

Faculty Handbook

2019-20



Western Nebraska
Community College

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Preface

The purpose of this handbook is to provide Western Nebraska Community College with information about the academic operation of the college. It is not the intent of this handbook to duplicate material that can be found in the *College Catalog*, *Negotiated Agreement*, or *Employee Handbook*. Every attempt has been made to ensure the accuracy of its contents. If any discrepancy exists between the handbook and the printed policies of the Board of Governors, the provisions of the WNCC Board Policy Manual will prevail. The college reserves the right to modify the information within this handbook without notice.

Equal Opportunity

Western Nebraska Community College does not discriminate on the basis of race, color, religion, national origin, sex or gender, age, disability, marital status, military veteran status, sexual orientation, gender expression/identity, or political affiliation, in its policies, practices, and activities related to employment, admissions, educational services/programming, student services/activities, or financial aid; as expressly prescribed by Institutional policy, state and federal laws, regulations, and executive orders. Inquiries concerning the application of these policies, laws, and/or regulations to the College may be directed to the College's Compliance Officer for the Civil Rights Act(s), Title IX of the Education Amendments of 1972, Americans with Disabilities Act(s), and Section 504 of the Rehabilitation Act of 1973; Kathy Ault, Human Resources Executive Director, 1601 East 27th Street, Scottsbluff, NE 69361-1815; aultk@wncc.edu; 308.635.6350 or to the Director, Office of Civil Rights, U.S. Department of Education, One Petticoat Lane, 1010 Walnut Street, Suite 320, Kansas City, MO, 64106-2106.

Accreditation

The Higher Learning Commission of the North Central Association accredits Western Nebraska Community College. Inquiries regarding WNCC accreditation may be directed to the HLC by letter at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604; or by phone at 312.263.0456.

Individual programs may be certified or accredited by other professional associations in addition to the Higher Learning Commission.

2019-20 Faculty Calendar

August 2019	
12 (M)	Faculty (175- & 220-day) contract days begin for Fall 2019
13 (T)	Faculty In-Service
19 (M)	Fall 2019 full-term and 1st 8-week classes begin
September 2019	
2 (M)	Labor Day (college closed; non-contract day)
October 2019	
7 (M)	1st 8-week classes end
8 (T)	Finals for 1st 8-week classes
9 (W)	Grades due @ midnight for 1st 8-week classes
9 (W)	Midterm for Fall 2019
10 –11 (Th and F)	Fall Break (no classes; contract days)
10 (Th)	General Assembly for all employees
14 (M)	2nd 8-week classes begin
28 (M) – 31 (Th)	Advising Week
November 2019	
1 (F)	Advising Week
27 (W)	Thanksgiving Holiday (no classes; non-contract day)
27 p.m. – 29 (W - F)	Thanksgiving Holiday (college closed; non-contract days)
December 2019	
6 (F)	Fall 2019 full-term and 2 nd 8-week classes end
9 – 13 (M – F)	Finals
17 (T)	Grades due @ midnight for full-term and 2nd 8-week classes
17 (T)	Last contract day for faculty (175- & 220-day) for Fall 2019
25-31 (T – T)	Winter Break (college closed)
January 2020	
1 (W)	Winter Break (college closed)
6 (M)	Faculty (175- & 220-day) contract days begin for Spring 2020
7 (T)	Faculty In-Service
13 (M)	Spring 2020 classes begin

March 2020	
4 (W)	1st 8-week classes end
5 (Th)	Finals for 1st 8-week classes
6 (F)	Grades due @ midnight for 1st 8-week classes
6 (F)	Midterm for Spring 2020
9 – 13 (M – F)	Spring Break (no classes; non-contract days)
16 (M)	2nd 8-week classes begin
30 (M) & 31 (T)	Advising Week
April 2020	
1 (W) – 3 (F)	Advising Week
10 (F)	College Closed (non-contract day)
23 (Th)	District Music Contest (no classes Scottsbluff campus only; contract day)
May 2020	
1 (F)	Spring 2020 full-term and 2nd 8-week classes end
4 – 8 (M – F)	Finals
9 (Sat)	2020 Graduation
11 – 13 (M – W)	Faculty Completion Days (contract days)
12 (T)	Grades due @ midnight for full-term and 2nd 8-week classes
13 (W)	Last contract day for 175-day faculty
13 – 25 (W – M)	Hiatus for 220-day faculty (non-contact days)
25 (M)	Memorial Day (college closed)
26 (T)	Summer 2020 8-, 10-, and 1st 5-week sessions begin
26 (T)	Begin date for faculty on Summer 2020 contract
26 (T)	Faculty (220-day) contract days resume
June 2020	
24 (W)	1st 5-week session ends
25 (Th) & 26 (F)	Finals for 1st 5-week session
29 (M)	2nd 5-week session begins
30 (T)	Grades due @ midnight for 1st 5-week session
July 2020	
3 (F)	Independence Day Holiday (college closed; non-contract day)
15 (W)	8-week session ends

July 2020 con't	
16 (Th) & 17 (F)	Finals for 8-week session
21 (T)	Grades due @ midnight for 8-week session
28 (T)	Last contract day for 220-day faculty
29 (W)	10-week and 2nd 5-week sessions ends
30 (Th) & 31 (F)	Finals for 10-week and 2nd 5-week sessions
August 2020	
4 (T)	Grades due @ midnight for 10-week and 2nd 5-week sessions
4 (T)	Last day for faculty on Summer 2020 contract

*Calendars for 228-day faculty (librarians) are established in consultation with Associate Dean of Instructional Services and Human Resources.

Calendar dates are subject to change.

Institutional Information

College Mission

Western Nebraska Community College assures learning opportunities for all—**enriching** lives, **invigorating** communities, **creating** futures.

College Vision Statement

To positively impact the education and well-being of every student, employer, and community member in the Nebraska Panhandle region.

College Values

- Lifelong Learning
- Student and Community Service
- Honesty, Integrity and Transparency
- Collaboration and Communication
- Innovation and Continuous Improvement
- Respect for All People and Perspectives

College Role

Western Nebraska Community College shall be a student centered, open access institution primarily devoted to quality instruction and public service, providing counseling and other student services intended to promote the success of a diverse student population, particularly those who have been traditionally under served in other educational settings.

Western Nebraska Community College, individually and collectively, shall provide the following instructional and service priorities:

Applied Technology Education

- Including Associate of Applied Science degrees (AAS), Associate of Occupational Studies (AOS), diplomas, certificates, and coursework to qualify individuals for entry into employment or to enable individuals to remain current, to upgrade skills, or to acquire new skills.

Transfer Education

- Including liberal arts and sciences associate degrees (AA and AS) comprising course work which is comparable to the course work of the first two years of a bachelor's degree program and applied technology degrees comprising course work which may be applicable to the course work of the first two years of a bachelor's degree program.

Developmental Education

- Including remedial programs, developmental programs, Adult Basic Education, General Education Development (GED) preparation, English Literacy Programs (ELP), and refresher courses.

Adult Continuing Education

- Including career related programs and services for professional certification or improvement; economic and community development including customized training programs developed for businesses and communities to meet needs such as occupational assessment, job training, and

job upgrading and other programs and services that are within the scope of the college's expertise.

Public Service

- Including vocational and personal development courses and activities not specifically identified in other priorities.

Applied Research

- Limited to the enhancement of the instructional programs, student achievement, institutional effectiveness, and public service activities or related to faculty professional development.

College History

Western Nebraska Community College's history reaches back to 1926 when it was established by the Nebraska Legislature as a junior college in the Scottsbluff Public School System. It transitioned into a full two-year institution called Scottsbluff College in 1932, and it merged with the Alliance School of Practical Nursing and the Western Nebraska Technical College in 1978, ultimately to become WNCC. WNCC retains the multiple locations of its history—Scottsbluff (main), Alliance, and Sidney—to help reach all of its constituents in the service area. The college has been continuously accredited by the Higher Learning Commission since the merger in 1978.

College Service Area

Western Nebraska Community College serves 12 and half counties in the Panhandle of Nebraska. The college's service area covers more than 17,000 square miles and serves more than 2,500 credit and 23,000 non-credit students.

College Governance

Western Nebraska Community College is governed by an elected 11-member Board of Governors. The members represent five districts, with one member serving at large. Representatives of the WNCC faculty and student body serve as ex-officio members of the board. The board meets monthly, approving personnel, setting policy, approving the budget, and establishing the local college tax levy.

College Organization

WNCC Interim President

John Harms, Ph.D.

harmsj3@wncc.edu

308.635.6101

Dr. John Harms was named interim president of Western Nebraska Community College in July 2019. He previously served as president of the college from 1976 to 2006. During his tenure, WNCC enjoyed years of expansion and growth, including the merger of the Alliance School of Practical Nursing with then Nebraska Western College; the relocation to a new facility for the Sidney Campus; and the purchase and remodel of a former call center adjacent to the Scottsbluff Campus, now known as the John N. Harms Center, among others. Upon his retirement from WNCC, Harms went on to serve as a Nebraska state senator for the 48th Congressional District from 2007 to 2015.

Harms earned a bachelor's degree and masters of science degree in secondary education from Chadron State College and an Ed.D. in higher educational administration from Montana State University.

Executive Leadership Team

Executive Vice President (Chief Academic Officer)

John Marrin

marrinj1@wncc.edu

308.635.6103

Dr. Marrin joined Western Nebraska Community College as Interim Executive Vice President and Chief Academic Officer in July 2019. John has extensive background in higher education administration, including holding a variety of academic and administrative positions at WNCC and serving as campus dean at Colorado Mountain College. In 2008, he was tapped to serve as president of Lamar Community College, a position he held until his retirement in 2016. Post-retirement, John returned to the classroom, teaching business, economics, and ag-business courses at Eastern Wyoming College.

John earned his bachelor's degree from Chadron State College and his MBA from Regis University.

Areas of Responsibility:

- Academic testing & tutoring
- Accreditation
- Alliance campus
- Assessment
- Dual credit courses
- Entrepreneurship
- Grants
- Information technology
- Instructional technology
- Library services
- Lifelong learning
- Program evaluation
- Sidney campus
- Strategic planning
- Student learning/ success
- Teaching & learning support
- Transfer & CTE instruction & curriculum development
- Workforce development

Vice President for Administrative Services (Chief Financial Officer)

Bill Knapper

knapperw@wncc.edu

308.635.3606

Bill Knapper has served as the Vice President of Administrative Services and Chief Financial Officer for Western Nebraska Community College since 2008. Previously, Bill was the Director of Business Services for Scottsbluff Public Schools, and held a similar position at Beatrice Public Schools in Nebraska.

Bill earned degrees in Business Administration, Finance (B.S., MBA) from the University of Nebraska-Lincoln.

Areas of Responsibility:

- Facilities bidding
- Facilities reservations
- Fleet/transportation
- Hazardous materials
- Information Center
- Insurance
- Mail
- Maintenance & grounds
- Parking
- Purchasing & bidding
- Renovation & construction projects
- Safety & security

Vice President for Finance

Lynne Koski

koski1@wncc.edu

308.635.6972

Lynne Koski joined Western Nebraska Community College as the Vice President of Finance in 2019. Koski brings more than 30 years of higher education experience to WNCC, including her most recent stint as Vice President of Administrative Services at Northeast Community College, where she maintained a \$90 million budget and oversaw an Administrative Services division of 89 employees.

Koski, who earned a bachelor's degree in business administration with an emphasis in accounting from the Nebraska Wesleyan University.

