



wadecollege

FACULTY HANDBOOK

WADE COLLEGE
Dallas, Texas

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1.0 GENERAL INFORMATION

1.1 INTRODUCTION TO THE FACULTY HANDBOOK

On behalf of the administration, staff, and faculty, it is a pleasure to welcome you to Wade College. As a professor, you have the opportunity to change the lives of our students, encourage learning, growth and the accrual of new life skills.

This faculty handbook is designed to acquaint all faculty members with Wade College and to set forth the policies, practices, and procedures under which the college operates. This faculty handbook informs faculty about institutional expectations and provides a general overview of many of the college's personnel procedures, practices and other matters which affect employment.

The college's policies are under constant review, and it has the right to vary, change, or eliminate the policies, practices, procedures or benefits described in this handbook when deemed appropriate, in whole or in part, and without advance notice.

This faculty handbook is provided as a guide you may use to familiarize yourself with Wade College. It is provided and is intended only as a helpful guide. The faculty handbook is not, nor should it be considered, an agreement or contract of employment, expressed or implied, or a promise of continued employment or a promise of treatment in any particular manner in any given situation. This faculty handbook states only general college guidelines.

We look forward to working closely with you as you grow your career with the college. Please feel free to reach out to the Vice-President of Academic and Student Affairs for any support that you may need.

1.2 EQUAL EMPLOYMENT OPPORTUNITY STATEMENT

Wade College shall not discriminate either in favor of or against any person because of age, ancestry, sexual orientation, genetic marker, gender, color, national or ethnic origin, race, religion, creed, disability, or any other characteristic protected by state, local, or federal law. Pursuant to all applicable federal anti-discrimination laws and regulations, Wade College does not discriminate against any of the protected categories of individuals in the administration of its policies, programs, or activities. This non-discriminatory policy includes admission to the program, administration of financial aid, employment practices, and all other college-sponsored programs.

1.3 OPEN DISCUSSION POLICY

Wade College adopts the position that in a world of rapid change and recurrent crises, a college best serves its community, not as a stronghold of rigid tradition, but as an open intellectual forum where varying opinions may be freely expressed and freely debated.

The college holds the following assumptions to be basic to college policy:

- A. That a free society functions efficiently only if its citizens have a right to discuss, to debate, and to agree or disagree constructively.
- B. That an educated citizenry, fully aware of all the evidence, is best able to preserve the valuable heritage of American democratic institutions. The college has an obligation to its community to promote healthy discussion as an educative force.

1.3.1 Policy Statement

- a. The college endorses the principle of open discussion and free inquiry on the college campus.

- b. The college seeks to enlist a faculty whose members subscribe to high standards of professional conduct, who are specialists in the various subject matter areas, and who are fair and constructive in presenting ideas and issues to the students.
- c. The college desires to foster in students a respect for differing points of view, the ability to discriminate between opinion and fact, and the ability to think intelligently.
- d. The college may invite visits from outside speakers representing diverse points of view. In return, it reserves the right to impose specific conditions ensuring that opportunity be provided for students to hear opposing sides of a question.

1.4 PRINCIPLES OF ACADEMIC FREEDOM

Institutions of higher education are conducted for the common good. The following statements rest upon the belief that the common good depends upon a free search for truth and its free expression without intent to do personal harm. Each faculty member is entitled to freedom in discussing the subject which he/she teaches. Limitations to this basic statement exist only within bounds of common decency and good taste. Each faculty member is also entitled to speak or write as a citizen of his/her nation, state, and community without fear of institutional censorship or discipline. The principal elements of academic freedom include:

- The right as a professor to have the freedom in discussion of subject matter related to his/her assigned area of teaching.
- The right as a professor to have freedom to research and publish topics pertinent to his/her field of interest.
- The right as a professor to determine course content and classroom activities and procedures.
- The right as a professor to conduct research and engage in creative endeavors.
- The right as a professor to publish and present research findings and creative works.
- The right as a professor to seek, initiate, and/or propose revisions to institutional policy and procedures through established mechanisms and by lawful and peaceful means.

1.5 ACADEMIC RESPONSIBILITY

The concept of academic freedom must be accompanied by an equally demanding concept of responsibility, shared by the Board of Trustees, administration, and faculty members. The fundamental responsibilities of a faculty member as a teacher and scholar include maintenance of competence in his/her field of specialization and the exhibition of such competency in lectures, discussions, and publications.

Exercise of professional integrity by a faculty member includes recognition that the public will judge his/her profession and his/her institution by his/her statements. Therefore, he/she should strive to be accurate, to exercise appropriate restraint, to show respect for the opinion of others, and to avoid creating the impression that he/she speaks or acts for his/her college when he/she speaks or acts as a private person.

A faculty member should be selective in the use of controversial material in the classroom and should introduce such material only as it has clear relationship to his/her subject field.

1.6 INSTITUTIONAL MISSION STATEMENT

Wade College is a privately sponsored college offering associate and baccalaureate degree programs in the areas of design, business, and technology. The college is a teaching institution that emphasizes specialized professional study and the liberal arts.

Wade College exists and operates to provide its diverse student population with the skills and knowledge to be a productive part of American society. It further seeks to provide them with an enriching cultural, moral, economic, and social experience. The college is committed to serving the changing requirements of the design, business, and

technology fields and preparing its students for excellence in their career fields by providing knowledgeable faculty, continually updated curriculum, and modern facilities.

The purpose of Wade College is to offer programs of instruction that are designed to allow students to:

1. Develop the competencies necessary for immediate employment and career advancement in their chosen fields.
2. Continue and complete a formal education in graduate colleges and universities, if so desired.
3. Develop intellectual, humanitarian, and leadership skills that will advance their potential for success.
4. Engage in continual self-improvement.

2.0 ADMINISTRATIVE STRUCTURE AT WADE COLLEGE

Faculty members and division directors report to the Vice-President of Academic and Student Affairs and comprise the Academic Department of Wade College.

2.1 OFFICE OF PRESIDENT OVERVIEW

The Office of the President provides leadership in the implementation of effective academic planning, ensures excellence in academic programs and support, and represents the academic and learning interests of the college. More specifically, the office provides support to the library and leadership in the development and supervision of academic and related programs, including modifications in curriculum, degree programs, and organization in conjunction with the faculty.

The Office of the President promotes academic integrity and responsibility. The office is dedicated to the academic and professional success of every student, as well as the well-being of faculty and staff.

The Office of the President is responsible for providing support and solutions to students and faculty regarding all academic matters of the college.

2.2 OFFICE OF VICE-PRESIDENT OF ACADEMIC AND STUDENT AFFAIRS OVERVIEW

The Office of the Vice-President of Academic and Student Affairs is responsible for management of the college faculty and provides support to students regarding all academic and student affairs of the college. The Vice-President of Academic and Student Affairs oversees all academic policies of the college, including student learning assessment, student progress, and student advisement.

2.3 WADE COLLEGE COMMITTEES

Faculty members are eligible to serve on several committees at the college. These committees may include the Curriculum Development Committee, Institutional Effectiveness Committee, Library Committee, and Faculty Senate Committee. For more information on each committee, please see the *Wade College Policy Handbook*.

3.0 ACADEMIC PROGRAMS AT WADE COLLEGE

Wade College offers associate and baccalaureate degrees in marketing, management, fashion design and product development, interior design, visual communication, and information technology. Please refer to the [college website](#) for the most recent information regarding the academic programs and Wade College.

4.0 FACULTY

4.1 DEFINITION OF FACULTY, FULL-TIME AND ADJUNCT

A full-time faculty member is one whose primary assignment is in teaching and/or curriculum review and development, and whose employment is based on a contract for full-time faculty.

Faculty not meeting the above criteria and whose contract is based on a contract for adjunct faculty is considered part-time (adjunct).

