a report can be filed. This report should be maintained by the Department Chair/Program Director and provided to the appropriate Assistant Vice President of Educational Services, the Vice President for Instruction & Support Services, and the Purchasing Officer.

Equipment Release/Transfer   8.10

Faculty requesting to use College equipment off campus must complete an Equipment Release (**Attachment 7**) form and secure proper approval. Appropriate forms must be completed and approval granted prior to equipment being removed from campus.

College equipment is assigned to classrooms and offices when purchased. Equipment that is moved from its original location must be documented using the Equipment Transfer (**Attachment 8**) form.

See the *Employee Handbook* for a complete summary of Equipment Release, Request for Inventory Adjustments, and Use of College Property.

Classroom and Lab Standards of Excellence   8.11

The appearance of the College's classrooms and labs is a critical part of the collegiate learning environment. It is very important that classrooms and labs have a collegiate look. It helps to demonstrate the importance the College places on creating a positive learning environment for the students. With that in mind, the following "Classroom and Lab Standards of Excellence" have been developed. All faculty are expected to adhere to these standards on a daily basis. Supervisors are expected to monitor classroom and lab conditions to ensure compliance with these standards.

1. Ensure that furniture is kept in a standard configuration at the completion of each class. Faculty may rearrange classroom or lab furniture for instructional purposes but must place the furniture back in the standard configuration at the completion of the class.

2. Ensure that all furniture is placed in a manner that allows for effective instructor and student movement.

3. Ensure that all whiteboards or chalkboards are erased at the completion of the class.

4. Place all instructional equipment in storage rooms and not in classroom or labs.

5. Ensure that no food or drinks are allowed in labs without permission from appropriate administrative personnel. Water is permissible.

6. At the conclusion of each class, windows must be closed, and lights must be turned off. Blinds or shades must be closed and adjusted. Doors should be secured following class if it is the last class to be held in the classroom or lab.

7. Ensure that classrooms and labs only have student and instructor desks/table and chairs. Any additional furniture is not permitted with the exception of a table for a printer in the lab setting. A table podium is permitted in each classroom and lab. Any additional furniture should be removed. All equipment used in the lab should be properly stored following use.

8. To protect classroom and lab walls, ensure that desks and tables are at least six inches to one foot from the walls to prevent furniture from damaging wall paint.

9. Upon leaving the classroom or lab, ensure that no litter is left on the floors or in student stations.

10. Ensure that all computers, monitors, and keyboards are kept clean and neat and ready for the next class.

11. Any posters or signs should be placed on tack board in classrooms and labs and removed when expired or at the end of the academic semester by the person who posted it.

12. Report any classroom and lab facility needs (including heating/cooling issues, lighting issues, leaks, etc.) to appropriate administrative personnel.

13. Ensure that all college protocol is followed when transferring or discarding classroom or lab furniture and/or equipment.

14. Immediately report to the appropriate administrative personnel any items that are missing from a classroom or lab and follow reporting requirements.

Purchasing   8.12

The RCC Purchasing Manual can be accessed through the *Business Office's Shared Files* on the *CampusCruiser* web portal.

Severe Weather, Fire, and Bomb Threat Procedures   8.13

See the *Employee Handbook*.

Emergency Procedures and Safety Policy   8.14

See the *Employee Handbook*.

Academic Advising   8.15

Robeson Community College views academic advising as an important, on-going process. Each degree/certificate seeking student is assigned a faculty advisor who assists the student in selecting and scheduling appropriate classes. While advising is an on-going process, specific times are designated prior to each registration period for advising.

Faculty are required to meet with their assigned students each semester/session for assistance in scheduling classes and completing the registration form.

Faculty are required to post advising hours on their office doors and in their course syllabi.

Faculty must accept the responsibility of familiarizing themselves with specific course, prerequisite, co-requisite, and program requirements.

On an annual basis, all full-time faculty must attend training sessions.

Guests   8.16

Students are not allowed to bring unregistered friends or children to the classroom.

Campus Cruiser
                                                                8.17
Campus Cruiser is an online portal available to students, faculty, and staff at Robeson Community College. This portal gives users access to WebAdvisor, email, personal

storage space, online tutoring, emergency alerts, and more. CampusCruiser is one way faculty can communicate and promote engagement with their students. The administration expects faculty to attend training and incorporate the features of CampusCruiser into their classes.

Faculty can benefit from Campus Cruiser's features, such as:

- Online assignment and grade postings - Keep your students up to date on their grades and assignment schedules.
- Shared files – Post course requirements, share notes, power point presentations, etc through the shared files.
- Bookmarks - Share bookmarks of important websites.
- CruiserAlert - Receive text message alerts in the event of an emergency.
- Discussion boards - Have students post questions or opinions in the discussion boards.

Staff can also benefit from some of Campus Cruiser's features, such as:

- Shared calendars - Share schedules with co-workers by using the calendar
- Surveys - Put up online surveys for students or employees.
- Shared files - Share documents through the shared files feature.
- Teams - Create teams to work on projects, etc.

CampusCruiser may be accessed at http://prod.campuscruiser.com/rcc or www.robeson.edu and click on the CampusCruiser tab.

CampusCruiser log in is outlined below:
LOGIN ID   First Initial; Last Name   Example: asmith

PASSWORD Birthdate MMDDYY   021865

For example if your name is Anna Smith and your birthdate is February 18, 1965, your Login ID would be asmith and your initial password would be 021865. You must change your password the first time you login.

All full and part-time faculty are required to post their course syllabi and maintain a gradebook in CampusCruiser except for those who are teaching online. All full and part-time faculty teaching online have the **option** of posting their syllabi and grades in Blackboard **or** in CampusCruiser. **All** faculty are required to post final course grades via the WebAdvisor tab in CampusCruiser.

If a faculty member experiences any problems with CampusCruiser you may call the IT HelpDesk 272-3566 or email **ITHelpDesk@robeson.edu**

WebAdvisor

8.18

WebAdvisor is a resource for faculty that allows them to view advisee information, view/download class roster information, search for classes, view class schedules and post

final course grades. Faculty can access WebAdvisor from the College's website or directly from https://wa.robeson.edu. WebAdvisor is a web portal to the College's administrative system Datatel Colleague, all enrollment and grade data is official.

Advisees

From the pull down menu, select a term and Click *'Submit.'*

Class Rosters

From the pull down menu, select a term and Click *'Submit.'*
Choose the section that you want to view the roster for by checking in the box next to it.

Search for Sections

From the drop down menu, select a term and Click '*Search.*' Choose the course prefix of the course you are searching and Click '*Submit*'.

Grading

From the pull down menu, select a term and click '*Submit.*'

Select 'Final' for end of semester final grading. Select the class for which you wish to enter grades by checking the box and click '*Submit.*'

Enter the grade in the field next to each student ID. Please make sure to enter a grade for every student; WebAdvisor will not warn you of missing grades. Click 'Submit' when you are done. You will be taken to a secondary page displaying the records you have just updated. When you have finished reviewing the records click *'OK'* and you will be brought back to the Faculty Main Menu.

Repeat the grading process for every course section for the semester.
Please see detailed instructions on submitting final grades on the Registrar's website.

