

OTERO

Otero College

Faculty and Instructor Handbook

2024-2025

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INTRODUCTION

This Handbook contains operating procedures designed to ensure a cohesive and supportive learning environment for both faculty and students. It provides a comprehensive framework that promotes academic integrity, fosters effective communication, and encourages professional growth among faculty and instructors. By adhering to these procedures and directives, Otero College aims to maintain high standards of teaching and learning, promote fairness and equity, and uphold the institution's mission. Additionally, this handbook serves as a resource to empower faculty and instructors with the necessary information to navigate their roles effectively, resolve conflicts, and contribute to the overall success of the college community.

As a member of the Colorado Community College System (CCCS), Otero is governed by the State Board for Community Colleges and Occupational Education (SBCCOE). The SBCCOE sets overarching policy for member colleges.

The SBCCOE employs a System Chancellor to carry out the policies and directives for CCCS. These policies take precedence over college practices and procedures when there is a conflict. Learn more about State Board and System President policies at <https://www.cccs.edu/about-cccs/state-board/policies-and-procedures/>.

Otero College operating procedures are formulated from past and present practices at Otero and are intended to implement State Board (BP) and System President (SP) Policy and State Fiscal Rules and Regulations. Questions or concerns not covered in this document should be directed to department chairs or the Vice President of Academic Affairs.

Nothing in this Handbook is intended to create (nor shall be construed as creating) an express or implied contract of employment or to guarantee employment for any term or to promise that any specific process, procedure, or practice will be followed, or benefit provided by the College. The College reserves the right to modify, change, delete, or add to the information in this Handbook as deemed appropriate.

GETTING STARTED

Quick Reference Guide for Semester: Deadlines and Responsibilities

| Date/When | Tasks(s) | Notes |
|--|---|--|
| When paperwork is complete and instructor is approved to teach. | Obtain S# and establish Portal password, if necessary. Activate email. | Directions for resetting a password are in the Portal. |
| By the beginning of the semester. | Submit syllabus to Department Chair for approval. Coordinate textbooks with eCampus. If you need assistance, contact your Department Chair or the Controller in the Business Office. | The course syllabus must follow ADA guidelines |
| As scheduled | Attend all required meetings. | |
| Friday before courses begin | Post syllabus in D2L under Content Update D2L grade book to reflect course assignments Create D2L attendance register. | D2L instructions are in the OC_Faculty D2L Guide. |
| 1st week of class | Assist with Orientation Class introductions, ice breakers, expectations, ground rules Distribute and/or review course syllabus | Paper copies of the syllabus are not required. Be sure to read aloud the section of the syllabus regarding mandatory reporting and emphasize the drop and withdrawal dates. The syllabus is a contract between you and your students. |
| By Monday following Week 1 | Review class roster(s) Submit no-shows through the Portal | Students who do not attend in-person classes the first week and do not attempt to contact the instructor should be dropped from the course |

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| | | <p>by Monday at noon following the first week of class.</p> <p>Faculty and instructors who teach pooled sections for Colorado Online @ should follow the no-show guidance outlined in the Colorado Online @ Otero section of this document.</p> <p>Directions on how to submit no-shows through the Portal is in the Otero Faculty and Instructor Resources SharePoint in the “How To Guides” folder.</p> <p>Instructor approval will be required to regain access to the course.</p> |
| By Census Day | <p>Remind students they have until 5:00pm to drop and not be charged for the course.</p> <p>Review class roster(s) to verify enrollment is accurate. Update the Portal if needed.</p> | Submit no-shows through the portal |
| By the end of Week 4 | <p>Post 4-week early alert grades (midterm grades) in the Portal for all classes, excluding Colorado Online Pooled sections.</p> <p>Ensure attendance and grades are up to date in D2L.</p> | <p>4-week grades alert staff of students who may need intervention.</p> <p>Directions on how to submit early alert grades through the Portal is in the Otero Faculty and Instructor Resources SharePoint in the “How To Guides” folder.</p> <p>A calendar reminder will be sent from Academic Affairs.</p> |
| By the end of Week 8 | Post 8-week early grades (midterm grades) in the Portal for all classes, | 8-week grades alert staff of students who may need intervention. |