Faculty status shall be awarded to all professional personnel whose duties and responsibilities are directly related to the instructional program, or to activities directly related to the educational development of students. This definition of faculty is intended to include professors, division directors, and administrators.

4.2 DIVISIONS OF INSTRUCTION

Responsibility for instruction at Wade College is lodged within four broad interdisciplinary divisions. Each division is supervised by a division director who, in turn, answers to the Vice-President of Academic and Student Affairs. These divisions are listed below:

- Design Division
- Business Division
- Technology Division
- General Education Division

4.3 RANK PROMOTIONS

Wade College does not utilize a system of academic rank, and hence, the use of various academic titles in vogue at senior colleges and universities is inappropriate. Faculty members are “professors” regardless of length of service or educational attainment. Other titles are used at Wade College only when they are descriptive of the work performed, i.e., professor or division director. These titles are assigned by the President.

4.4 TENURE

Wade College does not offer a formal tenure agreement to faculty.

4.5 COMPENSATION

For details on eligible employment benefits, paid time-off, sick days, pay periods, payroll deductions, and all other matters that may affect a professor’s compensation, please see the *Wade College Policy Handbook*.

4.5.1 Full-Time Faculty

The minimum salary schedule of Wade College for full-time faculty is provided under separate cover.

4.5.2 Adjunct Faculty

Adjunct professors are part-time employees at Wade College and will be compensated by a salary scale. (Rate is per course and is provided under separate cover).

4.6 EDUCATIONAL REQUIREMENTS OF PROFESSORS

All faculty members, whether teaching courses in the major areas or in general education, must have appropriate educational credentials and work experience in their area of specialization. At a minimum, all faculty members (full- and part-time) at Wade College must meet and comply with the guidelines outlined by the *Principles of Accreditation* of the Southern Association of Colleges and Schools Commission on Colleges which states the following:

“The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate, and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:”

4.6.1 Faculty Teaching General Education Courses

All full- and part-time faculty members teaching general education courses must have completed at least a minimum of a doctorate or master’s degree in the teaching discipline or a master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

4.6.2 Faculty Teaching in Occupational and/or Technical Areas – Associate Degree Level

All full- and part-time faculty members teaching in occupational, and/or technical areas that are components of associate degree programs not usually resulting in college transfer or in the continuation of students to senior institutions must possess appropriate academic preparation or academic preparation coupled with work experience. The minimum academic degree for faculty teaching in occupational and/or technical areas must be at the same level at which the faculty member is teaching. However, the expected combination is a minimum of a baccalaureate degree in the teaching discipline with at least two to five years of industry-associated work experience.

4.6.3 Faculty Teaching at the Baccalaureate Degree Level

All full- and part-time faculty teaching baccalaureate-level courses must possess either a doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline). In special circumstances, the college may weigh considerable industry experience, technical expertise, knowledge of field and other credentials to outweigh the necessity for master’s or terminal education in the subject matter. When determining acceptable qualifications of its faculty teaching at the baccalaureate level, Wade College will also consider related work experiences in the field, professional licensure and certifications, honors, awards, documented excellence in teaching, and other demonstrated competencies and achievements relevant to effective teaching. Exceptional experience in the field or alternative credentials to qualify an individual to teach a specific course will be considered by the Vice-President of Academic and Student Affairs whose responsibility it is to justify why a particular professor who does not have the appropriate academic credentials is qualified to teach a specific course. A minimum of ten years of industry experience applicable to the teaching assignment will be necessary for consideration in lieu of master’s or terminal education in the subject matter.

4.6.4 Faculty Teaching College Preparation Courses

All full- and part-time faculty members who teach in remedial or developmental education programs must hold at least a baccalaureate degree in the discipline related to their assignment and have either teaching experience in the discipline related to their assignment or graduate training in remedial or developmental education.

4.6.5 Required Documentation

The policies and procedures of Wade College and the *Principles of Accreditation* of the Southern Association of Colleges and Schools Commission on Colleges require Wade College to document the qualifications of each full- and part-time faculty member. Required documentation for academic and professional preparation includes official transcripts from all institutions attended, a current resume and/or curriculum vitae, and any other documentation necessary to justify institutional qualification. Individual faculty members are encouraged to place in his or her file additional information regarding professional development activities and other professional accomplishments, such as publications, portfolios, or professional presentations.

4.7 RESPONSIBILITIES OF FACULTY

The responsibilities of faculty members arise from their involvements with students, from their professional roles, from their role in educational affairs, from their participation in governance, and from their institutional relationship with the institution.

A. Student-Related Responsibilities

1. Responsibility to deal seriously and conscientiously with the teaching assignment, including careful planning of courses, preparation of lectures, regularity in meeting scheduled classes, clearly informing students of course requirements, and fair and impartial grading according to standards established by the institution.
2. Recognition that students deserve respect as individuals and have certain rights that must be protected. This encompasses an active interest in individual academic and personal problems of students, the giving of mature, professional advice, courteous treatment of students in class, and keeping in confidence personal information about students that may come to the faculty member's attention in his/her role as advisor.
3. Recognition that the faculty member serves as a model and exercises a great influence in shaping young minds. This being true, he/she must try to set a high standard in academic and scholarly excellence, personal integrity, and professional ethics.
4. Recognition that in his/her influential classroom role he/she is morally bound not to take advantage of his/her position by repeatedly introducing into his/her classes discussions of subject matter outside the scope of the course and not within his/her field of professional competence.

B. Professional Responsibilities

1. Special responsibility to keep up-to-date with developing knowledge in his/her academic discipline through familiarity with recent publications and journals, and participation in local or national professional societies and meetings where appropriate.
2. Responsibility to seek ways of improving his/her effectiveness as a teacher, exploring new ways of presenting academic subject matter, motivating students, and improving methods of evaluating student performance.
3. Responsibility to assist faculty colleagues in academic and college activities including:
 - a. Contributing to curriculum studies.
 - b. Participating in divisional and general faculty meetings for the better operation and strengthening of the educational programs of the institution.
 - c. Carrying a fair share of the burden of special faculty committee assignments, including participation in such bodies as curriculum committees and club sponsorships as well as sharing in joint faculty responsibilities such as registration, advising or counseling, and examination proctoring.
4. Responsibility to exercise an active role in protecting and enhancing the academic and professional standing of the faculty by:

- a. Assisting with recruitment of competent new faculty members.
 - b. Giving appropriate recommendations regarding promotion for able faculty colleagues.
 - c. Recommending the removal of colleagues who, after fair hearing, have been proved incompetent, guilty of moral turpitude or gross misconduct, or lacking in personal or professional integrity.
- 5. Responsibility to demonstrate respect for the right of others in the college community to hold divergent opinions, including other faculty members, students, and administrators.
- C. Responsibilities in Educational Affairs and Governance
 - 1. Faculty members of the college maintain ultimate responsibility for the assurance of quality for current instructional programs. In addition, the faculty, through leadership and participation in the college's Curriculum Development Committee, maintain ultimate responsibility for the development of new instructional initiatives and/or the enhancement of current efforts. The faculty maintains this responsibility through professional obligation and institutional procedure. The faculty is also charged with providing input and guidance in a variety of educational affairs including, but not limited to educational policies. The faculty will accomplish these responsibilities through two distinct processes:
 - a. First, each faculty member is required to participate in the program and divisional structures. All curricular changes and initiatives begin with faculty input through program and divisional meetings which are convened as appropriate by the Division Directors and/or the Vice-President of Academic and Student Affairs. These recommendations are subsequently forwarded to the Curriculum Development Committee where changes in academic and student support processes may be made. Any changes requested during Curriculum Development Committee meetings are forwarded to the Faculty Senate Committee for review and approval.
 - b. Secondly, each member of the faculty is expected to participate in faculty meetings for addressing issues specifically related to the faculty. The faculty has opportunity to influence institutional policy and is involved in almost every aspect of the operation and governance of the college.
- D. Responsibilities to the Institution
 - 1. To conscientiously fulfill all the contractual obligations for the period of time agreed and give the institution reasonable notice when resigning to accept another position.
 - 2. To make every effort to avoid professional and personal actions which may cause economic loss or legal embarrassment to his/her institution.
 - 3. To give reasonable support to general institutional activities.
 - 4. To commit himself/herself to a reasonable amount of service on college committees such as curriculum development committees, committees on student discipline, or other ad hoc college committees.
 - 5. In making a public statement of his/her views, to indicate clearly that he/she does not speak as a representative of the institution but as an independent scholar and citizen.