Special circumstances with submitting final grades in WebAdvisor:
Incompletes: Enter *'I'* as the grade. In the column immediately to the right, enter the date denoted as the last date to complete fall, spring, or summer semester course requirements per the academic schedule.
Last minute drops: There is a column to the far right that indicates last date attended. If students have been properly dropped and keyed in throughout the semester, the names of withdrawn/dropped students should not appear on the final grade submission screen. Never assign a *'W'* in the grade column.

My Class Schedule

> From the pull down menu, select a term. Click *'Submit.'*

You will see a list of all course sections (with meeting information) that you are assigned to for the semester.

All full and part time faculty are required to submit final course grades via WebAdvisor. If a faculty member experiences problems with the WebAdvisor feature, Records and Registration will assist.

For technical issues with WebAdvisor, contact the IT Helpdesk at 272-3566 or at IT_Helpdesk@robeson.edu.

Section 9

Enrollment/Grade Reporting

Verification of Enrollment and 10% Census Reporting 9.1

Official rosters may be accessed using the RGST mnemonic in DATATEL and/or accessing WebAdvisor.

Faculty must verify that the names listed on electronic roster reflect the names of students in class. <u>If a student is in class, but the student's name is not on the electronic roster, the student is not officially registered for the class.</u> STUDENTS WHO ARE NOT OFFICIALLY REGISTERED MUST BE REFERRED TO RECORDS AND REGISTRATION TO ADDRESS REGISTRATION ISSUES. The student should not be allowed to participate in any class activity until officially registered for the course.

All attendance will be conducted online in Web Attendance. Faculty may access Web Attendance by accessing CampusCruiser or the URL for WebAdvisor https://wa.robeson.edu

- Log-In to Campus Cruiser – WebAdvisor – Faculty – Web Attendance
  OR
- Go to https://wa.robeson.edu and (initial login is first initial last name, password is MMDDYY birthday) click Faculty – Web Attendance Tracking – Attendance Tracking.

Using WebAttendance allows for the automatic calculation of membership hours for 10% census reporting. It is critical that attendance is keyed in every class meeting.

==Attachment 16 is a series of screen shots and verbiage that outlines how to enter attendance using the WebAttendance feature.==

Records and Registration will process 10% reports from WebAttendance as a batch file the third week of the semester.

Faculty must ensure that attendance has been verified and updated before the third week of the semester.

Attendance 9.2

Faculty are required to enforce the College's attendance policy outlined in RCC Catalog and Student Handbook. Accurate attendance must be maintained on all students. Faculty will maintain attendance online using WebAttendance.

Student Withdrawals 9.3

If a student wishes to drop a class, he or she can process the online withdrawal form or contact their instructor and request to be withdrawn from the course.
Through the first ten weeks of the semester (adjusted for summer term) the student who withdraws or is dropped will receive a "W". For the remainder of the semester the student who withdraws or is dropped will receive a grade of "WF".

Should a student who has dropped for attendance reasons and received a grade of "WF" desire to appeal that grade he or she may do so. The appeal will be made in writing and must be documented. An appeal must be made within five weeks of the drop form submission. An example of an appropriate appeal would be extended hospitalization and a doctors note documenting the illness. The Assistant Vice President for Student Services will review the appeal and within five working days, grant or deny a grade change with the approval of the course instructor. If the appeal is granted, the grade will be changed from "WF" to "W" only.

In the last eight days of the class if a student fails to attend class in accordance with prescribed policy an "I" or incomplete may be given at the discretion of the instructor. The granting of an "I" should not violate any attendance policy that requires a student be dropped.

Section 10

Distance Learning

Distance Learning

PURPOSE   10.1

Robeson Community College recognizes the diverse needs of its student population. Many students are attending school full-time, but are also working to support themselves and their families and a large percentage of these students are retraining or desire to upgrade their skills. Still others are in high school and are preparing to enter college. Many of these students desire to participate in non-traditional forms of course delivery, and Robeson Community College wishes to meet their needs. Distance Learning is a medium that enables learning to occur when the student and the instructor are physically separated from each other in time and place. At Robeson Community College, these courses may be offered via the Internet or the North Carolina Information Highway and have the same course description, content, and credit hours as the traditional courses.

GOALS   10.2

1. Provide Internet delivered courses to meet student demand.
2. Provide North Carolina Information Highway delivered courses to meet student demand and/or College need.
3. Provide the same quality educational courses as those provided on campus.
4. Hold the distance education courses and students to the same standards as those provided on campus.
5. Ensure that the same levels of student support services are available to distance education students.
6. Ensure the same educational support services are made available to distance education students.

Reporting Student's Membership in a Distance Learning Course   10.3

1. A student's enrollment in the course prior to the 10-percent point should be determined by their completion of the "Enrollment Verification Assignment." To verify each student's enrollment prior to the 10-percent point, the instructor will provide a copy of the enrollment verification documentation to Educational Services.

2. Any student who does not complete the "Enrollment Verification Assignment" by the 10% point will be withdrawn from the course and cannot be reinstated.

Reporting Student's Withdrawal from Distance Learning Course   10.4

As the semester progresses, any student who does not meet the attendance policy should be withdrawn from the course. An online drop form should be completed and the student should be notified in writing as to the reason for the withdrawal.

Honor Code   10.5

For every graded assignment online faculty must ensure that students are aware that their electronic signature indicates they have read and understand the **integrity statement** outline below:

By the electronic submission of this assignment, I attest that I followed the College's Academic Honor Code and I acknowledge that this represents my work!

Faculty Expections   10.6

Faculty members who teach an online and/or hybrid course are expected to:

1. Successfully complete the required faculty development workshops.
2. Adhere to departmental policies and expectations.
3. Enforce the college's attendance policy and comply with the outlined procedures for recording and submitting grades. For example:
   - Provide an accurate 10% roster for attendance.
   - Maintain an accurate record once a student withdraws or is withdrawn from the course, and
   - Provide final grades within the timeframe set by the Registrar.
4. Provide a copy of the syllabus, enrollment verification documentation and a copy of the final exam to Educational Services.
5. Utilize the college's grading scale to record final grades.
6. Utilize the selected textbook and provide supplementary material that will enhance a student's learning.
7. Provide feedback for students' work in a timely manner.
8. Encourage student interaction by employing interactive forums/chats, as well as providing feedback on individual assignments.
9. Respond to students' questions within a 24-48 hour period from the time received.
10. Maintain a professional relationship with students.
11. Maintain a friendly yet disciplined environment.
12. Ensure the comparable difficulty and workload of an online course to its equivalent, a "seated" class.
13. Use the assigned Campus Cruiser email address to correspond with students.
14. Be aware that material created for the assigned course is created solely for Robeson Community College and is to be utilized only in RCC classes.
15. Adhere to the College's copyright policy.

Faculty members should be reminded that:
- The Blackboard or Moodle Learning Management System should be used for <u>online and hybrid</u> courses.
- Completion of the "Enrollment Verification Assignment" must be used to generate a student's entrance date "E" on the official roster.
- The course duration should be set so that students do not have access to the class before its official start date.
- Each instructor and his/her course will be evaluated by students using the RCC Online Student Evaluation.
- Online and hybrid courses will be monitored periodically by the Coordinator for Technology Enhanced Instruction.