Areas of Responsibility:

- Accounts payable
- Accounts receivable
- Budget development
- Cashier
- Contracts
- Financial and audit reports
- WNCC Foundation records

Vice President for Student Services

Nina Grant

grante1@wncc.edu

308.635.6104

Nina Grant has served as the Vice President of Student Services at Western Nebraska Community College since 2016, providing leadership for a comprehensive student services division. She has more than 20 years of experience in higher education student affairs, with a focus on expanding opportunities,

addressing barriers, and increasing access and success for all students, particularly those with significant challenges to overcome.

Nina obtained degrees in Human Development (B.S.) and Health Education (M.Ed.) from the University of Nebraska and completed doctoral coursework in Educational Leadership and Policy Studies at Iowa State University.

Areas of Responsibility:

- Admissions
- Academic advising
- Bookstore
- Career services
- Dining
- Disability services
- Diversity programming
- Financial aid & scholarships
- Intercollegiate Athletics
- Int'l student support
- Judicial/conduct issues
- Military and veteran students
- Orientation
- Placement testing
- Registration & records
- Residence life
- Student activities
- Transfer advising
- TRIO programs

Human Resources Executive Director

Kathy Ault

aultk@wncc.edu

308.635.6350

Kathy Ault joined Western Nebraska Community College in January 2010 as the Assistant to the Vice President of Human Resources. In June 2015, she was named the Associate Director of Human Resources, and in March 2017 was appointed as the Human Resources Executive Director.

Kathy's human resources career began as the Training Coordinator at Waste Tech Services in Kimball, Nebraska. She later served as the Employment Manager at Regional West Medical Center in Scottsbluff for 13 years before joining the WNCC team.

Kathy earned an associate degree from Western Nebraska Community College, and a bachelor's degree in Human Resource Management through Bellevue University. Kathy is also certified as a Professional in Human Resources (PHR) through the Human Resources Certification Institute, and is a Society for Human Resources Management (SHRM) Certified Professional.

Areas of Responsibility:

- Employee well-being
- Full- & part-time employment
- Insurance & benefits
- Staff training

Academic Leadership

Dean of Instruction
Hallie Feil, Ph.D.

feilh@wncc.edu
308.635.6126

Responsible for:

- Academic Enrichment, Language, & Fine Arts
- Mathematics and Science
- Social Sciences and Human Performance
- Curriculum Council
- Student Success
- Teaching, Learning, & Assessment

Dean of Instruction and Workforce Development
Charlie Gregory, Ed.D.

gregor43@wncc.edu
308.635.6740

Responsible for:

- Applied Technology
- Business and Information Technology
- Health Sciences
- Lifelong Learning
- Workforce Development
- Teaching, Learning, & Assessment

Associate Dean of Instructional Services
Ellen Dillon

dillone@wncc.edu
308.635.6787

Responsible for:

- Academic Testing & Tutoring
- Adult Education
- CollegeNOW!
- Grants
- Instructional Technology
- Libraries
- Teaching, Learning, & Assessment
- Assist faculty w/ student accommodations

Associate Dean of Instruction
Patrick Fortney, Ph.D.

fortneyp@wncc.edu
308.635.6339

Responsible for:

- Full-time and adjunct faculty evaluations and continuous improvement plans
- Student complaints

Division Chairs

The Division Chairs for the 2019-2020 academic year are:

Jennifer Pedersen

Academic Enrichment, Language, & Fine Arts

pedersen@wncc.edu
308.635.6078

Dan Joppa

Applied Technologies

joppad1@wncc.edu
308.635.6745

Aletia Norwood

Business & Information Technology

norwooda@wncc.edu
308.635.6029

Marcene Elwell

Health Sciences (liaison)

elwellm1@wncc.edu
308.635.6541 or 7431

Amy Winters

Mathematics & Science

winters4@wncc.edu
308.635.6195

Jackie Cawiezel

Social Sciences & Human Performance

cawieze7@wncc.edu
308.635.6172

Academic Divisions and Course Abbreviations

Academic Enrichment, Language, and Fine Arts

Art (ARTS)
English as a Second Language (ESLX)
English (ENGL)
Global Studies (GBST)
Humanities (HUMS)
Music (MUSC)
Personal Development (PRDV)
Philosophy (PHIL)
Photography (PHOT)
Spanish (SPAN)
Speech (SPCH)
Theater Arts (THEA)

Business and Applied Technologies

Applied Technology

Applied Agricultural Technologies (AGRI)
Aviation (AVIA)
Automotive Technology (AUTO)
Collision Repair and Refinish Technology (AUTB)
Drafting Technologies (DRAF)
Powerline Construction and Maintenance Technology (UTIL)
Welding (WELD)

Business and Information Technology

Accounting (ACCT)
Business Administration (BSAD)
Business Technology (BSTC)
Information Technology (INFO)
Management (MNGT)
Marketing (MRKT)
Real Estate (REES)

Health Sciences

Associate Degree Nursing (ADNR)
Basic Nursing Assistant and Medication Aide (NURA)
Emergency Medical Services including EMT, EMR, and Paramedic (EMTL)

Health Information Technology (HIMS)
Health Occupations (HLTH)
Licensed Practical Nursing (LPNR)
Medical Laboratory Technician (MEDT)
Nursing (NURS)
Surgical Technology (SURT)

Mathematics and Science

Biology (BIOS)
Chemistry (CHEM)
Electrical & Computer Engineering (ECEN)
Engineering (ENGR)
Geology (GEOL)
Mathematics (MATH)
Physical Science (PHYS)

Social Sciences and Human Performance

Anthropology (ANTH)
Criminal Justice (CRIM)
Early Childhood Education (ECED)
Economics (ECON)
Education (EDUC)
History (HIST)
Human Services (HUSR)
Physical Education (PHED)
Physical Education/Coaching (ATHC)
Political Science (POLS)
Psychology (PSYC)
Sociology (SOCI)

Campus Directors

In addition to Scottsbluff, Western Nebraska Community College has two additional sites, one located in Alliance and one in Sidney. Student services including placement testing, advising, assessment, and academic support are offered at each site. The Sidney campus also offers on-campus housing.

Jackie Smith	Alliance Campus Director	smithj55@wncc.edu 308.635.2001
Paula Abbott	Sidney Campus Executive Director	abbottp@wncc.edu 308.635.7404

Useful Contacts

A complete directory of faculty and staff can be found at [WNCC Directory](#). The following are frequently used names and contact information.

Academic Advising

Tonya Hergenrader	gerhartt@wncc.edu	308.635.6104
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Accounts Payable

Starla Rutan	rutans@wncc.edu	308.635.6024
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Admissions

Gretchen Foster	fosterg2@wncc.edu	308.635.6183
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Adult Education/GED

Mary Kay Versen	versenm@wncc.edu	308.635.6769
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Alliance Support

Tammy DuBray	dubrayt@wncc.edu	308.635.2002
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Blackboard

Heidi Jackson	jacksonh@wncc.edu	308.635.6395
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Bookstore

Rich Riddick	riddickr@wncc.edu	308.635.6067
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Career Pathways

Tonya Hergenrader	gerhartt@wncc.edu	308.635.6104
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CollegeNOW!

Julie Newman	newmanj@wncc.edu	308.635.6715
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Counseling

Norm Stephenson	stephens@wncc.edu	308.635.6090
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Carrie Howton	howtonc1@wncc.edu	308.635.6783
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Dean of Students

Norman Coley, Jr.	coleyn@wncc.edu	308.635.6123
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Disability Services Officer

Norm Stephenson	stephens@wncc.edu	308.635.6090
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Educational Services Staff

Andrea Hall (scheduling)	halla71@wncc.edu	308.635.6032
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Kim Reichert	reicherk@wncc.edu	308.635.6103
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Vacant (curriculum)		308.635.6317
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Facilities/Physical Plant

Micah Findley	findleym@wncc.edu	308.635.6364
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Financial Aid

Sheila Johns	johnss23@wncc.edu	308.635.6366
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Help Desk

		308.635.3606
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Human Resources

Connie Lutz	lutzc5@wncc.edu	308.635.6005
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ITV (troubleshooting)

Scottsbluff – Neal Brady	bradyn@wncc.edu	308.635.6147
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Alliance – Tammy DuBray	dubrayt@wncc.edu	308.635.2002
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Sidney – Regina Kuhns	kuhnsr3@wncc.edu	308.635.7430
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Information Technology

Ryan Anderson (desktop support)	ander104@wncc.edu	308.635.6149
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Neal Brady (classroom support)	bradyn@wncc.edu	308-635-6147
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Ticket System	https://requests.wncc.edu	
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Institutional Effectiveness

Nino Kalatozi	kalatozn@wncc.edu	308.635.6033
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Libraries

Deb Kildow	kildowd@wncc.edu	308.635.6040
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Allison Reisig	wickers@wncc.edu	308.635.6041
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Lifelong Learning

Lori Stromberg	stromber@wncc.edu	308.635.6703
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Portal

Loren Moench	moenhchl1@wncc.edu	308.635.6144
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Registration and Records

Roger Hovey	rhovey@wncc.edu	308.635.6013
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Brian Elkins	elkinsb@wncc.edu	308.635.6347
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Jennifer Araujo	arajoj@wncc.edu	308.635.6012
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Residence Life

Molly Bonuchi	bonuchim@wncc.edu	306.635.6112
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Room (Meeting) Reservations

Patrick Leach (Harms Ctr)	leachp@wncc.edu	306.635.6701
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Carol Ann Rabago (all others)	rabagoc@wncc.edu	306.635.6102
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Sidney Campus Support

Regina Kuhns	kuhnsr3@wncc.edu	308.635.7430
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Student Success & Retention

Director

Luke Stobel	stobell2@wncc.edu	308.635.6132
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Teaching, Learning, & Assessment Director

Amy Wisniewski	wisniews@wncc.edu	308.635.6363
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Testing (Academic) and Tutoring

Tammie Kliech	klicht@wncc.edu	308.635.6072
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Travel

Katie Markheim

markheik@wncc.edu

308.635.6054

Veterans

Chris Wolf

wolfc@wncc.edu

308.635.6042

Workforce Development

Doug Mader

maderd@wncc.edu

308.635.6556

Classroom Procedures

Academic Integrity

Academic integrity forms a fundamental bond of trust between colleagues, peers, teachers, and students, and it underlies all genuine learning. At WNCC, there is no tolerance for plagiarism or academic dishonesty in any form, including unacknowledged "borrowing" of proprietary material, copying answers or papers, using crib sheets, unauthorized help during exams, altering tests, or passing off someone else's work as one's own.

A breach of ethics or act of dishonesty can result in:

- failure of a paper or an exam within a course (instructor-level)
- failure of an entire course (institutional-level)
- suspension or expulsion from the college (institutional-level)

Any form of academic dishonesty represents a grave breach of personal integrity and of the rules governing WNCC's community of learners. Academic dishonesty includes, but is not limited to:

- cheating in any form
- plagiarizing in any form
- aiding someone else in cheating or plagiarizing

When faculty suspect a violation has occurred, they are expected to use the academic integrity procedures. The procedures and forms are located in Blackboard, in the Community Tab under Faculty Resources.

Advisory Committees

Advisory committees provide indispensable input to the programs and faculty members in career and technical programs. As prescribed by **WNCC Board Policy 110.0100.79**, individuals employed in occupational areas donate their valuable time and expertise to suggest ongoing ways to improve the college's career and technical offerings. These industry-driven committees work with the staff to make the program practical and meaningful. The committees assist the college in determining needs, defining objectives, developing program content, reviewing the curriculum to ensure that standards of the profession are met, and serving as a liaison for student placement in internships, practicums, and permanent employment. Most advisory committees meet twice each academic year; once in the fall and once in the spring. Career and technical faculty members should work with the Division Chairs/Associate Deans, and Deans of Instruction in scheduling regular advisory committee meetings.