4.8 FACULTY TEACHING ASSIGNMENTS AND INSTRUCTIONAL LOADS

This policy is designed to guide departments and faculty in the negotiation and allocation of faculty loads. The goal has been to develop a set of guidelines that are perceived as equitable and reasonable across the faculty, that accommodate the differences among individual departments, and that reflect the mission of the college. The faculty assignments and responsibilities will be within the following guidelines and established by the college:

- 1. Restrictions on class size are governed by course subject matter, room size, and availability of equipment.
- 2. Institutional assignments will be made according to the guidelines prescribed in this handbook.
- 3. Assignments for all faculty members are made on a trimester-to-trimester basis.

Final determination regarding an individual faculty member's workload will be dependent upon specific variations and requirements of the assignment, including but not limited to the number of instructional contact hours, curriculum development, class size, number of preparations, the nature of the subject, and whether the professor holds the title of Division Director.

4.8.1 Full-Time Faculty

This policy is designed to guide departments and faculty in the negotiation and allocation of faculty loads. The goal has been to develop a set of guidelines that are perceived as equitable and reasonable across the faculty, that accommodate the differences among individual departments, and that reflect the mission of the college. Guidelines for normal instructional loads for a full-time faculty member are based on the division of a faculty member's load across a trimester and are as follows:

1. A full-time instructional load generally requires a minimum of twelve (12) credit hours per trimester; additionally, a full-time instructional load is limited to eighteen (18) credit hours per trimester.
2. Teaching load expectations may be altered for courses that have extra heavy load requirements, for new courses, for experimental formats, or for other appropriate but unusual conditions; and
3. Teaching assignments and teaching loads are contingent upon approval by the Vice-President of Academic and Student Affairs and/or President.

4.8.2 Part-Time Faculty

The maximum teaching load per trimester for part-time faculty is twelve (12) credit hours. On an emergency basis the Vice-President of Academic and Student Affairs in consultation with the President may authorize a part-time faculty member to teach more than twelve (12) credit hours during a given trimester.

4.8.3 Administrative Staff Holding Faculty Status

Administrators who hold faculty status may be required to teach a maximum of six (6) credit hours per trimester. On an emergency basis the Vice-President of Academic and Student Affairs in consultation with the President may authorize an administrator to teach more than six (6) units during a given trimester.

4.8.4 Overload Assignments and Limitations

In situations where faculty may be asked or wish to teach an overload and, whereas it is understood that overloads require additional class preparation time, additional teaching time, and additional office hours for students, the following guidelines are designed to prevent faculty effectiveness from being diminished by overloads:

1. Overload assignments must be approved by the President.
2. First year faculty members should not teach overloads.
3. Overloads for full-time faculty will be compensated at a rate established by the President.

4.8.5 Faculty Schedules and Office Hours

Courses at Wade College are offered between the hours of: 8:00 a.m. and 10:35 p.m. Monday through Thursday; 8:00 a.m. and 1:00 p.m. on Friday; and 9:00 a.m. and 1:00 p.m. on Saturday.

Each faculty member should determine, following publication of his/her teaching assignment, the best hours for student advising and conferences, and post these on his/her syllabi and on the student management system. Class schedules and office hours should be on file with the Vice-President of Academic and Student Affairs. It is important that all students have the opportunity for assistance and advising outside of the classroom.

Office hours are established to assure consistent access for students to communicate with their professors and to receive supplemental instruction and feedback from faculty. A list of office hours will be posted at the administrative assistant's desk for student sign-in. All students must sign-in with the administrative assistant prior to visiting a professor during office hours.

Faculty should publish office hours, as follows:

- 45 minutes of availability on campus, per three (3) hour lecture course.
- Maximum requirement for full-time professors is 35 total hours present on campus.

Example: professor teaches 4 lecture classes

4 x 45 min = 3 hours; Total required published office hours = 3 hours.

Faculty members choose how to schedule these office hours, but all office hours must be held on campus and not virtually.

4.9 FACULTY ROLE AND PARTICIPATION

4.9.1 Role of Faculty in Curriculum Development

Wade College, realizing the importance of the professor, will seek advice from all faculty members regarding curriculum improvement. The faculty will be asked on a regular basis to make suggestions for instructional improvements. The college administration is desirous of faculty input regarding curriculum development. A minimum of one curriculum development meetings will be held each calendar year.

The faculty members of the college maintain ultimate responsibility for the assurance of quality in current instructional programs, overseeing curriculum development and revision in the program and/or divisions areas. Faculty members, in partnership with the Vice-President of Academic and Student Affairs, have responsibility for the development of new instructional initiatives.

Faculty members participate in the curriculum development process through faculty meetings, the Curriculum Development Committee, and if a member, the Faculty Senate Committee. When input from faculty, students, graduates, or advisory groups indicate a curriculum change is appropriate, individual faculty members are assigned responsibility for developing course outlines and instruction plans. This process usually occurs at the end of each trimester.

All professors are members of the Curriculum Development Committee. This committee considers all input relevant to updating curriculum and textbook and supplies selection. Broader curriculum matters are also discussed and recommendations which may affect structure, budget, or other institutional areas are made to the administration.

For more information regarding the curriculum development processes of the college, please see the *Wade College Policy Handbook* and the *Wade College Learning Assessment Handbook*.

4.9.1.a Responsibilities specific to Division Directors:

1. Supervise and determine the needs of the department and make appropriate recommendations to the Vice-President of Academic and Student Affairs.
2. Initiate curriculum planning and development, and student outcomes assessment in conjunction with departmental faculty and submit to Vice-President of Academic and Student Affairs.
3. Assist in the development of goals and evaluation tools for assessment and assist in the evaluation of outcomes assessment.
4. Assist the Vice-President of Academic and Student Affairs with hiring full- and part-time faculty.
5. Assist the Vice-President of Academic and Student Affairs with providing orientations to new faculty, ensuring academic and policy procedures are understood by new the employee.

6. Assist new faculty with the development of course outlines.
7. Provide leadership to faculty in the department regarding curriculum, teaching practices, and college policies.
8. Conduct norming sessions for faculty teaching different sections of the same course.
9. Complete Trimester Assessment Reports.
10. Serve on committees as appointed by the Vice-President of Academic and Student Affairs or President.

4.9.2 Faculty In-Service

Faculty in-service will be conducted on at least two separate days during the calendar year. The in-service activity will be directed by the Vice-President of Academic and Student Affairs and will cover subject areas that will enhance the professional skills of each faculty member.

In-service instruction will include topics that are timely and appropriate for the professors of the college. Faculty input as to the nature and topics to be covered through in-service will be gathered prior to the beginning of a term. The goal of in-service is to orient new professors to Wade College and to assist professors in their classroom performance.

4.9.3 Faculty Meetings

As a rule, faculty should meet bi-weekly during the course of a trimester. Any member of the college faculty or administration may suggest agenda items by submitting them in writing to the Vice-President of Academic and Student Affairs. Any item of business which may impact the affairs of the faculty, or the well-being of the institution is a proper topic for discussion at the meetings.

Faculty meetings require the attendance of all faculty members. Prior approval of the Vice-President of Academic and Student Affairs will be required for absences from faculty meetings.