NCIH Guidelines   10.7

North Carolina Information Highway NCIH Guidelines

Definition

The North Carolina Information Highway (NCIH) is "a dedicated statewide network providing data and videoconferencing services. Video applications which are supported over the network include distance learning for K-12 and higher education, state agency meetings, statewide training activities, emergency response assistance, public hearings, etc." ("Video Network Services Overview")

Currently, Robeson Community College has one NCIH Room which is located in Building 14, Room 1413A. As noted in the definition of NCIH, RCC's room is used primarily to provide videoconferencing services for courses as well as training activities and meetings.

Host of Course
Any courses for which RCC serves as the host need to follow the following guidelines:

- The department chair coordinates with the Coordinator for Technology Enhanced Instruction regarding the specific course or courses to be offered via NCIH. When creating a schedule, at least thirty minutes should be allotted for the technician to set up and break down the session. This allows for the prevention of any technical difficulties that may emerge during the set-up and end of the session.
- A back-up instructor should be determined by the department chair in case the
- primary instructor is unable to fulfill his/her duties.
- Partnering institutions will be sought by the Coordinator for Technology Enhanced Instruction.
- Service Agreements need to be completed and submitted to the appropriate institutional administrators and NCCCS personnel.
- The Coordinator for Technology Enhanced Instruction will schedule the class meeting dates using the NCIH Scheduler.

- The instructor, designated by the department chair, must complete training with the Coordinator for Technology Enhanced Instruction or the NCIH Technical Facilitator.

Training will focus on, but is not limited to:

- Becoming familiar with the basic layout of the NCIH Room

- Using the microphone and document camera

- Becoming familiar with vantage points of the camera

- Becoming familiar with the responsibilities of the Coordinator for Technology Enhanced Instruction and the NCIH Technical Facilitator

- Training should be completed prior to the beginning of the designated course.

- The instructor should provide the Coordinator for Technology Enhanced Instruction and NCIH Training Facilitator with contact information. Such materials will be shared with the partnering institution to foster communication.

- The instructor should work with the partnering institution to provide students, both at RCC and the partnering school, with a quality course. However, provisions should be made for differences in the institutions' academic schedules and technical difficulties that prevent the transmission of class.

- RCC's attendance policies and grading scale must be used for the NCIH course.

- Copies of the 10% roster should be collected to determine the percentage of membership hours to be shared and reported to the system office.

- Student surveys will be administered to the partnering colleges.

- Final grades are to be submitted according to RCC's schedule. Final grades will be communicated to the partnering institution.

Partnering
For any course for which RCC is a partner, receiving transmission, the following guidelines should be used:

- Students should be advised during registration that the course is administered via videoconferencing.

- When creating a schedule, at least thirty minutes should be allotted for the technician to set up and break down the session. This allows for the prevention of any technical difficulties that may emerge during the set-up and end of the session.

- Service Agreements need to be completed and submitted to the appropriate institutional administrators and NCCCS personnel. Copies of the documents will be housed with the Coordinator for Technology Enhanced Instruction.

- Contact information for the technician, Coordinator for Technology Enhanced Instruction, and instructor will be provided to the host institution. Additionally, a copy of RCC's semester schedule should also be provided.

- Students are to adhere to the attendance policies and grading scale as determined by the host institution and instructor.

- Copies of the 10% roster should be submitted to the host institution so that the appropriate percentage of membership hours can be determined and reported to the system office.

- Students may be surveyed by the host institution.

- Final grades are to be reported by the host institution and instructor. Final grades will then be submitted to the Registrar's Office.

Training Sessions and Meeting

If the NCIH Room is used for training sessions or meetings, the following guidelines should be followed:

- Requests to use the NCIH Room should be directed to the Coordinator for Technology Enhanced Instruction and then conveyed to the NCIH technician and to the campus scheduler.

- The requesting institution should note any needed special accommodations.

- Contact information for the speaker(s) or the agency liaison should be collected.

- Food or drinks are NOT allowed in the NCIH Room.

Section 11

Program Outcomes & Assessment

Overview

Student success is at the core of Robeson Community College's (RCC) mission. RCC's mission is "to enhance the lifelong educational opportunities for adults appropriate to their needs, interests, and abilities. The College achieves its mission through a commitment to quality programs and services that permit students to pursue their educational goals in a student-centered environment." The College takes pride in the quality of its educational programs and in the quality learning experiences provided by its faculty and supported by the College's administration. The College has as one of its institutional goals to offer high quality education programs and services that are directly related to the purpose and goals of the institution. To ensure quality in its education programs, the College adopted a Program Review Process in 2007-08 (Attachment 8) that requires all curriculum programs to be reviewed at least once every five years for program effectiveness. Involvement from faculty is required in this program review process.

Teaching and learning is valued at the College. The learning environment at RCC allows for small classes, for student engagement in the learning process and for teaching innovation. The administration supports the professional development of faculty so that they can continuously provide students with up-to-date teaching methods and learning experiences that help to prepare students for further education and the workforce. Student learning must be measured and documented. Student learning at RCC is measured in several ways. First, the College is measured against state required performance measures. These are listed in the RCC Catalog and Student Handbook. RCC student success on the eight performance measures is included in the annual Critical Success Factors Report from the North Carolina Community College System. Second, student learning is measured by the various program accreditation requirements such as those found in Nursing, Respiratory Therapy, Radiography, Surgical Technology, Cosmetology, BLET and others. Third, student learning is measured at the program and course level by faculty.

It is the goal of the College that students are successful and that student learning can be accurately documented. As a result, educational services developed and implemented a process to document student learning at the College. The process is outlined in "A Guide to Outcome Assessment." The process calls for all program areas to develop and annually implement program outcomes, student learning outcomes and measures of assessment. These outcomes are to include major course outcomes as well as general education outcomes. Program outcomes, student learning outcomes and measures of assessment are listed in *Compliance Assist,* software designed to track institutional level and program level planning. At the end of the academic year, outcome results are documented within *Compliance Assist.* Data is collected through two processes, one designed for the collection of major course outcomes and one designed for the collection of general education outcomes. Outcome assessment data is documented in *Compliance Assist* and analyzed for trends. Using data from the Program Review process and the collection of student learning outcome data, the College is able to determine areas that need improvement and allows the College to accurately document student learning.

The College values the assessment of general education skills and has implemented an institution-wide general education assessment process for all graduates. (**Attachment 12**)

Assessment of general education student learning outcomes is necessary to determine how well the general education interdisciplinary core is developing intellectual skills and attitudes for the 21st century; also, assessment is necessary so that the College can continue to improve the quality of our educational programs. The General Education Student Learning Outcomes (GESLOs) are listed below:

Written Communication
Graduates will be able to communicate effectively following the conventions of standard written English in areas such as mechanics, organization, language, and support.

Critical Thinking
Graduates will be able to use cognitive skills necessary in application, analysis, synthesis and evaluation to solve problems in academic and real world situations.

Quantitative Reasoning
Graduates will be able to use mathematical skills necessary for calculation, analysis and problem solving.

The assessment of general education at Robeson Community College is conducted by the General Education Outcomes Committee ([GEOC] (**Attachment 12**). GESLOs will be assessed each academic year.

Faculty involvement in these processes is important and is part of the job description for all faculty.

At the course level, faculty indicate course objectives, student learning outcomes and measures of assessment through the course syllabus (**Attachment 10**). The College follows a course syllabus template to ensure consistency across all program areas. The syllabus is provided to students at the beginning of each course to communicate course requirements to students. Program and student learning outcomes are included in each course syllabus.