WNCC currently has advisory committees for the following academic programs:

- Adult Education
- Applied Agriculture
- Automotive Technology
- Aviation
- Business and Information Technology
- Collision Repair and Refinish Technology
- Criminal Justice
- Early Childhood Education
- Emergency Medical Services
- Health Information Technology

- Human Services
- Medical Laboratory Technician
- Nursing
- Powerline Construction & Maintenance Technology
- Surgical Technology
- Welding

Assessment of Student Learning Statement

Assessment is a way of measuring student learning and fulfills a valuable role in informing the public and accrediting agencies the extent to which WNCC is achieving its mission. The greatest value of assessment is to improve student learning, but the answer to the question “How do I improve student learning?” is individual to each instructor, course, and program. However, the answer should be based on knowledge of how students learn and how student individuality and the physical environment affects learning.

Per **Board Policy (BP-612)**, **President’s Procedure (PP-612)**, and **Institutional Guideline (IG-612)**, all faculty are required to participate in instructional assessment. *(All Board policies, president’s procedures and institutional guidelines referenced in this handbook can be found on the Educational Services portal.)*

Attendance

Policy

Students are expected to attend classes regularly, arrive punctually, and complete all assigned work for each class. Attendance is a privilege and a responsibility represented not only by the student’s investment but also by a significant investment by taxpayers. WNCC’s approach to education emphasizes student acceptance of responsibility for learning. Please see **IG-520 (Absence from Class)**.

Reporting Attendance

Before students can receive financial aid funds, faculty must verify each student’s attendance in class through the Institutional Attendance Report on the instructor’s WNCC portal. If a student did attend class, even for a short period of time, he/she may qualify for a prorated amount of aid, so the Financial Aid Office needs accurate attendance dates.

- If a student has never attended class, instructors do not mark the student as a “yes.” Use “no show” to indicate that the student has not been present (or has not participated in online courses) at any time. No Show=NEVER ATTENDED/NEVER PARTICIPATED (online)
- If a student stops attending class at any time during the semester, faculty should use the online attendance rosters to note the last documented date of attendance. Please note that if you report a student as “not attending” they will be dropped from Blackboard.
- When reporting grades at the end of each semester, every “W”, “F”, “NP” and “I” grade must have a last date of attendance included with the grade. Even official withdrawals must have a last date of attendance as the student may have stopped coming to class significantly earlier than he/she completed the official drop.
- Do not mark last date of attendance unless student was previously attending and has stopped attending.

Faculty should refer to the Frequently Asked Questions on the instructor’s WNCC portal for additional guidance.

There are four (4) attendance reporting periods during each 15-week semester. The Financial Aid Director will email a schedule of reporting dates to all faculty prior to the beginning of each semester. The Financial Aid Director also will send email reminders before each reporting period.

Federal Definition of Attendance

CFR 668.22(i)(7)

(7) (i) “Academic attendance” and “attendance at an academically-related activity”:

(A) Include, but are not limited to:

- (1) Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- (2) Submitting an academic assignment;
- (3) Taking an exam, an interactive tutorial, or computer-assisted instruction;
- (4) Attending a study group that is assigned by the institution;
- (5) Participating in an online discussion about academic matters; and
- (6) Initiating contact with a faculty member to ask a question about the academic subject studied in the course; and

(B) Do not include activities where a student may be present, but not academically engaged, such as:

- (1) Living in institutional housing;
- (2) Participating in the institution's meal plan;
- (3) Logging into an online class without active participation; or
- (4) Participating in academic counseling or advisement.

(ii) A determination of “academic attendance” or “attendance at an academically-related activity” must be made by the institution; a student's certification of attendance that is not supported by institutional documentation is not acceptable.

Class Cancellation

Semester Class Cancellation: The cancellation of a class is the joint responsibility of the instructor, Associate Dean, and the Deans of Instruction. If a class has fewer than eight students enrolled, the instructor should contact the Associate Dean and respective Dean of Instruction to discuss cancellation of the class.

- If the decision is made to continue a class with fewer than eight student enrolled and the class is taught by a full-time faculty member, the faculty member will receive a percentage of load based on the official enrollment for the class as of the last day for drop/add. **(See 2019-20 Workload Policy)**
- If the course has two or fewer students, the course **must** be taught as a directed independent study.

Formal cancellation of a class is the responsibility of the Deans of Instruction and Associate Dean and decisions are typically made prior to the start of the semester.

Individual Class Cancellation: Any time a faculty member is unable to meet a class as scheduled, the instructor must inform the Educational Services Specialist – Scheduling and the Educational Services Senior Coordinator by email or phone. Acceptable reasons for not meeting with a class at an assigned time should be for illness, emergency, or other extenuating circumstances. Staff in Educational Services will post a notification on the classroom door prior to the class meeting, post a notification on the instructor's office, and notify students by email of the class cancellation.

Classes are expected to meet for the fully-scheduled class times. Classes offered in a three-hour block must follow the same time-requirement guidelines. It is important to remember that classes must meet the credit/contact hour ratio guidelines for semesters as outlined in **President's Procedure ES2018-1 Definition**

of a Federal Credit Hour (*currently under revision*). Missed class times can be made up through additional readings or other out-of-class assignments. Instructors should contact their respective Associate Dean for specific guidelines.

It is the responsibility of the instructor to start each class on time and dismiss the class at the appropriate time.

Class Cancellation Due to Weather or Other Conditions: The Executive Vice President and Vice President for Student Services determine when classes at any of the three campuses will be canceled due to inclement weather or other conditions. Typically these decisions are made by 6 a.m. It is possible that classes may be cancelled on one campus and not on the others. Faculty, staff, and students receive notification of class cancellations through the Rave emergency notification system. The PR and Marketing department also notifies local television and radio stations of campus closures. If classes are canceled, faculty members, staff, and students will not need to come to campus.

District Music Contest: The district music contest for area high schools is held on the Scottsbluff campus on a Thursday, generally in April. Classes are cancelled for the Scottsbluff campus on this day; however, it is a faculty contract day and all faculty are expected to be on campus unless prior arrangements have been made with the Associate Dean.

Class Location

Classrooms—both on- and off-campus—are used by a wide variety of groups. If an assigned classroom seems less than suitable for class sessions, please contact the Division Chair for possible choices and/or solutions. It is imperative that the relocation of students to another classroom takes place in an official manner. On occasion, students and/or faculty need to be contacted for emergency purposes during class. In addition, the maintenance staff needs to be informed as to the use of classrooms for unlocking and locking purposes.

Should the faculty member and the Division Chair decide to request another classroom, the request should be made to the Educational Services Specialist – Scheduling in Educational Services to identify another appropriate classroom and so that the room changes can be made in Colleague.

Copyright Guidelines

What is copyright? Copyright is the exclusive legal right to publish, sell, and reproduce literary, musical, and artistic works. In the United States, the rights of copyright holders are provided for in the 1976 Copyright Act (Title 17, U.S. Code). The 1980 addition of Section 117 to Title 17 recognized the copyright ability of computer software. Infringement of copyright is both illegal and unethical (please see **WNCC Board Policy 415.2150.91**).

Fair Use: The law adds a provision to the statute specifically recognizing the principle of “fair use” as a limitation of the exclusive rights of copyright owners, and indicates factors to be considered in determining whether particular uses fall within this category. **The four factors:**

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

College Photocopying Guidelines: Standard guidelines for college and university classroom use:

- The distribution of the same photocopied material does not occur every semester;
- Only one copy is distributed for each student;

- The material includes a copyright notice on the first page of the portion of material photocopied;
- The students are not assessed any fee beyond the actual cost of the photocopying;
- In the case of books and other lengthy materials, the portion copied is selective and sparing in comparison to the work as a whole;
- No attempt is made to create or replace an existing anthology or other collective work.

Video Guidelines: Classroom use or showing of a copyrighted videotape is permissible in an educational setting for educational purposes if the videotape is lawfully made. Copyright implications for streaming or posting a digitized copy of a video online for course use may fall under the TEACH Act. Library staff and the faculty members may need to confer with copyright experts to ascertain what is permissible to digitize, etc.

Computer Software: All software must be approved and installed by the IT Department. License restrictions will be observed and enforced by the IT Department.

Obtaining Permission: It is the faculty member's responsibility to obtain permission from copyright holder if this step is deemed necessary. When the use of copyrighted material requires permission, you should communicate complete and accurate information to the copyright owner. Permission for continued use for educational purposes is sometimes granted without charge or for a small fee. Please note the following guidelines as set by the **Association of American Publishers**:

- Request permission at the same time textbooks are ordered, the earlier the better in the event the request cannot be granted and substitute materials need to be identified. Publishers do not always control rights and need time to research the extent to which permission may be granted.
- Direct requests to the publisher's Copyright and Permissions Department, not the author. If publishers do not control the rights, they will inform the requester whom to contact.
- Include all of the following information in a request:
 - Author's, Editor's, Translator's full name(s)
 - Title, edition and volume number of book or journal
 - Copyright Date
 - ISBN for books, ISSN for magazines and journals
 - Numbers of the exact pages, figures and illustrations
 - If requesting a chapter or more: both exact chapter(s) and exact page numbers.
 - Number of copies to be made
 - Whether material will be used alone or combined with other photocopied materials
 - Name of college or university
 - Course name and number
 - Semester and year in which material will be used
 - Instructor's full name
- Complete address and name of a contact person and telephone number in case there are any questions.

Permission must be requested whether or not works are in print.

Curriculum Council

The Curriculum Council is responsible for recommending and approving college programs, curriculum, academic/technical standards, graduation/completion requirements, cooperative programs with other institutions, and other instructional policies and procedures that have college-wide academic implications/concerns. All recommendations of Curriculum Council are reviewed for final approval by College Council.

The *Curriculum Council Handbook* is found in the Educational Services portal. The membership of the Curriculum Council is composed of the following:

Voting Members:

- Dean of Instruction (chair)
- Dean of Instruction and Workforce Development
- Associate Dean for Instructional Services
- Division Chair – Academic Enrichment, Languages, and Fine Arts
- Division Chair – Business and Applied Technology
- Division Chair – Health Sciences (one representative is chosen from Health Sciences)
- Division Chair – Math/Science
- Division Chair – Social Science/Human Performance
- Teaching, Learning and Assessment Director
- Dean of Student Services
- Workforce Development Director
- Faculty Representative
- Student Representative

Non-Voting Members:

- Associate Dean of Instruction
- Career Pathways and Advising Director
- CollegeNOW Director
- Financial Aid Director
- Libraries Representative
- Registrar

Curriculum Function: The council will review, analyze, and make recommendations on matters pertaining to:

- Substantive changes, additions, and deletions in all instructional programs and courses offered.
- Course information such as curriculum guides, prerequisites, contact hours, and credit hours.
- Courses to be entered in the Master Course File.
- Review forms, curriculum, and policies as needed.

Council members may serve as mentors for faculty who are developing and revising curriculum.

Field Trips (Absence Notification)

When taking students off-campus for class-related field trips (including student organizational trips and athletics), please follow WNCC's Travel Procedures located in the Business Office portal. No travel with students can happen unless all forms are completed and proper authorization is obtained. In addition, faculty and staff sponsoring such events should send out a campus-wide email indicating where they are going and a list of students who will be accompanying them.

Guest Speakers

The use of guest speakers can be an excellent addition to course offerings, and WNCC encourage the use of outside resources. Most guest speakers are willing to present for no compensation; however, if payment is required by the guest speaker, arrangements must be made in advance with the Dean of Instruction.

Jury Duty Policy (Students)

WNCC recognizes the importance of the judicial process and the part its students play in this system. Students called for jury duty will be excused from class. Students should notify their instructors and be able to show proof of jury duty. All coursework missed during this time must be made up.