4.9.4 End of Trimester Responsibilities for All Professors

- Submit final grades into the student management system
- Update gradebooks in student management system
- Complete syllabi for upcoming trimester
- Complete contingency plans for upcoming trimester
- Complete curriculum assessments for Trimester Assessment Reports
- Save best portfolios of graduates (for division directors only)
- Provide office hours
- Archive old materials in the appropriate Microsoft Teams course folder
- Clean your classrooms
- Assist with preparations for graduation and graduation ceremony

4.10 FACULTY POLICIES, OPERATIONS, AND REGULATIONS

4.10.1 Course Syllabi/ Syllabus Format

Each course in the Wade College curriculum will be taught from a current course syllabus. This syllabus is intended to communicate basic course information and course expectations to students, teaching colleagues, administrators, and accrediting personnel. Normally, the syllabus is prepared by the professor teaching the course.

The Vice-President of Academic and Student Affairs shall have overall responsibility to ensure that syllabi are developed for all courses taught. He/she shall maintain a set of course syllabi in his/her office. The Vice-President of Academic and Student Affairs shall work with the Division Directors, the Curriculum Development Committee, and the faculty to ensure that syllabi are updated on a regular basis and that this policy is implemented in an appropriate manner.

4.10.2 Gradebooks

Professors should maintain class records that support and document the student's final grade, including accurate attendance records. All grade books are due in the Office of Vice-President of Academic and Student Affairs at the end of each trimester. The college retains course records and class documentation for at least one year.

4.10.3 Course Contingency Plan

Every faculty member must have a course contingency plan on file with the college at the start of each trimester for each course taught. Classes are not canceled in the event of a faculty absence; therefore, this plan serves as a full class time assignment in the event of a faculty member's absence. The contingency plan must include clear directions for a meaningful in-class or library-based assignment, with a deliverable due at the end of the class period. The proctor will be responsible for collecting this assignment at the end of the class meeting.

4.10.4 Final Exams

There are no final exam requirements at Wade College. Professors have academic freedom to structure their grading scales to reflect fair assessments of their courses.

4.10.5 Library Services and Policies

Wade College operates a comprehensive library for the purpose of supporting classroom learning and promoting student learning outside the classroom. The library collections, including books, current and past periodicals, databases, electronic/digital materials, and audio-visual materials, shall be of sufficient size and quality to ensure the effectiveness of the instructional program.

The library offers a professor resource center which catalogs all the support materials that accompany course textbooks. This includes audio-visual materials, test banks, PowerPoint presentations, and other supplemental materials.

The library offers a faculty orientation program, acclimating faculty to many of the services the library offers, including:

- Test proctoring for students in the library
- Access to Dallas Public Library cards
- Online access to subscriber-only content to several newspapers and periodicals

- Services to house journal and/or newsletter subscriptions received as part of memberships in professional organizations
- Access to DVDs available for “faculty only” checkout
- Recommendations of books and journals for library acquisition
- General and custom-subject-specific orientations for student library use (please request a custom orientation at least three (3) days in advance)
- Accommodation of classes visiting the library
- Placing resources “on reserve” to maintain maximum access for all students when research projects are assigned (these materials stay in the library and cannot be checked out for the duration of the class assignment)
- Professor Resource Center

4.10.6 Guest Speakers

Faculty members are welcome and encouraged to invite guest speakers to the college. Wade College recognizes that guest speakers are an effective means of exposing students to the creative industries.

Faculty members must complete and submit an Activity Request Form prior to the date of the presentation to the Vice-President of Academic and Student Affairs.

4.10.7 Field Trips

Faculty members are welcome and encouraged to conduct field trips away from the college campus. Wade College recognizes that field trips are an effective means of exposing students to the creative industries. Faculty members must complete and submit an Activity Request Form prior to the date of the field trip and submit to the Vice-President of Academic and Student Affairs. Each student is required to complete a Field Trip Agreement form prior to traveling to the field trip location. Wade College is not responsible for damages for death, personal injury or property damage, accidents, or injuries at these field trips, including travel to and from a field trip. Under no circumstances should a faculty member provide personal transportation to a student to and/or from a field trip destination.

4.10.8 Computer Use

Faculty members are prohibited from modifying the computer system in any way. This includes, but is not limited to: changing system settings, deleting system files, installing or removing software, tampering with physical equipment, bypassing existing security or knowingly introducing computer viruses, Trojan horses or backdoors. Users are not permitted to share computer accounts or passwords with any persons whatsoever. Violation of the above policy will result in loss of faculty computer privileges and possible disciplinary action, up to and including termination of employment. Wade College reserves the right to monitor all computer sessions, e-mail transactions, and traffic originating from or destined to any of its associated networks.

4.10.9 Log-in, E-mail, and Remote Access

Log-in to any Wade College computer terminal with your faculty username: first name initial and last name, as in “jdoe” and pre-set password: “longhorn.” From off-campus, use the url <http://email.wadecollege.edu> with the same username and password credentials.

All faculty members are assigned an e-mail address which can be accessed on-campus and off-campus. E-mail should be checked at least twice a week, but it is preferable that you check it daily, as students will use it to communicate with you and because college announcements and memos will be posted via e-mail.

Wade College student e-mail addresses are normally first name dot last name @wadecollege.edu, as in jane.doe@wadecollege.edu. For faculty members, e-mail addresses generally appear as first initial and last name @wadecollege.edu, as in jdoe@wadecollege.edu. Faculty and students are required to use only their Wade College e-mail address or Microsoft Teams when communicating. Do not give students your personal e-mail address and do not communicate with students via students' personal e-mail addresses.

4.10.10 Faculty Dress Code

The objective in establishing a polished business casual dress code at Wade College is to allow faculty to work comfortably in the classroom. Nevertheless, faculty members still need to project a professional image for students, potential employers, and other industry visitors. The standard for this dress code is referred to as "polished business casual."

Because all casual clothing is not suitable for the professional environment, these guidelines will help faculty members determine what is appropriate to wear to work:

1. Even in a business casual work environment, clothing should be pressed and never wrinkled. Torn, dirty, or frayed clothing is unacceptable. Clothing should not contain offensive words or pictures. Sports team, university, and fashion brand names on clothing are generally not acceptable unless worn during a designated "casual" day. Discrete brand logos are acceptable.
2. Certain days can be declared "dress down" days, generally days when faculty and/or administrators are not interacting with students, especially in the classroom.
3. This is a general overview of appropriate polished business casual attire.
4. No dress code can cover all contingencies, so faculty members must exert a certain amount of judgment in their choice of clothing to wear to work. If a faculty member should experience uncertainty about acceptable, polished business casual attire for work, he or she should consult with the Vice-President of Academic and Student Affairs.

Slacks, Pants, and Suit Pants

- Slacks that are similar to Dockers-brand and other makers of cotton or synthetic material pants, wool pants, flannel pants, dressy capris for women, and dressy synthetic pants are acceptable.
- Inappropriate slacks or pants include sweatpants, exercise pants, Bermuda shorts, shorts, overalls, leggings, and any nylon, lycra, spandex, or other form-fitting pants.
- Denim pants are permissible as part of the polished business casual dress code as follows:
 - Denim (jeans, blue jeans) must be a very dark wash/ rinse with no abrasions, whiskering, fading, streaking, worn patches, fraying or holes.
 - Denim bottoms must be paired with dress shoes and a professional top (blazer and/or collared shirt, blouse, or sweater).

Skirts, Dresses, and Skirted Suits

- Dresses and skirts are acceptable. Dress and skirt length should allow the wearer to be seated comfortably in public.
- Short, tight skirts that ride halfway up the thigh are inappropriate. Mini-skirts, skorts, sun dresses, beach dresses, and spaghetti-strap dresses are inappropriate.
- Skirted suits are encouraged.