Section 12

Professional Development

Professional Development Policy   12.1

The College encourages professional development of its faculty. The College views upgrading the skills and knowledge of the faculty to be necessary in providing a quality educational program. The faculty must keep abreast of developments in their fields as well as the rapid changes in technology and technological applications. For the College to achieve this goal, all faculty members are expected to participate in some form of approved professional development activity during each academic year provided funds are available within the departmental budgets. Planning for such activity should begin in the summer or fall semester. Approval for each activity will come from the Vice President for Instruction and Support Services. Faculty must take the initiative in their own professional development and growth.

The College, to allow flexibility, recognizes a variety of methods by which faculty members may grow professionally. The following are acceptable methods of enhancing professional development:

>> Additional Credentialing (in area of use to College)
>> Additional Certification/Licensure
>> Attending seminars, workshops, and conferences
>> Participating in professional associations

The above list is not meant to be comprehensive as other methods of improving competence will be considered on a case-by-case basis.

EDUCATION LEAVE POLICY

Policy:
It is the policy of Robeson Community College to provide educational leave with pay to its full-time <u>permanent</u> employees in accordance with the guidelines set forth below.

Criteria:
1. To be eligible for educational leave, the individual must be a <u>full-time</u> employee on a 9-, 10-, 11-, or 12-month contract and have at least one-year of service with the College.
2. To be eligible for leave with pay, the education leave granted must take place during the term of a 9-, 10-, 11-, or 12-month contract otherwise the policy does not apply.
3. Employees who want educational leave must obtain a recommendation from their immediate supervisor and Vice-President, and the Board of Trustees must approve the leave request.
4. The Vice-Presidents and supervisors should consider the following factors in evaluating requests for educational leave:
   a. The nature and purpose of the request.
   b. The benefits to be derived by the employee and the College.
   c. The employee's level of responsibility and length of service.
   d. The estimated cost to the College, if any.
   e. Lost productivity while the employee is on leave.
5. When educational leave is granted during working hours, the employee will be limited to <u>one class per semester</u>. The Board may approve up to two classes per semester during working hours when extenuating circumstances exist.
6. Employees are expected under normal circumstances to schedule classes and complete study assignments outside of their regular working hours, unless the approval specifically authorizes class attendance during working hours.
7. Employees seeking financial assistance for educational expenses must agree in writing to repay the College if they leave the College voluntarily or are terminated prior to the beginning of the next fiscal year. The repayment shall be on a pro-rata basis for the months not worked.
8. It is expected that educational activities will not interfere with the employee's work, and unsatisfactory job performance during educational leave may result in forfeiture of educational assistance and termination of employment.
9. The educational leave granted may not exceed one semester a calendar year or the equivalent thereof calculated in work/duty days.

This policy complies with the North Carolina Administrative Code, Title 23, Chapter 2, Sub-Chapter 2C, Section .0210 requirement as authorized by Section 115D of the NC General Statutes.

Section 13

Information Technology Support

Information Technology Support

The academic computer labs are the responsibility of the Computer Services Department. These computers will be serviced and maintained by personnel from Computer Services. Computer Services personnel will determine whether the necessary work will be done in-house or be repaired under warranty. Faculty using an academic computer lab must report any problems to Computer Services as soon as possible so that appropriate corrective action can be made. It is important that each faculty member using a computer lab do his or her utmost to ensure proper care and use of computers to limit maintenance problems. Problems may be reported to the Computer Services Helpdesk at extension 3566 or emailed to IT_HELPDESK@ROBESON.EDU .

The same procedures will apply to the computers assigned to individual faculty members. Faculty members should remember that Robeson Community College has a significant investment in computing equipment assigned to each faculty member. Faculty members must ensure that their assigned equipment is maintained and cleaned on a regular basis. If equipment needs work and is dirty, faculty may be required to clean it before it will be repaired.

Computers will be assigned on the basis of one computer for each faculty member. This allows the most flexibility for faculty to utilize computers for instructional purposes in the classroom and for other appropriate academic tasks. Those who currently have more than one computer will use it until it is not economical to repair; it will be replaced by one computer capable of executing required tasks of that particular faculty member. Based on funding, the Computer Services Department will attempt to replace one quarter to one third of the faculty computers on a yearly basis. If funding is not sufficient in a given year to replace computers, then none will be purchased, or fewer than needed will be purchased. When feasible, faculty members will be required to use networked printers, for they are most efficient. The Assistant Vice President for Computer Services, in coordination with the Assistant Vice Presidents of Educational Services, will determine the standard computer to be purchased each year.

Section 14

Attachments

ROBESON COMMUNITY COLLEGE

PART-TIME PERSONNEL/CLASS APPROVAL REQUEST
(FIRST-TIME EMPLOYMENT*)

NAME: _____ SOCIAL SECURITY NO.: _____

ADDRESS: _____ PHONE NO.: _____

PRESENT EMPLOYER: _____

RACE: _____ SEX: _____ HIGHEST EDUCATIONAL LEVEL: DEGREE: _____ MAJOR: _____

IS CANDIDATE RELATED TO CURRENT EMPLOYEE OR BOARD MEMBER: ☐ YES ☐ NO

IF YES, NAME OF PERSON: _____ RELATIONSHIP: _____

POSITION: ☐ COORDINATOR ☐ CLERICAL ☐ INSTRUCTOR ☐ _____
(i.e. Lab Assistant, etc.)

COURSE: _____ CONTACT HOURS: _____

SALARY: HOURLY _____ CLASS LOCATION: _____

COURSE BEGINNING & ENDING DATES : _____ / _____ _____ / _____

APPROVED FOR THE FOLLOWING COURSES ONLY:

COURSE(S): _____ _____

_____ *Dept Chair/Program Director Approval* Date

_____ *Assistant VP of Education Services Approval* Date

_____ *VP for Instruction & Support Services Approval* Date

RECOMMENDATIONS AND COMMENTS: _____

_____

_____

*COMPLETED APPLICATION, TRANSCRIPTS, REFERENCES, AND OTHER PERTINENT INFORMATION MUST ACCOMPANY THIS FORM.

RECOMMENDED BY DEPT. CHAIR/PROGRAM DIRECTOR: _____ DATE _____

APPROVED BY ASST. VP FOR EDUCATIONAL SERVICES _____ DATE _____

APPROVED BY VICE-PRESIDENT _____ DATE _____

DISTRIBUTION:
PERSONNEL-WHITE COPY • VP OFFICE-CANARY COPY • AVP OFFICE-PINK COPY • DIRECTOR-GOLDENROD COPY

ROBESON
COMMUNITY COLLEGE

MEMO

TO: ☐ AVP for College Transfer & Allied Health Programs
☐ AVP for Public Service & Applied Technology Programs

FROM: _____

DATE: _____

SUBJECT: **ABSENCE FROM CAMPUS**

I will be absent from campus on the following dates(s) and the following instructor(s) will cover by class(es):

Date(s):

Explanation:

Time	Class	Instructor	Room #
8:10			
9:10			
10:10			
11:10			
12:10			
1:10			
2:10			
3:10			
4:10			
5:00			
6:00			
8:15			

cc: _____ _____ _____ _____

ROBESON COMMUNITY COLLEGE

Request for Field Trip

Department	**Subject**	**Date**

Request approval for above class to visit: _____

Objectives: **1.** _____
             2. _____
             3. _____
             4. _____