New Courses and Programs

All new courses and programs require the advance approval of Curriculum Council and College Council. All new courses and programs should be developed and reviewed in conjunction with the appropriate faculty members throughout the division, the Division Chairs, Associate Dean of Instruction, the Deans of Instruction, and the Executive Vice President.

New program ideas are welcomed and should be brought to the attention of WNCC administration. New programs require the approval of the Board of Governors, the Coordinating Commission for Post-Secondary Education (CCPE), and the Higher Learning Commission (HLC), and therefore ample time must be allotted to develop a program and appropriate courses and seek appropriate approvals.

Copies of necessary forms and guidelines are available from Educational Services. A syllabus must be attached to a new course proposal. For more information please see the *Curriculum Council Handbook* (found in the Educational Services portal).

Office Assignments/Hours

Faculty members are required to post and maintain office hours of sufficient number and spread across sufficiently accessible times to ensure that students can reasonably locate the instructor to ask questions or to seek guidance in matters related to the coursework. The number of office hours varies by teaching load assignment and class type, but a recommended minimum is one hour of availability for each course taught (in most cases, five [5] hours per week).

Online instructors are also required to maintain specific contact times when students can communicate electronically or can expect to receive a posted response to an inquiry. Student queries should be followed up on in person, by phone, by e-mail, or through an online discussion board or other vehicle established to facilitate communication within twenty-four (24) hours. When that is not going to be possible, instructors should find a way to let students know when he or she will be available or when he or she will likely be able to respond to inquiries.

It is generally presumed that faculty members will put in a minimum of forty (40) hours per week during contract periods and that faculty members are available to students or for consultation with colleagues, supervisors, or by administrators during normal business hours. Naturally, instructors teaching night classes, teaching online courses, and those performing grading or preparation activities off-campus may not be available at all hours of a day, but instructors are highly encouraged to remain on campus during the day so that they can be contacted and so that work associated with teaching or service responsibilities at the college can be conducted at the college.

Instructors who miss a class should report the event to the Educational Services Specialists and should make up the missed work for the students in some manner. When possible, prior notification of absences should be made to the Associate Dean and the absence request form should be submitted soon enough so that pre-authorization has been received before the absence occurs. A faculty member is responsible for being on campus every contract day, regardless of whether classes are held or not, unless an absence request is submitted explaining his or her inability to be present.

Program Handbooks

Any program that contains student performance expectations (i.e., nursing, music) must develop and maintain a “program handbook.” All handbooks, new or revised, must be institutionally ratified by going through the shared governance structure and must be vetted through Student Services Council, Curriculum Council (as an information item only), and College Council.

Program Reviews

All academic and technical programs offered at WNCC are required to undergo a comprehensive review by the Nebraska Coordinating Commission for Post-Secondary Education every seven (7) years. This review helps ensure continued quality and relevance of the programs and to monitor an appropriate level of interest and successful completion. Program review processes are coordinated by the Deans of Instruction, and departmental faculty members are major participants in the review process along with Division Chairs and Associate Dean. Internally, programs are reviewed every three (3) years. Please see **WNCC Board Policy 425.0900.79** for more information regarding Reduction-In-Force (*this policy is under revision*).

Standards of Student Conduct

WNCC requires students to conform to the recognized standards of law and order, morality, good conduct, and general satisfactory citizenship. Students must give serious attention to their college work and shall not be absent unnecessarily from any class or activity at which their attendance is required. Students who are disorderly in conduct, insubordinate, or persistently negligent in their work are subject to disciplinary action and may be suspended or expelled from the campus and sites of Western Nebraska Community College. For further information, please refer to **WNCC Board Policy 500.3800.14** (*policy under revision*) and the *Student Handbook* at or details of the Student Conduct Code and procedures for handling instances of suspected violations.

Student Evaluations of Faculty

WNCC uses a specific Student Assessment of Instruction evaluation tool. *The process for these evaluations is currently under review.* Please see the Associate Dean for further details. Faculty are encouraged to promote to students the value of their feedback for improvement of instruction.

The surveys are administered through the Educational Services Office and are completely confidential. Hard copy evaluations are completed during regularly scheduled class meetings or online for online courses. Summaries of evaluations are available to faculty members after grades have been submitted. Any questions regarding student assessment of instruction may be directed to the Educational Services Office.

Syllabi

Master Syllabi

Each course taught at WNCC has a master syllabus which is reviewed and updated at least every three (3) years. If an instructor is the only individual who teaches a certain course, the instructor has responsibility for the content of the syllabus. If several instructors teach the same course, they update the syllabus collaboratively. Approved textbook choices are noted in the syllabus. Full-time instructors are expected to provide guidance and assistance to adjunct faculty teaching the same course(s). Revisions to the master syllabus are reviewed by the Division Chair who then provides the electronic copy to Educational Services. Any changes made to master syllabi must be approved by both Curriculum Council and College Council. Instructors must follow the course content and learning objectives described in the institutional master course syllabus; students are expected to know the breadth of the content prescribed in the syllabus, whether the course is part of a sequence or not. Master syllabi are available in the Educational Services portal.

Certain courses fall under the Nebraska Transfer Initiative (NTI), statewide common courses with individually approved course syllabi. These syllabi are reviewed and updated collaboratively by representatives of all of the community colleges, and the final master syllabi are approved by the Chief Academic Officers of the community colleges. Minimal changes are allowed to the syllabi once approved.

Course-Level Syllabi

Course-level syllabi are designed to make students aware of course expectations, grading rationale, and requirements for course completion. Copies of the course syllabus should be distributed to students at the first class meeting

All information contained in the master syllabus must be included in the course-level syllabi verbatim except the following: method of presentation, instructional materials, and method of evaluation. These three items need to be customized to fit the instructor and the course. Additionally, all course-level syllabi will include the name of the instructor, office location, phone, and email of the instructor. The semester, days, room, and time of the course must also be included on the syllabus (see **Educational Services Institutional Guideline ES2018-2 Course Syllabi**).

A single electronic copy of the class syllabus and schedule for each course must be submitted to the Division Chair who sends a copy to the Associate Dean. Faculty members must file a current syllabus for each course being taught within ten days after the start of class each semester. Instructors are required to distribute course-level syllabi to all students in all of their courses each semester.

Submission of syllabi each term

Before or at the beginning of each semester (fall and spring), faculty are to submit all course-level syllabi and class schedules to their respective Division Chair. The Division Chair will share these with others at WNCC including but not limited to Educational Services.

Course Workload Estimator: Castle Top

All courses taught by WNCC full-time faculty and adjunct faculty will be evaluated, using either the “Castle Top,” or Course Workload Estimator, on a regular basis. Upon completion, these will be reviewed with the Division Chair and Associate Dean and any necessary adjustments made to the course to ensure compliance with the federal credit hour definition (see **President’s Procedure ES2018-1 Definition of a Federal Credit Hour – policy currently under review**). These can be used as part of the evaluation process.

Textbooks

Faculty members are encouraged to use up-to-date textbooks appropriate for the discipline. However, textbooks used for each class are prescribed. Any faculty member wanting to change a text should consult with his or her Division Chair. If there are several sections of the same course taught by different full-time or adjunct instructors, these instructors should cooperate in selecting a common textbook. The Bookstore Operation Director sends adoption forms, electronically, to each full-time faculty member. Contact the Bookstore Operations Director at 635.6067 for further information. Adjunct instructors should coordinate with on-campus, full-time faculty members teaching the same course and adopt the same textbook being utilized on campus. Adjunct textbooks are coordinated through the Division Chair.

Please note, if the course in question is on the Statewide Transfer Agreement, textbook choice is limited to the textbooks listed on the statewide syllabus for that course. Additionally, WNCC has agreed to limit the change of textbooks to every three years, when possible, for courses into which high school students enroll. Please see the Division Chair for additional information. Please note that any changes to a textbook must be changed on the master syllabus and run through Curriculum Council as an “information only” item.

Ordering Textbooks

Each faculty member has the responsibility to order textbooks and other required materials which need to be purchased by students for the next semester. Please coordinate orders with the Bookstore Operation Director.

Full-time instructors in Scottsbluff, Alliance, and Sidney may order desk copies of their textbooks and other teaching aids such as computer test banks, etc., directly from the publishing company. The Division Chair or Program Director/Coordinator will facilitate orders for adjunct instructors at most locations. Changes in textbooks used for classes must be cleared with the Division Chair as this will require Curriculum Council action.

Grading/Assessment

Grading System

Course work attempted and earned at the campuses of Western Nebraska Community College is evaluated according to the following letter grading system:

GRADE	DESCRIPTION	EFFECT ON GPA
A+		4.00
A	Highest achievement	4.00
A-		3.67
B+		3.33
B	Above average achievement	3.00
B-		2.67
C+		2.33
C	Average achievement	2.00
C-		1.67
D+		1.33

GRADE	DESCRIPTION	EFFECT ON GPA
D	Below average, but passing	1.00
D-		0.67
F	Failure to meet minimum requirements	0.00
P	Passing, credit granted	No effect
NP	Not passing, no credit granted	No effect
CR	Non-traditional credit	No effect
I	Incomplete (open until 90 days)	0.00
W	Official withdrawal, not failing	No effect
A	Audit	No effect

Further information on grading policies can be found in the current *WNCC College Catalog*.

Behavioral Intervention Team

The Behavioral Intervention Team (BIT) is composed of Student Services personnel, the Dean of Instruction, and faculty. The purpose of the team is to promote and maintain the safety and well-being of the campus community through positive, proactive, and practical risk assessment and intervention. Faculty members are encouraged to refer students of concern to this group so that appropriate intervention can be initiated. Students of concern are students who are exhibiting behaviors that pose a threat to safety or that cause a significant disruption to the WNCC community. Students are reported using software, called Maxient; the "Incident Reporting Form" is found in the footer of all WNCC web pages.

Early Alert Notification

WNCC's Early Alert Program is designed to identify and assist students who may be experiencing academic difficulty. The sooner faculty and support services can assist a student experience academic difficulty, the better the chance of retaining the student and seeing him or her achieve their academic goals.

WNCC utilizes the Ticket and Knowledgebase system through the portal to report early alert reports. Faculty and Staff can launch a retention ticket by clicking the Ticket and Knowledgebase System link in the portal and then clicking Retention Alert. These tickets are managed by the Student Success and Retention Director and assist in the early intervention of student issues to ensure students stay on track

Final Exam Schedules

Finals occur during the last five days of each semester. Faculty members are expected to follow the official final schedule which can be found in the Educational Services portal. A significant assessment or evaluation activity related to the course or having an effect upon grades should be scheduled and conducted during the designated final exam time in each course.

An instructor may not alter the time for a final exam delivery unless by the explicit consent of both the respective Associate Dean and Dean of Instruction. Final exam dates may be altered on an individual basis if a student has a compelling reason why an exception should be made (although the change may need to be communicated to the Associate Dean).

The college is required to hold classes for a prescribed number of minutes. Therefore, it is important that faculty members adhere to the schedule.

Grade Appeals

Every student has the right to appeal the final grade in a course in accordance with the stipulations outlined below. The student must initiate such an appeal no later than three (3) weeks after the day final grades are posted.

A student who questions a final course grade must adhere to the following steps in the order presented:

- Step 1: Discuss the matter with his/her instructor. Clerical errors are usually handled in this manner, with the instructor signing the correction of official records. If the student believes the problem is not resolved, the student shall then go to Step 2.
- Step 2: Visit with the Associate Dean of Instruction to discuss the issue. If the concern still remains unresolved, the student may continue to Step 3.
- Step 3: Elect to file a written Grade Appeal to the Dean of Instruction in the Educational Services Office for referral to the Peer Review Committee.

A formal grade appeal cannot be filed until Steps 1 and 2 above have been completed.