Shirts, Tops, Blouses, and Jackets

- Collared casual shirts, dress shirts, sweaters, tops, golf-type polo shirts, and turtlenecks are acceptable attire for work. Collars are encouraged for male faculty members. Suit jackets or sport jackets are not required but encouraged.

- Inappropriate attire for work includes tank tops; midriff tops; shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter-tops; tops with bare shoulders; sweatshirts, and t-shirts.

Shoes and Footwear

- Conservative walking shoes, loafers, boots, flats, dress heels, and leather deck-type shoes are acceptable for work. Socks/stockings are not required.
- Flashy athletic shoes, sneakers, flip-flops, slippers, and clogs are not acceptable on campus.

Jewelry, Makeup, Perfume, and Cologne

- Should be in good taste and appropriate for a daytime, office environment.

Hats and Head Covering

- Hats are not appropriate on campus. Head coverings required for religious purposes or to honor cultural tradition are allowed.

Conclusion

If clothing fails to meet a polished business casual dress code, as determined by the Office of the President, the employee will be asked not to wear the inappropriate item to the college again. If a second violation occurs, the employee may receive a written warning. Progressive disciplinary action will be applied if dress code violations continue.

4.10.11 Food and Drink in Classrooms

Food of any type and drinks, aside from bottled water in clear, plastic containers, are not permitted for faculty or students in classrooms; exceptions may include instances which are deemed as college-sponsored events. Under no circumstances is eating or drinking ever permitted in the computer laboratories or near any computers located throughout Wade College.

4.10.12 Textbooks, Support Material, and Supplies

The Office of the President, with support from third-party vendors, runs the college bookstore. All requests for textbooks, support materials, and supplies must be made in writing to this office.

4.10.13 Change of Grade Policy

Please refer to the *Wade College Catalog*.

4.10.14 Enforcement of Student Attendance Policy

Wade College does not enforce a formal, college-wide attendance policy. Each faculty member is empowered to create, publish, and enforce an attendance policy, if any, that is suitable to his/her course and requirements.

4.10.15 Enforcement of Student Dress Code

Faculty members are expected to alert the Vice-President of Academic and Student Affairs if a student is dressed inappropriately. Faculty members are not to address the issue themselves.

Although Wade College does not have a formal dress code, the management of the INFOMART has informed us that it:

“reserves the right to address situations that are out of the ordinary with regard to appearance. With that said it is our [INFOMART] preference that all visitors and tenants dress in a professional and decent manner consistent with a business atmosphere.”

Per building expectations, the following are deemed inappropriate by the faculty/staff of Wade College and **will not be accepted as proper attire** in the classroom:

- No exposed body parts
- No hoods worn in the building
- No torn jeans
- No clothing with obscene language
- No pajamas
- No house shoes
- No sunglasses worn in the building
- No droopy, loose, or sagging pants or shorts
- No exposed undergarments

INFOMART security has the right to ask any person dressed “inappropriately” to leave the property.

4.10.16 Faculty Mailboxes

Faculty mailboxes are located in the faculty offices in the administrative wing of the campus. All faculty members are assigned a mailbox to which all mail and inter-office notices/memos are delivered daily. Students are NOT permitted to leave assignments for a faculty member in his/her mailbox nor with the administrative assistant without prior approval from the faculty member.

4.10.17 Location and Maintenance of Shared Drive and Digital Files

Faculty members are provided a central location for all data storage in Microsoft Teams. Faculty should have folders organized accordingly: each trimester should have its own folder; each course should have its own folder; and each folder should contain separate folders, for example:

- Syllabus
- Exams
- Quizzes
- Assignments (handouts/write-ups)
- PowerPoint (or lecture outlines)
- Contingency plans
- Miscellaneous

4.10.18 Intellectual Property Policy

Wade College is committed to providing an environment that supports the learning, teaching, and creative activity of its faculty, students, and staff. The college recognizes the significant merit not only of new inventions, increased knowledge, and improved instructional materials as developed by college personnel but also the scholarly and creative products generated by students as well. The college is mindful of the increased effectiveness, extension of resources, and productivity afforded to all faculty, staff, and students. The entire community of Wade College is encouraged to create, publish, invent, copyright, and patent materials of their own creation which will contribute to the advancement of knowledge, increase productivity and/or efficiency, and contribute to the public good. However, when the intellectual property takes on commercial value, the college has an obligation to the public to share in the benefits derived from college support used in the development of such intellectual property. This policy establishes the criteria

concerning the disclosure, classification, ownership, equity, royalty participation, use, licensing, management, and marketing of intellectual property. This policy applies to all faculty members, staff, students, and anyone using college facilities who develops intellectual property. Should there be any conflict between the provisions of this policy and the terms of a separate written agreement between Wade College and any party, the terms of that separate written agreement will govern.

Please see the *Wade College Intellectual Property Manual* for more details.

4.10.19 Copyright Policy

Wade College respects the intellectual property rights of others and expects students, faculty, and staff to do so as well. It is the policy of Wade College to comply with the *United States Copyright Act of 1976* and the *Digital Millennium Copyright Act of 1998* (hereinafter, the “Acts”). This includes ensuring that the bounds of copying and the use of materials permissible under the “fair use” doctrine and other accepted guidelines are not exceeded. Therefore, Wade College prohibits any duplication, distribution, or use of materials by faculty, staff, or students of any copyrighted material not allowed by the Acts, a license agreement, or permission of the copyright holder.

Please see the *Wade College Copyright Manual* for more details.

4.10.20 Social Media Policy

Social media has risen in popularity over the last few years. With the proliferation of social media services such as Facebook, Instagram, Twitter, TikTok, and LinkedIn, users can be connected to their network of contacts and to the public in dozens of different ways. This has created innumerable opportunities, as well as issues, for those who find themselves navigating the social media landscape, especially in conjunction with a higher education institution.

We at Wade College believe that social media provides a valuable extension to accomplishing our mission. However, as with anything that impacts the college and its students, some rules and guidelines have been established in order to keep usage productive and beneficial to everyone concerned. Please see the Social Media Policy contained in the *Wade College Policy Handbook*.

4.10.21 Enforcement of Plagiarism and Collusion Policy

Faculty members are expected to vigorously enforce the college plagiarism and collusion policies. For more information, please see the *Wade College Student Handbook*.

4.10.22 Code of Conduct – Faculty

To ensure that all employees understand the importance of conducting themselves professionally, the college has established standards of conduct. The established rules cannot and are not intended to address every possible situation that an employee may face because day-to-day situations can be so varied. The established rules are intended to emphasize that the college expects employees to perform their duties in an honest and truthful manner with an absolute commitment to fairness and service to our customers.

Please see the code of conduct policy for employees in the *Wade College Policy Handbook*.

4.10.23 Additional Faculty Duties Outside the Classroom

All faculty members, including part-time faculty, must:

1. Submit official college transcripts and proof of U.S. citizenship or legal residency to the Vice-President of Academic and Student Affairs immediately upon being hired. All required state and federal employment paperwork must be submitted prior to the beginning of the semester.
2. Attend college-wide meetings including curriculum development, faculty, and in-service meetings.
3. Keep accurate and up-to-date grades records. Professors should maintain class records that support and document the student's final grade, including accurate attendance records if considered in grade assessment. All grade books are due in the Office of the Vice-President of Academic and Student Affairs at the end of each trimester. The college retains course records and class documentation for at least one year.
4. Submit copy ready course outlines via e-mail directly to the Vice-President of Academic and Student Affairs for approval before the start of the trimester. Outlines must follow the college's standards for course outlines.
5. Submit final grades via the student management system no later than the end of day the last Wednesday of the trimester.

4.10.24 New Faculty On-Boarding

Each new faculty member must meet with the Vice-President of Academic and Student Affairs for an orientation session prior to the faculty member's first class. All points covered in this faculty handbook and other publications should be reviewed, a tour of the college campus should be conducted, and a briefing on the Wade College student body should be held. In addition, the day-to-day responsibilities of the faculty should be outlined with special attention being given to course syllabi, academic policies, and trimester and end-of-trimester responsibilities.