Time of Departure: _____

Date of Departure: _____

Approximate Time of
Return: _____

Method of Travel: _____

Approximate Cost: _____

Signature	Date
Department Chair/Program Director	Date
Assistant VP of Educational Services	Date
VP for Instruction & Support Services	Date

Attachment 4

REQUEST FOR GUEST SPEAKER

Department	Subject	Date

Request the below listed guest speaker to be approved for the subject listed above:

Name	Affiliation

Objectives: 1. _____

2. _____

3. _____

4. _____

Time: _____

Date: _____

Other Classes Considered: _____

Signature _____ Date

Department Chair/Program Director _____ Date

Assistant VP of Educational Services _____ Date

VP for Instruction & Support Services _____ Date

ROBESON COMMUNITY COLLEGE

BUSINESS SERVICES DIVISION

Equipment Assignment Form

Name: _____ Telephone: _____

Division: _____ Department: _____

I hereby request that the following office and/or instructional equipment be assigned to me for use at the following location(s):

Location(s) _____

To be used for _____

	Description	Serial Number	Inventory Number
Item 1	_____	_____	_____
Item 2	_____	_____	_____
Item 3	_____	_____	_____
Item 4	_____	_____	_____
Item 5	_____	_____	_____

Condition of equipment when assigned: ☐ Good   ☐ Fair   ☐ Poor

I acknowledge receipt of the equipment items listed above in accordance with the terms and provisions of the Equipment Agreement Policy of Robeson Community College

Signed By: _____ Date: _____

Witness: _____ Date: _____

_____

Condition of equipment when returned: ☐ Good   ☐ Fair   ☐ Poor

I certify that I have returned the equipment items listed above in accordance with the terms and provisions of the Equipment Agreement Policy of Robeson Community College

Signed By: _____ Date: _____

Witness: _____ Date: _____

Rev 061909

ROBESON COMMUNITY COLLEGE

BUSINESS SERVICES DIVISION

Equipment Agreement Form

Name: _____ Telephone: _____

Division: _____ Department: _____

Statement of Understanding

As an employee of Robeson Community College you are eligible for certain items of office and/or instructional equipment to be assigned to you for the purpose of carrying out your duties. This equipment is assigned to you exclusively for the purpose of performing your duties, and as such, it will become your professional responsibility for safekeeping from the time of receipt until such time as you return it into the College's custody. As an employee you are responsible for providing appropriate care and maintenance for the equipment while it is in your possession and you are responsible for all damage or loss caused by neglect or abuse. By affixing your signature to this agreement form, you are hereby agreeing to the terms and provisions set forth below.

Terms and Provisions

1. **Equipment** is defined to include but is not limited to laptop computers, desktop computers, printers (of all kinds), plotters, PDAs, telephones, cell phones, overhead projectors, screens, typewriters, copiers, scanners, computer speakers, calculators, USB flash drives, etc. that are required to be inventoried with/in the College Equipment Inventory and Management System.

2. Equipment is to be used on the College's main campus and at authorized on-campus sites covered by the College's insurance policies. Should you transport or carry the equipment to any other location for use in accordance with its intended purposes, then you as an individual become personally responsible for security and safekeeping.

3. Any item of equipment that is lost or stolen while in the possession of an employee, located at an authorized site and secured properly in accordance with College policy, will be reported in accordance with College policy and filed on the College's insurance policy.

4. Any item of equipment that is lost or stolen while in the possession of an employee in a personal vehicle, residence, or any other non-college location shall:

   a. Be paid for in full by the employee in accordance with Business Office inventoried value for the equipment within ten working days;

   or

   b. Be paid for in full by the employee and his/her insurance company in accordance with Business Office inventoried value for the equipment. Employees should check their insurance policies to make sure provisions of his/her policy provides for this coverage within 10 working days. Otherwise, section 4.a applies.

5. Failure to comply with item 4 of this agreement within 20 working days could result in criminal charges being brought against you for the full recovery of the value of the equipment and any related attorney and/or court costs.

6. Further, failure to comply with provision 4 of this agreement, regardless of any other outcomes may lead to disciplinary action and/or dismissal.

Certification of Understanding

Signed By: _____ Date: _____

Witness: _____ Date: _____

Rev 061909

ROBESON COMMUNITY COLLEGE
Equipment Release

Name _____ Telephone Number _____

Address _____

I request that equipment listed below be released to be used at:

Location _____

To be used for: _____

	Description	Serial Number	Inventory Number
Item 1.	_____	_____	_____
Item 2.	_____	_____	_____
Item 3.	_____	_____	_____
Item 4.	_____	_____	_____

Condition of equipment when checked out: ☐ Not Working ☐ Fair ☐ Good

I acknowledge the receipt of the equipment listed above and accept responsibility for any damages and its return to the person releasing it for use by me.

Signed _____ Date _____

Released by _____ Date _____

_____

Condition of equipment when returned: ☐ Not Working ☐ Fair ☐ Good

Returned by _____ Date _____

Received by _____ Date _____

DEPARTMENT FILE (WHITE COPY) • BORROWER'S COPY (CANARY)

Revised 10/4/91

Attachment 8

ROBESON COMMUNITY COLLEGE
EQUIPMENT FORM

TO: EQUIPMENT OFFICER

FROM: _____

DATE: _____

AREA ASST. VICE PRESIDENT APPROVAL: _____

AREA VICE PRESIDENT APPROVAL: _____

For Office Use Only
Date Received: _____
Date Processed: _____

This form should be used to have equipment removed from your area for any reason, or to request that equipment be cannibalized. Equipment should not be removed or cannibalized until approved by Equipment Officer.

Description: _____

_____

Inventory #: _____ Serial #: _____

Building #: _____ Room #: _____

_____

☐ **TRANSFER:**

Department: _____

Building #: _____ Room #: _____

Signature: _____ Print Name: _____

Datatel ID #: _____

Equipment to be transferred to another area on campus for their use.

☐ **CANNIBALIZE EQUIPMENT:**

Request that equipment be removed from inventory in order that parts may be salvaged and used to maintain other equipment within the area.

Caution: Do not disassemble or remove parts **UNTIL** you are notified that the equipment has, in fact, been removed from inventory.

☐ **REMOVE & DISPOSE OF PROPERTY:**

Requesting that property be removed from area and be sold or transferred to State Surplus Property.

Approved by Equipment Officer: _____ Date: _____

Stored in Building: _____ Room #: _____

BUSINESS OFFICE – WHITE COPY • PROCESS COPY – YELLOW COPY • ORIGINATOR – PINK COPY

Sample: See Business Office for Form

Attachment 9

ROBESON COMMUNITY COLLEGE

SECONDARY EMPLOYMENT FORM

In accordance with RCC Board of Trustees' Secondary Employment Policy as required by 23 NCAC 2C.0120 (a)(28), I would like to request approval for secondary employment as outlined below. I understand permission to engage in secondary employment may be withdrawn at any time, if in the opinion of the President and/or his/her designee such employment hampers my job performance at Robeson Community College.