A formal grade appeal may be filed only if:

- There is a dispute over the numerical calculation of the grade; or
- The grade assigned appears arbitrary and not indicative of the student's performance.

Students who question an instructor's personal treatment of the student may discuss the matter with the Vice President of Student Services as described in the *Student Handbook*.

Grade Changes

Final grades are unalterable except when an explanation is provided in writing by the faculty member involved explaining that a grade was reported incorrectly as the result of an error in recording or in computing. Faculty should use a "Grade Change" form, available in the Registrar's Office. **Changes must be recorded before the next semester ends.**

Further information on grading procedures, grade appeal, and academic probation and suspension of students can be found in the current *WNCC College Catalog*.

Incomplete Grade

The temporary grade of “I” is a faculty prerogative and may be issued when a student has completed a majority of the course requirements but is unable to complete the remainder due to circumstances clearly beyond the student’s control (i.e., serious illness or an emergency). Students who are unable to complete a course because of an unusual circumstance/s may request a status of “incomplete” after consulting with the instructor. If approved, coursework requirements must be completed satisfactorily no later than 90 days after the last day to enter grades for the semester or the incomplete status reverts to an “F.” This applies to all courses, including online and directed independent study courses. Instructors have the right to extend the course completion period beyond 90 days if necessary. A status of Incomplete is counted as a failing grade in the student’s grade point average.

Recording Grades

A grade book is the official record of student progress and attendance in the class. It should be kept in a complete and accurate manner to ensure students are aware of their progress in class. Grades are stored electronically in Blackboard. If you need assistance with the grade book feature in Blackboard please contact the Instructional Technology Coordinator.

Student Access to Records and Right to Privacy (FERPA)

WNCC complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), in the collection, maintenance, and dissemination of official student records. All faculty members should become familiar with information regarding Directory Information, Release of Information Policy, and WNCC’s Privacy Policy that is available within the “General Information” and the “Student Right to Know” portions of the *WNCC College Catalog*. For additional information, please see Appendix A of this handbook.

The two main FERPA points that directly pertain to faculty are:

1. Student grades and class performance information cannot legally be provided to anyone but the student without the student providing specific written permission for this information to be released. Students who want to allow this type of non-directory information to be provided to specific individuals may make this authorization online through their WNCC portal. Alternatively, students may complete a “Release of Information” form available in the Student Services Office on any of the three campuses to make this authorization.
2. If a faculty member publically posts grades during the semester, he or she may not use personally-identifiable student information within the posting. This means no portion of the student name or student ID (Identification) number may legally be included.

Advising, Scheduling, and Enrollment

Academic Advising

The purpose of advising is to provide the advisee and advisor the opportunity to discuss academic and related issues that are an integral part of the advisee's success at Western Nebraska Community College. Advising is intended to aid the advisee in meeting his/her academic, career, and personal goals at WNCC and beyond. The college's professional advisors assist students with academic planning during their first term. Subsequent terms are the responsibility of faculty members. Within the portal, in the "Self-Service" menu under "WebAdvisor for Faculty" tab, advisors may access their advisees' academic information.

In general, an advisor must help in:

- Assisting students in planning their schedules;
- Approving schedules;
- Making registration changes during the add/drop period of a course;
- Making class withdrawals during the withdrawal period;
- Answering questions regarding transferability of courses;
- Addressing any other academic concerns students may have

Add/Drop Period

During the first week of a traditional fall or spring semester (a shorter period is in force for eight-week, compressed-delivery, and summer courses), students may drop or add a class by simply making arrangements with personnel in the Student Services Office. Continuing students are allowed to add classes only through the second class meeting, and new students are not allowed to add classes after the Friday before classes begin. No instructor permission is required, and roster updates will occur at the minimum of each evening. Waitlists are managed by both Educational Services and Student Services personnel after classes begin (see below for more information on waitlists). Instructors are required to monitor the attendance rosters to note changes; the roster which appears at the start of the second week is the final one for the class. After the first week, students must obtain instructor consent to add or drop a class.

Class Rosters

The portal is the source for class rosters. It is important for an instructor to stay familiar with the names of students who are formally enrolled in a course. No student should attend class if his or her name does not appear on the class roster with an "A" status. Please contact the Registrar's Office if there are discrepancies between the names of students listed on the class roster and those who are participating in the course.

Class Size/Capacities

Class size and capacities are determined by a number of factors. The Deans of Instruction work in coordination with the faculty members and others to determine minimum and maximum limits. The reasons for establishing these limits include effective use of lab space, instructional material/equipment available, student needs, and impact of the class size on teaching effectiveness. Classes may be canceled due to low enrollment at the discretion of the Deans of Instruction in consultation with the Division Chair and Associate Dean of Instruction.

Class Schedules

Developing the master class schedule is the responsibility of the Deans of Instruction in cooperation with the various Division Chairs, Associate Dean of Instruction, and faculty. Class schedules are published in print form as well as on the WNCC website. The Educational Services Office outlines specific dates for the development of the fall, spring, and summer class schedules. This information is readily available from Educational Services. Schedules are prepared several months in advance of the actual offerings to enable students to effectively complete their degree plans.

Adding a Course/s to the Schedule

To add an approved course to an existing published schedule, please consult the Division Chair and Associate Dean who will forward it to the appropriate Dean of Instruction for approval.

Closed Classes

When a class is closed, additional students are not permitted to enroll in that section. The feasibility of opening other sections will be considered, but this will be done only when all or most sections of the same class are closed.

Closed Class with Waitlist Procedure

When enrollment in a course section reaches maximum (according to the maximum that is set at the time the *Class Schedule* is produced each semester/term), the date and time additional students attempt to enroll is recorded within the student records database. Educational Services and the appropriate Dean monitors the status of waitlisted course sections until the Friday before each semester/term begins. If openings become available (due to enrolled students dropping the course), waitlisted students are enrolled in order of the date and time they attempted to enroll. Students receive notification of these changes via their WNCC email address.

Once the semester begins, faculty approval is needed for waitlisted students to enroll. Faculty members may choose to add waitlisted students by signing the add/drop form for each student. These forms must be submitted to the Registrar's Office.

Faculty are encouraged to consider accepting waitlisted students and are eligible for the "Student Enrollment Incentive" (please see Educational Services portal for the *WNCC Faculty Association Negotiated Agreement*).

Consult with the respective Division Chair and Associate Dean regarding optimal enrollment for a course. If an instructor is not able to allow waitlisted students to enroll, the students should be referred to their academic advisors so that alternate courses may be selected as early as possible.

Daily Schedules

Faculty members are provided a daily schedule grid through their portal which is already populated with any courses for which they are registered as the instructor. Faculty members are expected to complete the schedule by posting office hours, standing committee or other appointments, and times or dates when they will not be available on campus for consultation or for student visits. In addition, each instructor is expected to keep his or her Outlook calendar up-to-date with appointments and teaching times to allow various staff at the institution to refer students and others to an instructor's office when they know he or she will be there or to schedule appointments for meetings. A list is distributed each semester listing the recipients of the instructor's individual daily schedule.

Degree Requirements

Each faculty member should be familiar with the degree, diploma, and certificate requirements of the department programs and for the college in general. More complete information is available within the current *WNCC College Catalog*.

Directed Independent Study

Directed independent study courses are designed to supplement rather than replace regular course offerings. A student must demonstrate that no regularly scheduled class will meet his or her needs. Athletic practices, work schedules, instructor preference, withdrawal from or non-completion of a needed course, poor planning, or the unwillingness to have carried a sufficient hour do not constitute valid reasons for a student or instructor to request a "Directed Independent Study" class authorization from Educational Services.

In every case, the instructor is charged with the responsibility of delivering and documenting a fully equivalent course to the live or online version of the class so that the student possesses the same complement of skills and abilities after completion.

Students should not be allowed to begin working on a directed independent study until it is approved by the respective Division Chair, Associate Dean, and Dean of Instruction. Generally speaking, only full-time faculty members supervise directed studies; adjunct faculty may be used when a full-time instructor is not available.

Faculty Teaching Load

Faculty members are assigned 15 credit hours of teaching load for each semester of an academic year, or a total of 30 credit hours per academic year. Any teaching load beyond that is paid by the credit hour at a predetermined rate negotiated jointly by representatives from the WNCC Board of Governors and administration and elected representatives from the Nebraska Western College Education Association. Courses taught during the summer term are counted as overload hours and paid accordingly.

Release time granted from teaching load is calculated at a ratio of 3:1 contact hours of physical presence for duties such as supervising a Writing or Math Center, curricular development, or other projects.

An instructor may only carry a 21-hour load per semester at the maximum, and he or she may teach a maximum of nine to eleven (9-11) hours during summer sessions, depending upon the credit hours attached to the courses taught.

The workload policy is currently under review; questions should be directed to the appropriate Dean of Instruction.

Final Grade Submission

Final grades are submitted via Blackboard by the due date listed in the official college calendar in the *WNCC College Catalog*. Because processes such as the calculation of future student financial aid and academic probation or suspension may affect students' plans for upcoming semesters/terms, timeliness and accuracy are key components of grade submission. A last-date-of-attendance date must be submitted for all students receiving an F, W, NP, or a grade of Incomplete. Again, the final grade roster opens at a time and date determined by the Registrar. Contact your Division Chair if you have questions about how to arrive at a student's final grade; contact the Registrar's Office with any questions regarding how to submit final grades via the portal.

Grades of Incomplete (I)

Students who are unable to complete the coursework or requirements in a particular class before the official end of the course may request an instructor assign an Incomplete (I) grade for the course at the time final

grades are submitted. In such cases, the student should have no more than 30% of the course requirements (papers, projects, or exams) left to be completed, so that it is feasible for the student to complete the necessary work to obtain a grade for the course.

For purposes of financial aid calculation, an “I” listed as the final grade calculates as an F in the student GPA until it has been replaced by another course grade. Students have 90 days to complete the specified course requirements; however, the deadline can be extended by the instructor of record before the deadline. If a grade is not submitted or the deadline not extended by the instructor, the grade defaults to a permanent F on the transcript. The 90 day period starts from the date final grades are due.

Instructors should clearly outline the work and expectations remaining to be submitted or met in the course, and whenever possible, the contract should be signed by both the student and instructor. The instructor should retain a copy until the conditions are met or the make-up period of 90 days has expired.

Midterm Grade Submission

Instructors are required to report all incidents of D or F (or No Pass) on the electronic midterm grade reporting form. Instructors are strongly encouraged to post all grades for all students at midterm, even those not requiring a “down-slip” notification.

The Registrar opens the electronic reporting form in all instructors’ portals for one week before until one week after the actual midterm date to allow instructors to enter midterm grades. These grades are the one instance when the college actually mails out the grades through the U.S. Postal System, in order to make every attempt to update students of their course standing and alert those who need to concentrate on improving their academic performance.

Special Topic Courses

Faculty members who are interested in offering a special topics class should work with their Division Chair/Associate Dean and follow the guidelines below:

- The criteria for a special topic course should be determined by student or industry need or faculty request.
- Approval of the special topic course should rest with the Division Chair in consultation with appropriate faculty, Associate Dean, and Dean of Instruction.
- Special topics courses must be approved through Curriculum and College Councils’ normal processes. However, the college may issue a temporary number for these courses until it is determined there is enough demand to move the course to a permanent number.
- Faculty teaching a special topic course must have the appropriate credentials for the academic area.
- After three semesters, the course should be discontinued or should go to Curriculum Council for approval with a permanent number.
- Special topic courses which apply towards a WNCC degree may or may not transfer.

Student Withdrawals

After the “No Penalty Drop” period, a student can withdraw from a course, but the action requires faculty approval. A grade of “W” is posted to the transcript.