5.0 GENERAL POLICES

5.1 FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act ("FERPA") is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's educational record.

PUBLIC INFORMATION POLICY AND FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Pursuant to the provisions and intent of Chapter 552, Texas Government Code, known as the Public Information Act, and the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, known as the Buckley Amendment, the college has established a policy relating to the accessibility of student information in the custody of the college.

FERPA affords students certain rights with respect to their educational records. They are:

1. The right to inspect and review the student's educational records after the college receives a written request for access. Students should submit to the Registrar, or other appropriate official, written request that identifies the record(s) they wish to inspect. Records will be furnished to the student at reasonable cost. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, the official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading. The student should write to the college official responsible for the record, clearly identify the part of the record he or she wants changed and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. Consent must be in writing and specify the records to be released, the reasons for such release, and to whom the information is to be released. Personal information shall be transferred to a third party outside of the college only on the condition that such a party will not permit any other party to have access to such information without the written consent of the student. The third party is expected to adhere to the FERPA guidelines upon receipt of this information. The college shall include with any information released, a written statement which informs the receiver of the information and conditions of disclosure.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Wade College to comply with the requirements of FERPA. The name and address of the officials that administer FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

5. Directory information regarding the student will be provided to the public upon request unless the student files a request in the Office of the Registrar asking to be excluded from the directory or from any other request for open directory information from outside entities. The request should be submitted prior to the 12th class day of each new trimester.

A request to withhold information may be submitted after the stated deadline, but information may be released between the deadline and receipt of the request. The file of a student who has asked to be excluded from the directory information will remain flagged until the student requests that the flag be removed.

Directory information consists of a student's full name, address, e-mail address, telephone number, date and place of birth, major field of study, classification, participation in officially recognized activities, dates of attendance, degrees, and awards received, the last educational agency or institution attended previous to Wade College, and photograph.

6. Wade College will disclose information from a student's educational records only with the written consent of the student, except:

- To school officials who have a legitimate educational interest in the records. A school official is a person employed by the college in an administrative, supervisory, academic, research, or support staff position; a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his or her tasks. A school official has legitimate educational interest if the official needs to review educational records in order to fulfill his or her professional responsibility.
- To officials of another school, upon request, in which a student seeks or intends to enroll.
- To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with an audit, or certain state or federally supported educational programs.
- In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid.

- If required by state law requiring disclosure that was adopted before November 19, 1974.
- To organizations conducting certain studies for or on behalf of the college.
- To accrediting organizations to carry out their functions.
- To comply with a judicial order or a lawfully issued subpoena.
- To appropriate parties in a health or safety emergency.
- To parents of a dependent student, or such parents as defined in Section 152 of the Internal Revenue Code of 1954.

For any other information regarding the college's policy on access to records and to request accessibility to college records, contact the Office of the Registrar.

5.2 PUBLICATIONS

While this faculty handbook is designed to answer many of your questions about Wade College, you may have other questions. These questions should be directed to other publications such as the *Wade College Board of Trustees Handbook*, *Wade College Catalog*, *Wade College Student Handbook*, *Wade College Website*, *Wade College Administrative Evaluation Handbook*, *Wade College Annual Security Report and Safety Plan*, *Wade College Fiscal Management Handbook*, *Wade College Learning Assessment Handbook*, *Wade College Library Collection Development Handbook*, *Wade College Financial Aid Policies and Procedures Manual*, *Wade College Copyright Manual*, *Wade College Intellectual Property Manual*, *Wade College Tuition and Enrollment Agreements*, and *Wade College Policy Handbook*, or directly to the Office of the President.

All employees should be familiar with all policies and procedures contained in this faculty handbook, as well as those outlined in the aforementioned publications. Failure to read such publications is not an excuse for employee errors, omissions, violations, or mistakes.

6.0 FACULTY PROFESSIONAL DEVELOPMENT

All professors at Wade College are required to develop and implement a program for professional growth. This plan is reviewed with the Vice-President of Academic and Student Affairs and maintained in the faculty member's file.

Wade College employs the following means to promote the professional development of its faculty members:

- Leaves of absence for study and research
- Employment sabbaticals
- Additional graduate study
- Attendance at professional meetings
- In-service training
- Reimbursement for professional memberships
- Periodic staff meetings
- Daily exposure to industry trends, business practices, and professionals at the INFOMART and/or Dallas Market Center complex
- Seminars, shows, and promotions held during the seasonal markets held at the INFOMART and/or Dallas Market Center complex
- Library research periodicals and databases

The program of professional growth at Wade College has two main objectives. First, the growth program will assist the professor in keeping current in his or her respective specialty field and allow for continued quality instructional delivery. Second, the growth program will assist the entire institution in meeting the needs of its students as they strive toward their educational and career goals. While the institution will provide various means for the professor to grow professionally, the individual faculty member is expected to take the initiative in promoting growth as a professor.

Faculty in-service is conducted on at least three separate sessions during the year. In-service instruction includes topics that are timely and appropriate for the professors of the college. Faculty members provide input for professional development topics. The goal of the in-service is to assist professors in their classroom performance.

The institution requires each full-time professor to participate in at least one professional organization and pays for membership dues. The college encourages professors to participate in workshops and seminars conducted by their professional organizations.

The institution may grant sabbatical leaves to professors who have been employed at least three years. Staffing considerations and professional growth opportunities are factors that weigh on the decision to grant a sabbatical leave. In taking sabbatical leave, professors will be encouraged to be involved in one or more of the following activities:

- Industry exposure in related field
- Graduate study
- Travel directly related to the teaching field

State-of-the-art business seminars presented by industry professionals are regular offerings during the seasonal markets that are held throughout the year at the Dallas Market Center complex and elsewhere. All faculty members, through the college's sponsorship should participate in such events.

6.1 PART-TIME FACULTY

Although part-time faculty are not required to participate in professional development activities, Wade College does support and encourage all part-time faculty to participate in all faculty meetings, assignments, and activities. Each part-time faculty member is encouraged to participate in as many activities as possible; especially, faculty meetings and in-service training programs.

6.2 MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

All faculty members are encouraged to maintain membership and to be a part of their professional groups. All full-time faculty members are required to belong to at least one professional organization. For all full- and part-time professors, Wade College will pay the annual membership dues of a least one professional organization, approved by the President. The Vice-President of Academic and Student Affairs will keep an active file of professional memberships.

6.3 SABBATICAL LEAVES

A leave of absence or sabbatical without pay may be granted to faculty members who wish to broaden their horizons and increase their depth and breadth of understanding in their discipline, provided such leave does not work an undue hardship on the college. A request for a sabbatical must be filed with the President no later than six months prior to the anticipated start date of the leave. The leave of absence or sabbatical must be approved by the President and the Board of Trustees.

6.4 WADE COLLEGE PROFESSIONAL DEVELOPMENT PLAN

To assist faculty members with their professional development, Wade College has created a *Wade College Professional Development Plan* that outlines the programs and activities available to accomplish this aim. Also included in this plan are expectations for extracurricular faculty development to be completed.

Appendix A in this faculty handbook contains the *Wade College Professional Development Plan*.

6.5 WADE COLLEGE FACULTY EVALUATION HANDBOOK

The Vice-President of Academic and Student Affairs is charged with the task of developing and implementing an on-going program of faculty evaluation. In all cases, the faculty evaluation and professional development program shall comply with the Southern Association of Colleges and Schools Commission on Colleges *Principles of Accreditation*. In addition, part-time faculty members shall be evaluated by the same criteria as full-time faculty.

Faculty members are subject to the review process outlined in the *Wade College Faculty Evaluation Handbook* contained in Appendix B of this faculty handbook. Additionally, submission of syllabi and other related course documents, as requested, to the Vice-President of Academic and Student Affairs, as well as timely and satisfactory completion of administrative requests, are considered when evaluating a faculty member.