DATE:

NAME:

TITLE:

RCC DEPART/OFFICE:

SECOND EMPLOYER:

DUTIES:

WORK DAYS (Please Check Days that Apply):

Su ☐ Mo ☐ Tu ☐ We ☐ Th ☐ Fr ☐ Sa ☐

HOURS: **From**   a.m☐ p.m.☐   **to**   a.m☐ p.m☐

SEMESTER: **Sp** ☐ **Su** ☐ **Fa** ☐   YEAR:

CERTIFICATION STATEMENT: I do hereby certify that I have read and understand the terms and provisions of the RCC Board of Trustees Secondary Employment Policy and as such will abide by the terms and provisions of the policy.

_____   _____
Employee Signature   Date

_____   _____
Vice-President Signature & Action   Date

_____   _____
President Signature & Action   Date

Copies To: Vice-President, Personnel Specialist, and Employee
Purpose of Program:

Insert attachment 10
13 pages

Five-Year Program Review Process

Associate, Diploma and Certificate Programs

December 2007

ROBESON
COMMUNITY COLLEGE
Study The Possibilities™

Five-Year Program Review

Program:

Chair/Program DirectorCoordinator:

Year of Review:

Return Completed Review to
Mark Kinlaw
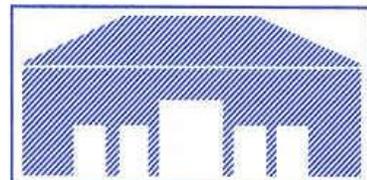Vice President for Instruction & Support Services

ROBESON
COMMUNITY COLLEGE

Table of Contents

Rationale for Program Review

Program review is an essential component of any institutional effectiveness process. It is important for a college to study its educational offerings on a regular basis to make sure all of its programs are current with workplace needs, that they are operating efficiently, and that they are effective based on a specific set of criteria established by the College. For Robeson Community College, program review is also designed to meet North Carolina Community College System and Commission on Colleges of the Southern Association of Colleges and Schools requirements regarding regular and systematic review of educational programs. The North Carolina Administrative Code 23 NCAC 02E .0205 indicates that all community college programs and services must be reviewed at least every five years to determine program strengths and weaknesses and to identify areas of program improvement.

Program Review Process

At Robeson Community College, a five-year rotation to review all curriculum programs has been established. The rotation of programs to be reviewed each year is indicated in this document. Each curriculum program is formally reviewed every five years based on a set of criteria established by the College. The criteria is included in this document. All formal curriculum program reviews are completed by May of each year. On an annual basis, each curriculum program collects data to analyze program effectiveness and to prepare for future formal program reviews.

Department Chairs and Program Directors are responsible for coordinating the program review for their respective program, according to the schedule established by the College and noted in this document. For programs that are undergoing a formal review, the Department Chair or Program Director appoints a Program Review Committee that is approved by the appropriate Assistant Vice President for Educational Services. The Committee must be composed of the Department Chair or Program Director, who will chair the Program Review Committee; at least one faculty member from the program under review; a faculty member from another program area at the College; a first-year student and a second-year student in the program (first-year student only for a diploma program); a program graduate if possible; an advisory committee member for the program under review; and an employer who employs program graduates. The Program Review Committee conducts the program review in accordance with the process and criteria established in this document. Upon completion, a final report is provided to the Vice President for Instruction and Support Services.

Once the program review final report is provided to the Vice President for Instruction and Support Services, the Vice President reviews the report and discusses it with the appropriate Assistant Vice President for Educational Services and with the appropriate department chair or program director and the program faculty. The results of the program review are used by the department chair/program director, the program faculty and administration to make needed decisions to improve the program. If needed, an action plan is developed to address any concerns from the program review, and the action plan thus becomes the vehicle for making program improvements. The plan of action, if needed, is included in the program goals for the next year and reflected in the Compliance Assist software used for documenting program and student learning outcomes.

I. Program Purpose and Demographics

The program review begins with the analysis of the program purpose and demographics.

Program Purpose

1. Program Title:

2. Program Description:

3. Degrees Offered (including diplomas, certificates, articulation agreements):

4. Program Mission or Purpose:

5. Program Level Outcomes:

Program Demographics

1. Student Demographics and Program Performance Data

Demographics	Previous Year	Previous Year	Previous Year	Previous Year	Current Year
Total Number of Students in Program					
% Female					
% Male					
% Full-time					
% Part-time					
Number of Graduates					
Program Performance	Previous Year	Previous Year	Previous Year	Previous Year	Current Year
Licensure/Certification Pass Rate (%)					
Retention Rate (%)					
Placement in Area of Study (%)					
FTE Earned (annualized)					
Instructional Earnings					
Administrative Earnings					
Total Program Earnings					

Comments:

II.   Program Currency

Provide an overview of curriculum changes, accreditation information (if applicable), advisory committee input, program outcomes and assessment measure results, and the use of technology in the curriculum.

Curriculum Changes and Accreditation/Certification

1. Have any curriculum changes been made in the last five years?
    Yes   □   No   □

    If yes, please identify the changes and why they were made. Also, please indicate how the changes have impacted student learning.

2. Are all course syllabi current and on file?
    Yes   □   No   □

    If no, please explain.

3. If the program is accredited or certified by a state, regional, or national organization, please indicate below the organization, date of most recent accreditation/certification, the results of the most recent accreditation/certification review, and the date of the next scheduled accreditation/certification.

    a. Name of organization:

    b. Date of most recent accreditation/certification:

    c. Summary of accreditation/certification results:

    d. Changes made to the program as a result of the most recent accreditation/certification review:

    e. Date of next scheduled accreditation/certification review:

Program Outcomes/Assessment Measures and Results

1. Outcomes and Assessments

Program Outcome	Student Learning Outcome	Measure of Assessment and Criteria for Success	Results of Assessment	Use of Results (Strategy)

2. Indicate any curriculum or program changes that have occurred as a result of the program's outcomes measures. How has this impacted student learning?

Advisory Committee

Name	Position	Employer Name & Address

1. Date(s) of last advisory committee meeting:

2. Minutes on file?   Yes   □   No   □

3. Where?

4. Summarize any advisory committee concerns/feedback from recent meetings. Identify how advisory committee feedback has been incorporated into the program for program improvement.

5. Describe how technology has been incorporated into the program. How has this impacted student learning?

III.   Program Staffing and Resources

This section focuses on the number of faculty employed in the program, faculty teaching loads, faculty credentials, other personnel resources, and physical resources including facilities and equipment.

Faculty credentials and teaching loads (Current Year)

Faculty Name	Highest Degree/Qualifications	Full-time or Part-time	Avg. Teaching Load

1. Are faculty numbers adequate to support program needs?
   Yes   □   No   □

   If no, what is needed to have adequate faculty numbers to support the program? Provide documentation for support.

2. Do faculty members participate appropriately in professional development activities focused on improving student learning?
   Yes   □   No   □

   If yes, please give some examples.

   If no, please explain.

Other Personnel Resources

1. Is the program adequately supported by secretarial staff?
Yes ☐ No ☐

If no, what secretarial staff is needed to adequately support the program?

IV. Program Support

In this section, please review the degree to which the program is adequately supported by facilities, equipment, and educational support services.