To withdraw from traditional courses, a student needs to pick up the appropriate form from the Registrar’s Office, have the instructor sign it, and return it to the Registrar’s Office.

To withdraw from an online course, a student must e-mail an instructor with a request to withdraw; an explanation as to why the withdrawal is needed is helpful. An instructor can download the online withdrawal form from the WNCC portal, and complete and sign it. The instructor then responds to the student with a

withdrawal grade and the last date of attendance. The student should copy the instructor's response and email his or her request, along with the signed withdrawal form, to registrar@wncc.edu. Students may also fax this information to 308.635.6732 or mail it to the WNCC Student Services Office, 2620 College Park, Scottsbluff, NE 69361. The withdrawal is processed according to the date when the student first contacted the instructor.

The student may or may not receive a refund, depending on the percent of time expended. For more information, please see "Refund Policy" in the current *WNCC College Catalog*.

Any students who remain enrolled but stop participating in class receive failing grades and remain financially liable for the enrollment.

Enhancing Instructional Efforts

Commitment to Instruction

With the growing reliance upon a wide spectrum of instructors, WNCC's reputation as a quality institution rests more and more on its diverse faculty. Accordingly, the college expects high quality instruction from all faculty members. Faculty's high level of commitment to WNCC students helps maintain that reputation. Faculty members who show a high level of commitment are prepared for each class, arrive promptly or early to class, and use the full instructional period. Additionally, they communicate problems, concerns, and successes to the Division Chair/Associate Dean; demonstrate concern for each student and his or her progress; and respond to communications and suggestions from instructional leaders and peers.

WNCC supports faculty members by providing an environment conducive to excellent teaching and learning including necessary classroom equipment, supplies, and resources to meet challenges that arise in the course of teaching. Please contact the Division Chair/Associate Dean for further assistance.

Director of Teaching, Learning and Assessment

This position has been established to promote and enhance teaching effectiveness and student learning while building community among faculty members and making student learning visible. The development of this position will support the college mission by providing quality educational opportunities for lifelong student learning. The Director of Teaching, Learning, and Assessment will, in part:

- Provide leadership, program development, and training in the effective integration of technology to support teaching and learning.
- Arrange for faculty development opportunities that are designed to improve student learning both inside and outside the classroom.
- Make available resources and consultation that promote the professional growth of faculty as teachers focusing on activities that impact student learning.
- Support and encourage strategies that engage students in active learning such as collaborative activities, group and cooperative learning, and problem-based instruction.
- Support instructors in the effective teaching and enhancement of student learning while promoting the appropriate integration of instructional technology into the classroom.
- Provide workshops and dialogues which provide faculty with opportunities to explore instructional techniques, to learn new skills and technologies, and to engage in discussions about teaching and learning in higher education.
- Provide leadership around WNCC's assessment initiatives.
- Provide opportunities for faculty to meet individually if they would like to discuss any facet of teaching and student learning.
- Motivate and foster innovation and creativity in higher education.

For more information or if there are suggestions for potential faculty development opportunities, please contact the Director of Teaching, Learning, and Assessment at wisnews@wncc.edu or 308.635.6363.

First Class Meeting Guidelines

- Arrive early. Greet students as they enter the classroom in a friendly manner.

- Continue to visit with class members as other students arrive.
- Faculty members should introduce themselves, telling the students about themselves, both personally and professionally, and especially why he or she is excited about teaching a particular class.
- Check the class roster. Note any students who are attending and not listed on the class roster. Tell these students that they need to visit Registrar's Office as soon as possible so that they may clarify their registration status. For students included on the class list who are not in class, follow the "No Show" process.
- Have the students introduce themselves to others in the class. Getting to know each other is essential in establishing a comfortable setting for all students. Elaborate, in positive ways, on what students choose to share about their backgrounds, educational goals, families, reasons for taking the course, etc. A unique get-acquainted activity may be used, if you are comfortable with such approaches. Instructors should also participate in the get-acquainted activity.
- Introduce the text. Expand on how the particular text facilitates the course you will be teaching. Give a reading assignment the first time the class meets.
- Introduce the syllabus. Explain to the students the evaluation procedures, attendance policies, projects, etc.
- Include an activity or discussion that will get students interested and excited about the subject. Demonstrate enthusiasm for the topic.
- Conduct class. Give students their money's worth. Classes should be held for the full amount of time.
- Make clear the assignment for the next class. Give them a reason to return prepared.
- Be over-prepared. The class may go faster than you anticipated.
- Instructors should indicate where and when students can reach him or her, by telephone or appointment, when they have questions or outside help is needed. Sincere caring is as important as the subject matter that is being taught.

(Adapted from: Dodge City Community College Handbook)

Successful Instructional Techniques

- Provide a brief but relevant exercise while students assemble and prepare for class.
- Share with the class the course outline and objectives of the course.
- Review previously learned material at the beginning of each new class.
- Present the objectives for each new lesson to the class activities.
- Plan for the participation of adult students in the class activities.
- Vary activities during each session. Include guest speakers, films, demonstrations, simulations, role-playing, case studies, and field trips where appropriate.
- Provide opportunities to relate life experiences as part of the learning process.
- Respond to questions as a learning technique.
- Use small groups to enable participants to work at various levels.
- Use vocabulary building as part of class work.

- Summarize the lesson and preview the next session before dismissal.
- Vary evaluation methods.

(M. Alan Brown and Harlan G. Copeland. *Attracting Able Instructors of Adults*, Jossey-Bass, Inc., Publishers, San Francisco, Washington, London, pp. 44-45.)

Surefire Methods to Succeed as an Instructor

Be Prepared

- Know the subject content.
- Treat students as people. Be fair.
- Be prepared. Be over-prepared.
- Think first class. Instructors are critical in setting the mood of the learning environment.
- For the first session, plan an activity or icebreaker that allows students to get involved immediately.

Being in Show Business

Speaking before a class or group can provide a superb professional opportunity. Here are things to remember when preparing. When you are teaching or making a presentation, you are really in show business. You become an actor or actress, whether you admit it or not. A teacher in front of the classroom carries all of the responsibility and requires all of the talent of anyone on stage or taking part in a performance.

- **Use Handouts.** Don't just talk to your audience, give them something. If possible, prepare a one-page *précis* of your remarks, or an outline, and distribute it. Your audience needs good supplementary materials so they can review the subject on their own. Provide room on the handouts for notes.
- **Don't Tell Too Much.** The best talks are the simplest. The more you want to influence, persuade, and educate the audience, the more the speaker should strive for graceful simplicity of language. Encourage interaction. If you talk more than five or ten minutes without interaction, you are talking too much.
- **Use Visualization.** Get the message across by using visualizations, examples, and analogies when presenting the material. Strive to get the information across through three different references.
- **Have a Learning Objective.** Each talk, each workshop, and every lecture should have an explicit learning objective. It is the job of the instructor to ensure learning.
- **Have Fun.** Show enthusiasm, excitement, and energy when speaking. Transmit energy.

(Dr. Jeffery Lant, *Adult and Continuing Education Today*, Vol. 15, No. 6.)

Classroom Dynamics

The configuration of the chairs and desks can be an effective tool to assist your teaching. Just because the chairs are in neat rows does not mean they facilitate learning better. The layout and setup of a room can enhance the mood, climate, and learning environment. Consider the following room configurations:

- **Classroom or lecture style:** Classroom style refers to seating that has tables and chairs or desks in rows facing the front where the instructor is teaching. The classroom configuration elicits a more "classroom" type of response. Do you want this? Interaction with people is confined to dyads

or triads, etc. It is not easy to turn around and interact with other people. This is basically teacher-centered instruction with students listening.

- **Tables or chairs in a “U” or circle:** The instructor can move within the U shape or can work at the front of the room at will. The setup gives a feeling of close contact and intimacy. It is great for interaction and a good style for skill acquisition because everyone is able to see clearly what you are demonstrating or teaching.

Instructors may not always have the choice of classroom or seating that best fits the needs of the class. We suggest brainstorming approaches to minimize these and other barriers to communication and effective teaching and learning.

The Learning Curve

People can only absorb so much information. Different times of the day require different techniques to hold the audience and increase the learning of the participants.

Eight in the morning to noon is when people seem to be the most responsive and learn the most. After noon responsiveness drops, and it drops even more in the evening. For afternoon and evening programs, consider utilizing interactive activities, hands-on projects, group discussion, role-playing, and frequent class breaks.

Nonstop dissemination of new or heavy material can overdose the mind. Participants are listening – not learning. This overdose is especially true in evening classes.

<p>Tell them and they will retain 28%</p> <p>Tell them and show them and they will retain 61%</p> <p>Involve them and they will retain 94%</p>
--

Redefining the 3 R's

The 3 R's of good teaching are: Repeat, Respond, and Reinforce.

The 4th R – Retention:

- Instructors must care whether students attend class and are involved in the learning process. The instructor must articulate this expectation to all students. Not expecting much from your students is devastating.
- Teachers must be in class and on time.
- Teachers significantly affect student performance by both verbally and nonverbally acting out their personal expectations of their students' ability. Teachers tend to praise more frequently and in a different way those students whom they assign higher levels of expectation. Teachers give more attention to students whom they consider to be very bright (Noel, Levitz, Saluri, 1985, *Increasing Student Retention*.)
- According to research at the University of Minnesota, 50 percent of those students who did not have some kind of significant contact with an advisor, teacher, or counselor during the first three weeks of school would not be in the school the next year (Noel, Levitz, Saluri, 1985, *Increasing Student Retention*). What can you do, as an instructor, to encourage and provide a positive learning experience?

Teaching the Adult Learner

The following points have been identified as suggestions for working with adult learners in the classroom. Plan to incorporate these in your teaching methods.

- Provide an outline of the course and use instructional objectives.
- Let students know how their final grades will be determined.
- Indicate relationship of the course to other courses and to various major fields of study.
- Encourage personal interpretation of course material.
- Provide students with opportunities to ask questions, clarify thinking, explore ideas in depth, and receive feedback from others.
- Make liberal use of questioning techniques.
- Deal with academic and personal problems in private.
- Use positive reinforcement and do it often.
- Base grades on diverse activities (e.g., projects, papers, class participation) instead of on test scores alone.
- Be accepting of adult learners, but not patronizing.
- Maintain a firm but friendly classroom atmosphere.
- Use a variety of instructional techniques (e.g. lectures, discussions, demonstrations, simulations, etc.).
- Estimate time needed to complete assignments and schedule them accordingly.
- Analyze your classroom environment and what you are trying to achieve in class.

Characteristics of the Adult Learner

- Adult learners are goal-oriented and need to relate what they are studying to what they need to know.
- Adult learners' experiences can serve as a rich resource for better understanding the students.
- Adult learners are more concerned about how learning will benefit them as individuals than about coming out ahead of others.
- Adult learners want to be treated as adults.
- Adult learners need flexibility in course organization and instructional performance.
- Adult learners are much more self-directed than their younger counterparts.
- Adult learners are highly demanding consumers. They want their money's worth.
- Adult learners demand relevance and immediate application. They need to see how the information relates to a particular situation.
- Adult learners may demand a part in developing the learning activity. They are not a group of watchers. They expect to participate.

(Courtesy of Laramie County Community College, Cheyenne, Wyoming)

Teaching Inventory: Assessing Your Teaching Style

Faculty members should be sensitive to the needs of students. The following checklist has been adapted from the New York Community College System. It allows faculty members the opportunity to rate their teaching effectiveness. Complete each sentence by circling the response appropriate to your teaching style.