Appendix A: WADE COLLEGE PROFESSIONAL DEVELOPMENT PLAN

Professional development is a key component in the provision of a quality education. Professors must continually develop their professional skills in order to be effective teachers, scholars, and practitioners of their discipline.

Wade College encourages and promotes professional growth and development among its faculty. To that aim, the college plans and budgets for professional development and growth opportunities and activities. This plan includes a description and explanation of the professional development activities sponsored by the college.

ASSESSMENT

The first component of the *Wade College Professional Development Plan* (hereafter known as the PDP) is the use of multiple assessments to assist professors and other personnel in determining areas for development. Assessments may be external assessments (those assessments done by students or supervisors) or internal assessments (those done by the professor).

There are four components to the assessment program: student evaluations, classroom observatory evaluation, supervisory evaluation, and self-evaluation. A detailed discussion of the policies surrounding the evaluation process is found in the *Wade College Faculty Evaluation Handbook* contained in Appendix B of this faculty handbook.

The *Wade College Faculty Evaluation Handbook* also contains a schedule for the completion of these assessments. When assessments are completed, they are kept in the professor's personnel file.

IN-SERVICE MEETINGS

In-service meetings are the second component of the Wade College PDP. They are held periodically to present topics of interest and information to the professors and staff of Wade College. These meetings may be divided into three categories: general meetings, informational seminars, and faculty meetings.

General meetings may be held at any time during the trimester or during the break between trimesters. General meetings may address topics of interest to faculty/staff including college policies, current college issues, and upcoming events. Informational seminars are designed to present educational topics usually related to pedagogical interests. Faculty meetings are held on a weekly or bi-weekly basis to ensure that professors are kept up-to-date with the information that they and their students need in order to teach and manage their classes and workloads effectively.

Professors are encouraged to attend in-service meetings in order to further their professional development.

ORIENTATION

Faculty members are also afforded the opportunity to learn more about Wade College and the Wade College Library through separate orientations. Orientation to Wade College and its policies, procedures, and facilities is handled at the time of hire for new employees. The Director of Learning Resources also attends faculty meetings during the trimester and may present information about new materials and services during such meetings. New faculty members may also request one-on-one sessions with a librarian to assist in their acquaintance with the collections and services available.

PERSONAL (INDIVIDUAL) PROFESSIONAL DEVELOPMENT PLANS

Another part of the Wade College PDP is the professor's personal goals and objectives for the year. Each full-time professor is required to file a *Goals and Objectives Form* with the Vice-President of Academic and Student Affairs. These forms ask professors to develop goals in several distinct areas, including teaching, professional growth and development, and service. At the end of each calendar year, professors are required to provide an assessment of their goals for the past year. The Vice-President of Academic and Student Affairs also comments on the goals and the professor's assessments of such. These forms are kept in each professor's personnel file and are completed on

a yearly basis, with the setting of goals at the beginning of a calendar year and the evaluation at the end of the calendar year.

PROFESSIONAL MEMBERSHIPS

Wade College requires that faculty members belong to at least one professional association. This is included as an item in the annual operating budget of Wade College. Professors do have the freedom to belong to the organization of their choice, provided that the organization relates to their academic discipline. Proof of membership is maintained in each professor's personnel file.

Wade College asks professors to document any professional growth and development activities completed through their professional associations. Documentation may take the form of receipts, brochures, descriptions of the activities in which the faculty participated, etc. This documentation is maintained in the professor's personnel file.

COMMITTEE PARTICIPATION

Participation in standing committees reflects another way in which the college offers professional growth and development opportunities. Professors may belong to the *Curriculum Development Committee*, the *Institutional Effectiveness Committee*, *Faculty Senate Committee*, and the *Library Committee*. Because of the college's small size and intimate nature, all professors are invited to be members of these committees.

The *Curriculum Development Committee* has the purpose, "to continually review the course(s) of instruction, the curriculum, and all attendant aspects and to make suggestions for needed additions, revisions, and deletions. In addition, the committee shall have the purpose of improving the instructional process by reviewing and monitoring the college's program of instructional evaluation. The committee shall make recommendations for changes it deems necessary to update and create coherence in the curriculum and the overall educational program." Through the college's *Curriculum Development Committee*, faculty members hold responsibility for developing new instructional initiatives and enhancing the current program. These are reviewed by the Division Directors during these committee meetings to determine necessary and requested changes and improvements, and to assign approval, if necessary, to any recommended changes.

According to the *Wade College Policy Handbook*, "The *Institutional Effectiveness Committee* shall have the primary purpose of evaluating and improving institutional effectiveness, institutional research, and institutional planning, evaluation, and budgeting. The committee shall seek the best means available for assessing institutional effectiveness and shall make recommendations for improving all aspects of institutional effectiveness." In addition to participating in the committee and undertaking such duties as are required by committee membership, faculty may have more intrinsic ways of participation. The intrinsic ways in which faculty may participate in institutional effectiveness are outlined the college's annual *Institutional Effectiveness Report*.

The Faculty Senate Committee "convenes each trimester to review and approve changes to the curriculum as proposed through the *Curriculum Development Committee*. The senate will consider changes to approved curricula, including: program purpose, program objectives, student learning outcomes, assessment criteria and evaluation methods, assessment results, and use of results." Only faculty members holding Division Director status can hold membership on this committee.

The *Library Committee* has as its purpose the directive, "to periodically review the policies and practices of the Wade College Library. The *Library Committee* shall make suggestions as it feels necessary concerning changes and revisions to the operation of the Library, its collection, and its electronic resources. The *Library Committee* shall take as a primary function the encouragement of faculty interest in and responsibility for the selection of books, periodicals, and other instructional materials for the library." Faculty members may be invited to be members of this committee and to participate. It is through this committee that faculty members are able to have input into the college library's collections and policies.

PROFESSIONAL LITERATURE

Professors are also able to use the Wade College Library in order to pursue their professional growth and development. Since the library holdings are specific to the merchandising and design curriculum, the library is an ideal place for faculty to research and study such topics. In addition to curriculum-specific collections, the library also houses pedagogical and instructional literature that is available to the faculty. Another aspect of the library that is also of use to faculty in their professional growth and development is the online databases to which the library subscribes.

OPTIONAL ACTIVITIES AVAILABLE

The last component of the Wade College PDP is the optional activities in which professors may participate. Wade College makes these activities available to the professors and encourages them to attend. Expenditures for participation in these activities may be budgeted by the college or borne by the faculty member.

- Leaves of absence for study and research
- Employment sabbaticals
- Additional graduate study
- Attendance at professional meetings on- and off-campus
- Daily exposure to industry trends, business practices, and professionals at the Dallas Market Center complex
- Seminars, shows, and promotions held during the seasonal markets held at the Dallas Market Center complex

WADE COLLEGE OPERATING BUDGET

It is the policy and procedure of Wade College to budget for professional development in order for the faculty to remain current in their disciplines and in the art of pedagogy. The institutional operating budget, proposed by the institution's department heads and President and approved by the Wade College Board of Trustees, is created on an annual basis and is evaluated through the institutional effectiveness processes. Line items are included for professional memberships as well as professional development activities. Professors may request funds earmarked for professional development via the Office of the Vice-President of Academic and Student Affairs. Professors will be asked to provide documentation of the cost of the professional development activities and payment information which is forwarded to the President for approval and processing within applicable institutional fiscal management policies and procedures.

PROFESSIONAL DEVELOPMENT REPORT

To summarize the professional development and growth activities undertaken by the college and by individual faculty members throughout a calendar year, a *Professional Development Report* is completed by the Director of Institutional Support. This report provides a listing and explication of all professional development and growth activities in which each faculty member has participated. Documentation of membership in professional organizations and proof of participation in outside professional development and growth activities will continue to be placed in personnel files; and participation in committees and meetings will continue to be documented through meeting minutes. However, this information will be also available in this *Professional Development Report*.