Facilities and Equipment

1. Please indicate the degree to which the following services adequately meet program needs:

Educational Support Service	Meets Expectations	Does Not Meet Expectations	Recommendations
Academic Advising			
Tutoring Services			
Library			
Media Services			
Counseling Services			

Comments:

2. Please indicate the degree to which the following services adequately meet program needs (sufficient to meet program outcomes and to support the number of students in the program):

Facility or Equipment	Meets Expectations	Does Not Meet Expectations	Recommendations
Classrooms			
Labs			
Clinical Sites			
Program Equipment			

Comments:

V. Distance Education

In this section, please provide a brief overview of online and hybrid course offerings within the program.

Online/Hybrid Courses	Previous Year	Previous Year	Previous Year	Previous Year	Current Year
	20___	**20___**	**20___**	**20___**	**20___**
Number of courses developed					
Number of courses offered					
Number of students Enrolled					

Professional Development for Faculty
Blackboard Trained

Name
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

VI.   Program Trends (Five-Year Period)

In this section, please indicate any trends over the last five years that have occurred that has impacted the program both positively and negatively.

VII.   Summary and Recommendations for Change

In this section, based on the data collected, summarize program review findings and develop recommendations for improving the program.

1. Indicate program strengths:

2. Indicate program weaknesses:

3. Indicate recommendations for improving the program (include an estimate of cost):

VIII. Five-Year Schedule of Programs to be Reviewed

2007-2008 2012-2013	2008-2009 2013-2014	2009-2010 2014-2015	2010-2011 2015-2016	2011-2012 2016-2017
Business Administration	Associate Degree Nursing			Computer Information Technology
Industrial Systems Technology	Culinary Technology	Early Childhood Associate		Radiography
Cosmetology		Respiratory Therapy	Electrical/ Electronics	General Occupational Technology
Criminal Justice	Immured Programs	BLET	Associate in Arts	Surgical Technology
Nursing Assistant	Office Systems Technology	A/C, Heating & Refrigeration	Associate in Science	Medical Office Administration

IX. Signature Page

List all members of the Program Review Committee and submit their signatures verifying the findings and recommendations of the Committee and their involvement in the process.

Chair/Program Director	Date

Faculty Member	Date

Faculty Member	Date

1st Year Student	Date

2nd Year Student	Date

Graduate	Date

Advisory Comm. Member	Date

Employer	Date

Response and Recommendations from the Assistant Vice President for Educational Services:

2010-2011 General Education Assessment Process

Introduction

"Each academic program at Robeson Community College [RCC] includes a core of courses that outline the content, skills and learning outcomes that students have in common, regardless of their academic program" (*College and student handbook: Robeson Community College*, 2009-2010, p. 61). The skills contained in this core of courses include critical thinking, writing, problem solving, quantitative reasoning, and reading comprehension. The competencies are assessed in this core of courses and are typically completed by students during their first year of enrollment at RCC. Robeson Community College is cognizant of the need to reinforce and assess these skills throughout the student's academic career regardless of discipline or academic program. Therefore general education assessment will extend beyond the traditional core of courses and include an interdisciplinary approach to the assessment of specified competencies. The General Education Student Learning Outcomes (GESLOs) are:

Written Communication
Graduates will be able to communicate effectively following the conventions of standard written English in areas such as mechanics, organization, language, and support.

Critical Thinking
Graduates will be able to use cognitive skills necessary in application, analysis, synthesis and evaluation to solve problems in academic and real world situations.

Quantitative Reasoning
Graduates will be able to use mathematical skills necessary for calculation, analysis and problem solving.

Assessment of general education student learning outcomes is necessary for two reasons: (1) to determine how well the general education interdisciplinary core and academic programs are developing intellectual skills and attitudes for the 21st century, and (2) to continue improving the quality of educational programs.

The assessment of the extent to which graduates of Robeson Community College have obtained the general education competencies will be conducted by the General Education Outcomes Committee (GEOC). All general education outcomes will be assessed each academic year.

The development of the general education assessment process for RCC is based upon the Institution-Wide General Education Process at Johnson Community College, Overland Park, Kansas.

General Education Outcomes Committee (GEOC)
The purpose of the General Education Outcomes Committee (GEOC) is to provide guidance in the design and implementation of the general education outcomes assessment plan at Robeson Community College.

Interdisciplinary Committee membership will include the following:

- **Outcomes Data Coordinator or Faculty Member Designated (Chair)**
- **Instruction and Support Services, Assistant Vice President**
- **(2) Program Directors or Program Chairs**
- **English Instructor**
- **Mathematics Instructor**
- **(6) Faculty from other disciplines (a faculty member will serve as recording secretary)**

The Outcomes Data Coordinator and the Instruction and Support Services, Assistant Vice President are permanent members of the GEOC. The Math and English faculty will serve for two academic years. Two of the six faculty from other disciplines will serve two years and the remaining four faculty will rotate off the committee each year. The purpose of maintaining this committee membership for some members beyond one academic year is to ensure consistency and continuity of the assessment process. The GEOC will have standing meetings the first and third week of every month.

The Committee reports to the Vice President of Instruction and Support Services. The responsibilities of the Committee are to:

- Educate faculty, staff, students, and the public on the importance and meaning of assessment.
- Coordinate the development and review of general education standards/rubrics.
- Promote a culture of continuous improvement at the institution, program, and course level.
- Promote discussion on assessment activities and initiatives.
- Communicate assessment efforts to faculty, staff, students, and the public.
- Provide continuous support and review on the administration, data collection, and reporting of general education outcomes assessment.

Steps of the General Education Assessment Process:

1) Selecting the Sample of Classes
At the beginning of each Fall and Spring semesters a list of classes will be identified for general education student learning outcomes (GESLO) assessment process. The courses will be identified using *systematic sampling* from the academic course schedule. Those classes in which one would not expect to have any students close to

graduation will be removed. For example, all developmental courses would be removed from the sample. The remaining classes represent the population from which a random sample of classes is selected for general education assessment.

2) Notification of Required Participation
A letter and response form from the VP of Instruction and Support Services will be sent to each faculty member responsible for teaching the randomly selected courses. The faculty member will complete the response form, provide a copy of the assignment instructions and give an approximate date and time when the assignment would be available for the collection by the GEOC.

3) Selecting the Assignment in a Sampled Class
After receiving a letter, each instructor of a sampled class determines which test, project, essay, or other assignment would best allow the students to demonstrate mastery of the RCC's general education student learning outcomes. If the instructor does not have an assignment, he/she will be required to create one. The General Education Outcomes Committee (GEOC) will provide support and guidance for assignment development.

4) Assessment Collection
Shortly before the reported due date, a member of the GEOC will confirm with the instructor that the assignment will be available at the originally scheduled date and time. When the assignment has been collected from students in the course section, **but not yet graded**, a member of the GEOC will pick up the assignment from the instructor, make a copy of every student's submission for that assignment, and return the assignment to the instructor. At this point of the process, the faculty member no longer has a role in the process. The collected assignment now becomes a student artifact for the GEOC to score using a general education standard/rubric.

Upon collection of the student artifacts, the GEOC will prepare the assignment for scoring. This involves the following steps:

- Identify student work that meets the operational definition of graduate: A graduate is a student with 40 or more curriculum credit hours and not currently enrolled in a developmental course.
- Use student names to determine specific demographics. Demographic information may include program code, hours earned, current developmental course status, gender, age, and any other variable necessary to answer questions posed about student learning.
- Remove all identifying information from the student artifact; specifically, this means the instructor and student names are replaced by a code to protect the anonymity of both instructor and student.
- Distribute copies of student artifacts to committee members.