As an instructor at WNCC, I...	Always	Often	Seldom	Never
Treat students as individuals	4	3	2	1
Know students by name and, where possible, background and aspirations	4	3	2	1
Set clear expectations for performance	4	3	2	1
Am a fair, impartial evaluator	4	3	2	1
Accept some responsibility for student success and failure	4	3	2	1
Try to design class experiences to illustrate concepts	4	3	2	1
Encourage discussion and questions	4	3	2	1
Keep accurate and useful records on student achievements	4	3	2	1
Use tests as a teaching tool	4	3	2	1
Design fair tests that directly relate to course objectives	4	3	2	1
Alter teaching methods when achievement falls off	4	3	2	1
Offer individual help to students who do not make progress	4	3	2	1
Return assignments promptly with grades/comments that help students learn	4	3	2	1
Am aware of nonverbal behavior	4	3	2	1
Provide frequent evaluations/feedback	4	3	2	1
Make eye contact with students	4	3	2	1
Make students active participants in the learning process	4	3	2	1

Total Score: _____

If you scored:

- | | |
|---------|---|
| 52 - 68 | You are a member of the WNCC teaching hall of fame! |
| 35 - 51 | You are a master teacher. |
| 21 - 34 | Your style might be scrutinized with an attempt to improve. |
| 17 - 20 | You need a little work on your teaching |

Evaluation

Western Nebraska Community College is committed to recruiting only those faculty who show clear promise of success in the academic setting. The College is committed to the principles of academic freedom and accountability. The concept of regular, rigorous faculty review is a part of the commitment of the College to provide support to all faculty. The relationship between a faculty member and WNCC requires adequate performance of duties as defined in the Faculty Job Description.

The performance of each faculty member is subject to annual review to determine whether each faculty member has fulfilled the faculty member's job description and goals. In accordance with the policies adopted by the Western Community College Area Board of Governors, sustained failure of a faculty member to carry out academic responsibilities, despite the opportunities provided to the faculty member via professional development or other appropriate interventions, is grounds for consideration of dismissal from the College. **(PP- 611)**

Purpose

The goal of this evaluation process is to assess the performance and provide feedback of all full-time (probationary and continuing contract) faculty on how well each member is contributing to the College mission, vision, goals, and objectives. This process, developed in consultation with the faculty, instructional deans and Chief Academic Officer, has resulted in a process for distribution to all faculty and instructional leaders. Review of the evaluation process will take place at least once every three (3) years, and any changes shall be adopted with significant faculty input and approval by the instructional deans and the CAO.

Distribution, Collection, and Filing

The Educational Services Office is responsible for the distribution, collection, and filing of faculty performance review forms. The official copy of the completed form is the property of WNCC and will be maintained in the faculty member's personnel file in the office of Human Resources.

Access to official faculty performance review documents shall be on an as-needed and right-to-know basis. Generally, only the faculty member, his/her immediate supervisor, the CAO, the President, and the Human Resources staff would have access to these documents.

Evaluation Process

Faculty will be evaluated according to their documented responsibilities, job description, and the ability to meet program, College and Board goals related to their areas of responsibility. These documented responsibilities and goals will determine the specific focus of the faculty member's work and evaluation in the two principal evaluation categories: teaching and service.

Teaching

The evaluation of teaching will include but will not be limited to, consideration of student evaluations and direct observation by supervisors. Evaluators should consider all the following components of teaching: class structure and organization; course materials, including syllabi, course outlines, and lesson plans; command of subject matter; demonstrated currency in the field and in teaching methodology; presentation skill; professional and courteous interaction with students; availability to students during office hours; student engagement; and promotion of student achievement.

In addition, evaluators should consider other factors that may be relevant based on the faculty member's job description, responsibilities and individual and college/department goals. These may include but are not limited to: assessment of student learning; documented teaching and curriculum improvement based on assessment

results; incorporation of course, program, and college student learning outcomes; incorporation of student retention strategies; and integration of technology into course work as appropriate to the discipline.

Service

Service includes fulfilling the mission and goals of the College outside of the classroom. The foundational components of service to be considered in the evaluation will be the faculty member's job description, role, goals, and documented responsibilities. These may include, but are not limited to, departmental service, (including curriculum coordination and development, advising and outreach, administrative assignments, and committee work); system, college-wide and campus committee work; sponsoring and participating in student activities; and attendance at college activities and events.

Additional activities may include serving as the representative of the College on a local board or commission, making community or professional presentations, serving as a liaison to local schools, or serving as an elected or appointed member of local boards. Service also includes professional and courteous interaction with colleagues, staff and community as typically demonstrated by active engagement, collaboration, and constructive cooperation in department and college activities. This shall not diminish lively, critical debate which is both necessary and appropriate in an academic institution.

Probationary Faculty

*"All new full-time probationary faculty members will complete a comprehensive evaluation each semester for three (3) or more semesters prior to being considered for continuing contract. Probationary faculty moving to continuing contract status are required to complete an additional comprehensive evaluation in their third year (**President's Procedure 611**)".* Summer semester evaluations may be considered for those faculty who are on a 220-day contract.

A full-time probationary faculty member is evaluated by the Associate Dean in the first semester in which he or she was hired. The evaluation process includes completion of the Faculty Evaluation Form utilizing a combination of data as follows:

- a. Course syllabus/class schedule
- b. Examples of exams, assignments, etc.
- c. Review of Blackboard shell and materials
- d. Classroom observations
- e. Student evaluations
- f. Student and peer complaints
- g. Advising records
- h. Honors, records of achievement
- i. Committee participation

Upon completion of the first semester, the probationary faculty member and Associate Dean meet to develop a Continuous Improvement Plan to determine agreed-upon goals for the remainder of the probationary period. The faculty evaluation process is repeated during each of the next three semesters.

A Continuous Improvement Plan is created and updated as agreed-upon by the faculty and Associate Dean. This process is to enhance on-going communication and clear direction.

The Associate Dean reserves the right to schedule additional meetings as needed.

Both the evaluator and faculty member must sign the performance review. Should the faculty member disagree with the content of the review, he or she may respond in the Instructor Notes section of the Faculty Evaluation Form or append another page. Additionally, the faculty member may request a second evaluation be completed by a Dean of Instruction.

Upon completion of the fourth probationary faculty evaluation, the Associate Dean makes a recommendation to the Dean, who makes a recommendation to the Executive Vice President as to whether or not this probationary

faculty member has met the college expectations for continuing contract status. Details highlighted include how a faculty member has performed based on the criteria outlined on the faculty evaluation form. The Executive Vice President then makes a final recommendation to the College President for his/her approval.

The College President's final decision will be shared in writing with the probationary faculty member 90 days prior to the end of his/her faculty contract.

Continuing Contract Faculty

*Every faculty member will complete a comprehensive evaluation (see Definitions) at least once every three years. If the faculty member is designated as "continuing contract," has completed more than three consecutive years as a full-time faculty, and is performing well, it is the discretion of the division chair or dean of instruction as to whether or not continuous improvement goals are the primary focus for the following two, consecutive years. Those probationary faculty who have transitioned to continuing contract will receive at least one additional comprehensive evaluation during their third year of service at WNCC. (**President's Procedure 611**). Summer semester evaluations may be considered for those faculty who are on a 220-day contract.*

The evaluation process includes completion of the Faculty Evaluation Form utilizing a combination of data as follows:

- a. Course syllabus/class schedule
- b. Examples of exams, assignments, etc.
- c. Review of Blackboard shell and materials
- d. Classroom Observations
- e. Student evaluations
- f. Student and peer complaints
- g. Advising records
- h. Honors, records of achievement
- i. Committee participation
- j. Continuous Improvement Plan

The faculty member and Associate Dean will meet regularly to review progress on identified goals within the Continuous Improvement Plan. This process will continue throughout the three-year cycle as long as no complaints and concerns are evident, and the faculty member is meeting goals as established in the CI plan.

If the evaluation is determined to be "needs improvement," then the faculty member must complete a new CI sheet identifying the concerns which need to be corrected as noted in the evaluation. The faculty member is evaluated again in the following semester, which would include a mid-year and an end-of-year check- with the Associate Dean. If there continues to be a "needs improvement" evaluation, the faculty member may be disciplined up to and including non-renewal.

The Associate Dean reserves the right to schedule additional meetings as needed.

Both the evaluator and faculty member must sign the performance review. Should the faculty member disagree with the content of the review, he or she may respond in the Instructor Notes section of the Faculty Evaluation Form or append another page. Additionally, the faculty member may request a second evaluation be completed by a Dean of Instruction.

Instructor Professionalism

Teaching Mission

In order for the community college experience to be positive for both instructor and student, there are certain responsibilities, which all instructors have.

- The essential responsibility of a community college faculty member is to facilitate student learning. An instructor is required to possess a comprehensive knowledge of the field of study, preparation, an intense interest in students, sensitivity toward student interests, open-mindedness, a commitment to creative inquiry and investigation, and an intellectual enthusiasm, which transmits to students.
- The instructor must assume responsibility for standards of confidentiality regarding a student's abilities, accomplishments, and grades. An instructor must realize that community college students are considered to be legally adults, which means that information about academic progress cannot be shared with any other person or entity (except in cases of dual-credit instruction); therefore, the instructor cannot provide the student's parents with academic information. Please consult The Family Educational Rights and Privacy Act (FERPA). For specific information, please see Appendix A of this handbook.
- Instructors should develop a consistent coursework evaluation policy as a basis for assigning grades. In most courses, instructors should give examinations as indicators of concept or topic mastery. Instructors should furnish sufficient exams, graded papers, reports, projects, or other assignments to provide ample information for student learning assessment throughout the course.
- Instructors are expected to keep current regarding their teaching disciplines and to integrate current developments into the classroom work, and they are also expected to stay current in matters related to effective practices tied to teaching and learning.
- Instructors are required in each course taught to create and to publish to students a set of measurable course objectives and student learning outcomes, which align with the WNCC General Education Goals, program outcomes, and the college's mission statement.

Academic Freedom and Responsibility

WNCC serves the people of Western Nebraska and their common good. The common good depends upon the free search for truth and its free expression. Instructors and students must always remain free to inquire, study, evaluate, and gain new maturity and understanding. Faculty members are entitled to freedom in the classroom in discussing issues germane to their academic discipline as long as the method or manner of presentation involves objective reasoning and rational discussion. In the traditional classroom, college-produced telecommunications, and all forms of electronic-delivered instruction, faculty members shall strive to be accurate, exercise appropriate restraint, and show respect for the opinions of others. In addition, instructors shall be judicious in the use of materials and should introduce only materials that have clear relationships to the subject field.

The protection of academic freedom and the requirements of academic responsibility apply to all WNCC instructors including full-time, adjunct, part-time, probationary, and permanent faculty. For specifics, see **WNCC Board Policy 425.3000.79**.

Classroom Courtesy

It is expected that instructors be mindful of class start and ending times so that instructors using the same room have ample opportunity to set up for their class sessions. It is also expected that instructors will leave classrooms in a state conducive for the next class learning environment. Examples include erasing boards, returning chairs and tables to their standard position, and so forth.

Confidentiality

Students have a right to privacy with regard to academic matters. It is, in fact, illegal for college employees to provide information on a student's academic performance to anyone but the student. The only exceptions are college officials (or a designated college representative) who may review the record for the educational interest of the student.

It violates the right to privacy for a faculty member to post grades, leave papers in an open area to be picked up, provide grades over the phone without verification of the student's identity, or give a student's work or grades to anyone but the student. A faculty member may check with Student Services to determine if a student has on file a "Permission to Release Non-Directory Information" release indicating what information may be shared and with whom this information may be shared for a specific time period. A faculty member may also ask a student to file a "Permission to Release Non-Directory Information" release with Student Services so that specific information indicated can be shared with specific contacts. Students can access the "Permission to Release Non-Directory Information" form via the student portal through "Student Applications."