CONCLUSION

The above detailed activities and programs are all integral parts of the professional development and growth program at Wade College. While there is an institutional investment in these activities, there is also an expectation that individual faculty members will address their professional development needs in a serious and coordinated manner.

PHILOSOPHY AND PURPOSE

The purpose of the *Wade College Faculty Evaluation Handbook* is improvement of instruction, professional growth of the faculty involved in the process, and improvement in the teaching-learning process. The administration, faculty, and staff of Wade College understand the subjective nature of evaluation, and it is the desire of everyone to see that the evaluations are used in a constructive manner. For evaluation of instruction to be effective, the process must be structured, and confidence must exist at all levels and between all parties involved. It is imperative that open lines of communication be maintained regarding the information and results of such evaluations.

Faculty evaluation is not an end in itself. As faculty members continue to polish existing skills and to acquire new ones as a result of—and independent of—the evaluation process, the instructional program will continue to improve, and professors will be able to demonstrate their contributions to the growth of the college.

Areas in faculty evaluation include teaching and learning, professional growth and development in the subject matter, and service to the institution (activities outside the classroom and ancillary duties).

CRITERIA FOR EVALUATION: FULL TIME FACULTY

The instruments outlined in this *Wade College Faculty Handbook* document are the criteria against which the performance of individual faculty members is measured. These instruments require four independent evaluations of the performance of individual full-time faculty members: self, student, classroom observation, and supervisory. A level or average of "expected performance; meets expectations" on each criterion is considered satisfactory on each of the evaluation instruments. Self and supervisory evaluations reside in one document.

CRITERIA FOR EVALUATION: PART-TIME FACULTY

The instruments outlined in this *Wade College Faculty Handbook* document are the criteria against which the performance of individual faculty members is measured. These instruments require three independent evaluations of the performance of individual part-time faculty members: student, classroom observation, and supervisory. A level or average of "expected performance; meets expectations" on each criterion is considered satisfactory on each of the evaluation instruments. Classroom observation and supervisory evaluation reside in one document.

The evaluation instruments are provided under separate cover.

FREQUENCY, ELEMENTS, AND GUIDELINES

The major elements of the classroom faculty evaluation system shall include (1) student evaluations, (2) classroom observation and supervisory evaluation (which includes at a minimum classroom observation and a review or appraisal session between the individual faculty member and the evaluator), and (3) for full-time faculty members, the individual faculty member's statement of Goals and Objectives and the Faculty Self Evaluation. Self and supervisory evaluation reside in one document.

Student Evaluations

Student evaluations shall be administered for each professor during the course of each trimester following the outlined policies below.

All student evaluations shall be conducted between the beginning of the tenth week and the end of the twelfth week of each trimester. As a matter of practice, the Student Evaluation of Instruction shall be administered by the Vice-President of Academic and Student Affairs and/or his/her designee.

A summary which provides the distribution of and the average scores for each item will be prepared. This summary, as well as student comments, will be made available to the professor.

Full-time professors should use the summary of student evaluations and comments in preparing his/her annual Goals and Objectives, the year-end report on individual Goals and Objectives, and his/her self-evaluation.

Supervisory Evaluation and Classroom Observation

The supervisory evaluation will be conducted by the Vice-President of Academic and Student Affairs and/or his/her designee. A copy of each faculty member's Supervisory Evaluation will be placed into his/her personnel file.

New professors receive classroom evaluations during their first trimester of employment; all other professors receive one classroom evaluation per year.

Full-Time Faculty Members Individual Goals and Objectives/Self Evaluation

Each full-time faculty member is responsible for developing an individual set of objectives and/or goals at the beginning of each calendar year. Goals and objectives should address the three major areas of teaching, professional growth and development, and service.

How many goals are enough? Three to five goals may be sufficient; however, one goal with multiple parts may also be sufficient. The goals may be in the form of routine goals, problem-solving goals, innovative goals, professional development goals, community/civic goals, and/or personal goals. Some of the areas faculty may want to address include, but are not limited to, the following: teaching and learning, professional growth, professional service, public service, presentations, faculty service, involvement in student organizations, and student activities.

The faculty member shall develop a stated measure of evaluation for the criteria for evaluation for each goal and/or objective. A copy of the Goals and Objectives for the year is due to the Vice-President of Academic and Student Affairs and/or his/her designee by February 1 of each year.

Individual goals and objectives are subject to review by the Vice-President of Academic and Student Affairs and/or his/her designee. The Vice-President of Academic and Student Affairs and/or his/her designee may endorse or add amendments, as appropriate. Following the first year of employment and only if necessary, the professor's goals and objectives should address problem areas identified during the previous year's evaluation process.

Near the end of each calendar year each full-time faculty member will submit a Faculty Self-Evaluation. The Self-Evaluation asks professors to self-report their strengths and weaknesses on a number of common traits/habits. There is also a narrative of their professional development activities and an evaluation and analysis of the individual faculty member's goals and objectives which were developed at the beginning of the calendar year. The Self Evaluation will be submitted to the Vice-President of Academic and Student Affairs and/or his/her designee near the end of each calendar year.

The Full-time Faculty Self-Evaluation Form will be completed once a year.

Appraisal Sessions

Appraisal sessions are an inherent part of the evaluation process. Each faculty member will receive a complete evaluation report and be allowed to discuss the results with the Vice-President of Academic and Student Affairs and/or his/her designee.

Important issues include the improvement of instruction, the professional development of our faculty, and the improvement of the teaching/learning process at Wade College.

An appraisal session shall be conducted at least once a year for all full-time faculty members and as appropriate for part-time faculty. It is recommended that the following materials be available and be reviewed in preparation for the appraisal session:

1. Student Evaluations of Instruction;
2. Classroom Observation;
3. Supervisory Evaluation;
4. Goals and Objectives and Self-Evaluation (for Full-Time Faculty);

5. Student Data: grade distributions, program enrollments and retention rates, and other such data as developed by the professor or the institution.

All evaluation materials, along with conclusions, commendations, and/or recommendations, shall be forwarded to the President for review and approval. If the professor disagrees with the evaluation made during the appraisal session, the professor may submit a written statement to the President which must outline the reasons for the disagreement. The President is responsible for working to resolve the issue.

DISPOSITION OF EVALUATION MATERIALS

The following instruments will be filed in each faculty member's personnel file, or maintained digitally through third-party services:

- 1) Summary of Student Evaluation of Instruction
- 2) Classroom Observation
- 3) Supervisory Evaluation
- 4) Faculty Goals and Objectives
- 5) Faculty Self-Evaluation

All other original materials will be delivered to the Vice-President of Academic and Student Affairs and/or his/her designee and filed, stored, or disposed of as appropriate.

FAILURE TO COMPLY WITH THE EVALUATION PROCESS

If a faculty member fails to comply with the evaluation process, he/she is subject to disciplinary action. Disciplinary action may include, but is not limited to, dismissal.

APPENDIX C: EMPLOYMENT CONTRACT FOR PART-TIME PROFESSORS

Document is provided under separate cover.

APPENDIX D: EMPLOYMENT CONTRACT FOR FULL-TIME PROFESSORS

Document is provided under separate cover.

APPENDIX E: FACULTY HANDBOOK ACKNOWLEDGEMENT FORM

On this date, I received a copy of the *Wade College Faculty Handbook*. I agree to read the faculty handbook and to comply with the policies and procedures contained therein.

I understand that neither this faculty handbook nor any other communication by a management representative is intended to in any way create a contract of employment, either express or implied.

I also understand that any rules, policies, and benefits described in the faculty handbook may be modified or varied from by the college at any time.

Printed Name

Signature

Date

Please return this receipt form to the Vice-President of Academic and Student Affairs.