5) Student Artifact Evaluation / Samples Become Scores
The GEOC will evaluate the assignments using general education standard/rubrics. Assignments will be scored prior to the beginning of the next semester so that a summary report can be generated for the campus community. The committee will be divided into four scoring teams of three members. Each individual member of the team

will score the student artifact according to the general education standard/rubric, developed by the GEOC committee and adopted by the SACS Leadership Team. The teams will convene to determine one overall score for each artifact. Discrepancies in scoring between individuals may be handled by discussion, or by having the student artifact scored by an outside team member. All scores will be reported in whole numbers and where consensus cannot be reached, majority will rule. Student artifacts will be scored within the same semester they were collected. Once a single score for each student artifact is determined, the scoring teams will provide the GEOC chair a compiled list of scores. The copies of student artifacts will be shredded.

7) A Report is Created

At the end of each academic year, the GEOC will compile the data, compute measures of success in aggregate form from the student artifacts, and prepare a report to the educational services administrative staff regarding results. Examples of data analysis for the report could include the following:

- Cumulative Percentage Distribution
- Measures of Central Tendency (Mean and median primarily)
- Measure of Variability, such as standard deviation
- Correlation (s) between GESLO scores, final grades and or standardized measures.
- Use of indirect measure data; for example, student survey questions regarding student learning experience and comparison to actual student work data.

After reviewing the results with the educational administrative staff, the GEOC will make the report available to the faculty, along with any issues the Committee wants to see discussed as a consequence of the report.

8) The Report Leads to Action

The purpose of the report would be to determine the success of graduates with the specified GESLO's but additional reports could be generated that are department specific. After receiving the report, departments would utilize the data to review program goals and implement strategies to improve student achievement of the GESLOs where applicable.

Faculty are encouraged to discuss the implications of the report in connection with their individual department's commitment to the teaching of general education. When, in the view of the faculty of each department, the results suggest that change is necessary, instructional faculty implement the change at their program level. The Program Assessment Report (PAR) outlines program assessment results, use of the results, and makes suggestions for program changes necessary to improve general education.

The reporting of results will include the entire campus so that efforts from an institutional wide perspective can be utilized to improve student learning and teaching.

ROBESON COMMUNITY COLLEGE

Full-Time Facutly Overload Approval Request

Date: _____

To: _____
Assistant Vice President

From: _____
Department Chair/Program Director

Requesting approval for the following overload(s):

Instructor: _____ Semester: _____

CURRENT LOAD				OVERLOAD REQUEST			
Course	Section #	Course Credit Hours	Total Contact Hours	Course	Section #	Course Credit Hours	Total Contact Hours
TOTAL CURRENT CONTACT HOU~~~				REQUE~~~ ~~~ CONTACT HOURS:			
				~~ ~~~ ~~~OPOSED CONTACT HOURS:			

Justification for overload: _____

_____

_____

Approved/Disapproved: _____ Date: _____
Assistant Vice President

Approved/Disapproved: _____ Date: _____
Vice President

DISTRIBUTION:

ASSISTANT VICE PRESIDENT-WHITE • CHAIR/DIRECTOR-YELLOW • VICE PRESIDENT-PINK • INSTRUCTOR-GOLDENROD

FACULTY RELEASE TIME FORM

This form is designed to document faculty release time for projects undertaken that require faculty to be released from course(s) assigned for instruction. This form requires appropriate administrative signatures and will be filed in the faculty member's personnel file for documentation purposes.

Instructor: _____

Department: _____

Semester and Year: _____

Recommended By: _____

Description of Activity Requiring Release Time:

_____

_____

_____

_____

Number of Contact Hours Released: _____

Normal Instructional Load: _____

Once the activity requiring rele~~ase~~ ~~is~~ completed, the faculty member will return to full instructional duties.

Approved By:

_____	_____
Department Chair/Program Director	Date
_____	_____
Assistant Vice President	Date
_____	_____
Vice President	Date

DISTRIBUTION:

PERSONNEL-WHITE • VICE PRESIDENT-GREEN • ASSISTANT VP-YELLOW • DEPARTMENT CHAIR-PINK • INSTRUCTOR-GOLDENROD

ROBESON COMMUNITY COLLEGE

Part-Time Facutly Overload Approval Request & Waiver

Teaching More Than Three (3) Courses and/or Classes

Date: _____

To: _____
Assistant Vice President

From: _____
Department Chair/Program Director

Instructor: _____ Semester: _____

CURRENT LOAD				OVERLOAD REQUEST			
Course	Section #	Course Credit Hours	Total Contact Hours	Course	Section #	Course Credit Hours	Total Contact Hours
TOTAL CURRENT CONTACT HOURS:				REQUESTED OVERLOAD CONTACT HOURS:			
				TOTAL PROPOSED CONTACT HOURS:			

Justification for overload: _____

_____

I, _____ , agree to teach the above listed classes and waive all rights to
                Instructor's Name

full-time status and full-time faculty benefits.

Instructor Signature: _____ Date: _____

Approved/Disapproved: _____ Date: _____
                          Assistant Vice President

Approved/Disapproved: _____ Date: _____
                          Vice President

Approved/Disapproved: _____ Date: _____
                          President

DISTRIBUTION:

ASSISTANT VICE PRESIDENT-WHITE • CHAIR/DIRECTOR-YELLOW • VICE PRESIDENT-PINK • INSTRUCTOR-GOLDENROD

Attachment 16

Attachment 17

Web Advisor Attendance

1. Login to CampusCruiser

2. Select Web Advisor > Faculty > Web Attendance

3. Change the Start Date to the beginning of the semester: MMDDYY > Select the Course > Click Submit

NOTE: The data field auto defaults to the current date and dates are populated daily. On the first day of class, the only visible date is the current date. If the class has a lecture, virtual component, lab or clinical component, there will be multiple rosters. Each roster must be completed weekly. For example, CIS 110 has two components - lecture and lab component; thus, faculty will complete two rosters. Another example is a developmental course - it has three components - lecture, lab and virtual hour; thus faculty will complete three rosters. An error will be displayed if the date entered is not within the section start and end dates or if the date is in the future.

4. Use the following symbols only:
   - "E" = Enter this on the first date a student enters the course;
   - "A" = Enter this on any date a student is absent;
   - "T" = Enter this on any date a student is tardy

   No-Shows: **The No-Show check box should be checked for any students not in attendance by the census date of the**

course. Do not check this box until the census date has occurred. AN ONLINE DROP FORM MUST BE SUBMITTED FOR NO-SHOW STUDENTS.

5. Add the appropriate symbol   **E**(Enter date)   **A**(Absent)   **T**(Tardy)

6. **Electronic Signature:**
   Select the first box
   ☐ *I hereby certify that I am submitting this attendance information via electronic transmission in lieu of a signature.*
   The first check box serves as a signature confirming the attendance information. This is required if data was added or changed.
   Select the second box AT THE END OF THE SEMESTER
   ☐ *This is my final submission. All attendance has been entered for this section.*
   The second box serves as a **FINAL SUBMISSION** indicating all attendance has been entered for the semester. **Do not check the final submission box until you have finalized all attendance for the semester.** Once final submission has occurred, faculty **may not** make any changes to their web attendance roster.

7. **Select** Submit

Repeat steps 5, 6 and 7 if you have multiple rosters.