Faculty Meetings

Faculty meetings are held once per month during fall and spring semesters. The open meetings allow faculty members to raise questions or discuss concerns, as well as to learn about college issues, changes in policy, or updates about overall college operations. Full-time faculty members are expected to attend these meetings.

Objectivity/Fairness

At the core of instructor professionalism is the obligation to treat each student in a fair, impartial manner, while keeping in mind that student learning is the goal of all teaching.

Objectivity and fairness demand that a certain professional distance be sustained between faculty members and students, even while open communication is maintained for academic purposes. The students can expect to gain something useful from the academic experience. The student should value your knowledge, skill, and insights into your specific field. Your personality outside these areas should not be an issue unless you allow it to become one.

Since you will almost always know more about the subject than the students do, you can easily set clear, published standards that guide their performance and behavior in your class. Being objective requires that you treat students in the same way regardless of who they are; however, it does not require that you be rigid or unforgiving. The ultimate objective of any class is not to adhere to rules, but to learn material and to develop skills.

Faculty should be cautious about making exceptions to the rules established, but may do so as long as it is made clear that there are exceptions and that precedent will not be set for students to break the rules at will. Students are entitled to justice, not mercy. Mercy, however, has its place in all human relations. Faculty members who have concerns about how to apply standards in a specific case should discuss the situation with their Associate Dean prior to making a decision.

Sexual Harassment

WNCC is committed to supporting an environment free from acts of sexual harassment. For specifics, see **WNCC Board Policy 500.3801.14**.

Students with Academic Problems

The keys to handling students with problems include:

- **Careful listening:** Faculty members should abandon their authority role for a minute and let the student do all the talking. Pay close attention to what is said and what is not said. When the student is done, ask relevant questions to be sure the student knows that you understand what was said.
- **Empathy:** Faculty members should put themselves in the student's place. Try to remember what it was like for you.
- **Patience:** Remember that students are not sure of their position, particularly when they face authority, and faculty members are in a position to influence their achievements. It may take them time to get to their point. Don't rush them. Don't let them think there isn't time for them or their problems. Still, it is also important for the faculty member to be firm about not letting the student ramble or monopolize the time. Faculty members have a responsibility to be available to all of their students, and those who can't get time resent it if they are unable to access their instructors or advisors.
- **Closure:** Resist immediate closure. Faculty member should assure students that they will begin working on the problem right away, but that they may not be able to come up with an instant solution. Decisions made in haste are often regretted later. Feel free to discuss a problem with the Associate Dean who may have dealt with similar issues, prior to making a decision.

Support Services and Resources

ADA Compliance (Disability Support Services)

WNCC maintains a welcoming and inclusive educational environment where freedom of expression, equality of opportunity, and respect for people as individuals within a civil society are endorsed as fundamental principles.

In valuing these ideals as they are represented through diversity, WNCC embraces the potential for human variation based on general categories such as:

- ethnicity
- cultural
- gender
- political or religious affiliation
- age
- education
- physical, mental, and cognitive ability
- sexual orientation

Assurance of equal educational opportunity is provided for by federal law, specifically the Rehabilitation Act of 1973, including Section 504; the Americans with Disabilities Act of 1990; and the ADA Amendments Act (ADAAA) of 2008. By federal law, a person with a disability is any person who has:

“...a physical or mental impairment that substantially limits a major life activity; has a record of such impairment; or is regarded as having such an impairment which substantially limits one or more major life activities.”

Taken together, Section 504 and the ADA (and ADAAA) require institutions of higher education to provide equal access to educational opportunities to otherwise qualified persons with disabilities.

For a more detailed description of the ADAAA, refer to the following U.S. Department of Education website: www2.ed.gov/about/offices/list/ocr/docs/dcl-504faq-201109.html. Specific information about Subpart E of the Rehabilitation Act of 1973 can be accessed at: www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html#E.

The college endorses the spirit of these guidelines and recognizes that neither the policies of the college nor the federal standards accord unearned advantage to someone with a disability. Qualified students are provided with accommodations (adaptations provided in the classroom) in order to ensure equity of access to course material.

Simply put, the college emphasizes learning as an end goal without regard to assistive devices or methodology utilized by some individuals in order to achieve equivalent learning opportunities.

Please see Appendix B of this handbook for more information about classroom accommodations.

Academic Testing and Tutoring

The Academic Testing & Tutoring Center (AT&TC) provides make-up testing services and classroom proctoring for WNCC faculty, as well as proctoring tests for other educational institutions. Tutorial services, certified through the College Reading and Learning Association (CRLA), are provided in the AT&TC for a variety of subjects. The AT&TC also offers College Level Examination Program (CLEP) testing to allow students to receive college credit by demonstrating subject mastery through an exam.

Phone: 308.635.6070

Website: www.wncc.edu/academics/academic-resources/academic-testing-tutoring

Career Pathways and Advising Center

The Career Pathways and Advising Center is located in Scottsbluff and provides services to both Alliance and Sidney. This office is available to assist students with:

- Career exploration
- Academic advising and testing
- Career resources
- Internship opportunities
- Job contacts

Commencement

Commencement is not a contract day; however, participation is strongly encouraged of all full-time faculty members. Student Services representatives will contact new faculty members in regard to being measured for the appropriate cap, gown, and hood. A commencement reception follows commencement, and all faculty are invited to attend.

Developmental Education

Developmental education is offered in mathematics, reading, and writing for students who need to brush up on basic skills. Placement in the following courses is based on a student's score on the appropriate placement test: Basic Math, Introduction to Algebra, Integrated Algebra, Intermediate Algebra, Basic Writing, Developmental Writing, Reading Techniques, and Integrated Reading and Writing. Developmental courses do not transfer to four-year colleges.

Distance Learning

WNCC is committed to providing distance learning educational opportunities to students who may not otherwise have an opportunity to earn a college education.

ITV Classes: Each site offers a variety of classes through the Learning Network, interactive television network, capable of connecting to all area-wide high schools as well as all three sites (Scottsbluff, Alliance, and Sidney).

Faculty members should consult with their Division Chair/Associate Dean regarding the scheduling of distance learning classes. Faculty members teaching ITV classes are asked to attend trainings to ensure that he or she understands the technical operation of the DL classroom and to answer questions about preparation and presentation of course material. These trainings are generally offered during the faculty workweek prior to the beginning of each semester.

Online Classes: WNCC's online courses offer a flexible and convenient way for students to take classes anywhere and anytime there is a computer with internet access. Online courses can be accessed from home in the evening and on weekends or whenever a student is free to work on class assignments. WNCC uses Blackboard as its online course management system, a system used worldwide by many colleges and universities.

Online classes have the same content as traditional classes and require the student to work just as hard as an on-campus class. Online classes are highly interactive between faculty members and students. Interactive components are developed to introduce content, engage students, and provide assessment information. Effective use of email, discussion forums, videos, real time audio video interaction, and other methods of electronic communication allow the "voice and presence of the instructor" to be heard and seen by the students. This type of highly interactive online class helps develop a real learning community where

everyone feels included. Although online courses offer flexibility and convenience, it does not necessarily mean they are less demanding and may not always be the best option for all students. To succeed with online courses, students must be highly motivated, self-disciplined, and have good time-management and computer skills.

Faculty members interested in developing an online course should consult with their Division Chair/Associate Dean regarding the completion of the online course proposal.

Enrollment Management

Faculty members are strongly encouraged to take an active role in the recruitment of students. This can be done through personal contacts, speaking with prospective students visiting campus, corresponding with prospective students in the form of individual letters that can be mailed by the Admissions office, or participating in high school visits or events where programs can be showcased. The effective teaching and classroom management techniques utilized by faculty can often be one of WNCC's most effective recruiting/retention tools.

Math Center

The Math Center is available for students who need extra assistance in mathematics. Students may receive help from tutors or use computer programs for instruction in specific areas. The center is geared particularly to students in lower level courses, but help is available for all classes, including calculus. The Math Center is open for assistance during the daytime. Hours are Monday – Thursday from 8 a.m. until 6 p.m. and Friday from 8 a.m. until 3 p.m. The Math Center is located in the main building on the Scottsbluff Campus.

Online Learning and Services for Students

The Online Learning and Services Office at WNCC provides support to faculty members and students who use the Blackboard Learn system. The office is operated under the guidance of the Instructional Technology Coordinator and the Director of Teaching, Learning, and Assessment. The Library eHelp Center, the computing lab staff, and the Online Learning Office can assist users with learning to use the tools.

Instructions for logging into the portal, for both faculty and students, can be found at libguides.wncc.edu/ehelp/videos.

Speaking Center

The Speaking Center provides assistance to all students, faculty, and staff with:

- Coaching and assessment from center consultants. This includes constructive feedback on areas such as verbal and nonverbal delivery.
- Tutoring for organization and structure, outlining, and developing speech content.
- Proper preparation and effective presentation of visual aids.
- Assistance with meeting requirements of specific speaking assignments in any course.
- Techniques to manage public speaking anxiety.
- Practice and/or final recordings of presentations/speeches.

To schedule an appointment or for more information, email speakingcenter@wncc.edu

WNCC Library

The WNCC Library is located on the main campus in Scottsbluff with a branch location in Sidney. The Alliance Public Library shelves WNCC materials and welcomes students at that site. The library offers a large selection of electronic and print resources that support the curriculum and student learning. Electronic

resources are available across all three of WNCB's campuses. Off-campus access is available to current students, faculty, and staff. The libraries are also open to the public.

The library also offers a variety of magazines, newspapers, and DVD's, as well as laptop and tablet computers available for check out. Interlibrary loan is available to students, faculty, and staff for items not found in the library collection. The libraries in Scottsbluff and Sidney have computer labs that offer a range of software as well as printing. Quiet study is encouraged throughout the library. Librarians are available to assist students with research, citations, and using the library's resources. Support is also available by email, chat, SMS text messaging, and phone.

Email: *library@wncc.edu*
Phone: 308-635-6068
SMS/Text Message: 308-225-5015
Website: *libguides.wncc.edu/library*

Writing Center

A full-service Writing Center is located in the main building on the Scottsbluff campus. Students may obtain help on writing assignments for any subject, and writing labs associated with foundations-level courses are held there. Both Sidney and Alliance provide writing tutors.

Operational Procedures

Budgets

Faculty members work with their respective Division Chair/Associate Dean in submitting budget requests for each academic year. The Vice President of Administrative Services establishes a budget development calendar that must be followed to ensure deadlines are met. Faculty members needing specific instructional items should obtain estimated costs, justify the educational need for such items and/or materials, and prioritize them in order of importance. The Division Chairs/Associate Dean work with the Deans of Instruction to establish priorities throughout the budget approval process to provide necessary educational resources for student learning and maintain a budget that is fiscally sound. Please contact the Division Chair/Associate Dean for questions regarding budget matters.

Classroom Supplies

Basic classroom supplies are available at each major campus location. Supplies include items such as: paper, marker board pens, chalk, paper clips, etc. Please contact the Division Chair if other items need to be purchased.

Portal Instructions

Instructions for logging into the portal, for both faculty and students, can be found at libguides.wncc.edu/ehelp/videos.

Room Scheduling

To schedule a room for an activity other than a class, send an email to:

Harms Center Only

Patrick Leach

Administrative Assistant
John N. Harms Center

leachp@wncc.edu
308.635.6701

All Other Facilities

Carol Ann Rabago

Administrative Assistant
Administrative Services

rabagoc@wncc.edu
308.635.6102

APPENDIX A: The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools (all levels, including colleges and universities) 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 education 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."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities in a juvenile justice system, pursuant to state law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Adapted from: ED Gov. @ www.ed.gov/print/policy/gen/guid/fpco/ferpa/index.html

Note: An information release form is available through WNCC'S Office of Student Services.

APPENDIX B: Accommodations Flowchart