| | | |
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| | <p>excluding Colorado Online Pooled sections.</p> <p>Ensure attendance and grades are up to date in D2L</p> | <p>Directions on how to submit early alert grades through the Portal is in the Otero Faculty and Instructor Resources SharePoint in the “How To Guides” folder.</p> <p>A calendar reminder will be sent from Academic Affairs.</p> |
| 4 – 10 weeks into the semester | <p>Faculty and instructor observations</p> <p>Student course evaluations are available in D2L</p> | <p>Department Chairs or designees arrange to observe classes if required.</p> <p>Faculty and instructors should remind students to complete course evaluations in D2L. No preparation from the faculty member or instructor is required.</p> |
| Before the end of the semester | <p>Submit Institutional Student Learning Outcomes (ISLO) and Program Student Learning Outcomes (PSLO) assessment scoresheets to your Department Chair.</p> | <p>Your Department Chair will provide you with the necessary information.</p> |
| End of semester | <p>Post final grades in the Portal. Indicate the late date of attendance for all F grades issued.</p> <p>Ensure attendance and grades are up to date in D2L</p> <p>Export grades and attendance to the Academic Affairs folder on the O: Drive</p> | <p>Directions on how to submit final grades through the Portal is in the Otero Faculty and Instructor Resources SharePoint in the “How To Guides” folder.</p> <p>A calendar reminder will be sent from Academic Affairs.</p> |

Academic Calendar

Otero College operates on a semester system. The academic calendar is created and approved 2 to 5 years in advance of the academic year to which the calendar applies. The Academic Affairs Office is responsible for drafting the calendar, considering the scheduling needs and parameters

of the College as well as the academic calendars of local school districts. The draft is reviewed by the Faculty Senate, who recommends approval by the College President and Cabinet.

Faculty ID

New faculty and instructors should visit Student Services (McBride 132) to get a photo taken for their employee identification and key card. Full-time Otero employees can use their ID card to access exterior doors of academic buildings (McBride, Wheeler, Life Science, Humanities) and all classrooms, as well as the Fitness Center. The ID card can also be used to purchase meals from Sodexo once funds have been added to the employee account.

The Identification Badge Procedure was developed in accordance with [BP 19-40 Emergency Operations and Management Planning](#) for the purpose of maintaining a secure environment. This procedure requires the display of identification badges, promoting staff engagement with individuals without college identification, and establishing a procedure for issuing badges to visitors and vendors at designated locations.

Workspace

Full-time faculty members are generally assigned to their own office on campus with a designated phone line, and any need for furniture, technology, or storage is coordinated through Academic Affairs. Designated space for office use by part-time instructors is in the Humanities Building in Humanities 153. The Learning Commons and/or Think Tank are quiet spaces for instructors to grade or meet with students. Laptops are provided upon request with justification or are available for check out in the Learning Commons.

Office Supplies

Faculty and instructors should contact the Department Chair for any office and classroom supply needs. All supplies are to be ordered through departments, utilizing assigned purchase cards (P-Cards) and specific budgets.

Mail

The campus mail room is in the Student Center (SC) Room 104. USPS mail is delivered in the afternoons to SC-104 and is distributed to department boxes in the mail room for pickup. Larger packages and boxes are delivered to the Physical Plant Building and may require pick-up (dependent upon available staff). Many faculty have a mailbox on their office door or outside of their office where mail can be delivered if someone in the department picks it up.

Syllabus

All faculty and instructors are required to have an approved course syllabus on file in Academic Affairs for each class prior to the first day of the semester. The approval process consists of faculty members or instructors submitting a syllabus for each course to their respective

Department Chair. When the syllabus has been approved, the Chair's initials and the academic year will appear in the upper right-hand corner of the first page of the syllabus. Courses taught by Department Chairs require approval from the Vice President of Academic Affairs. Please post a PDF version of the syllabus in D2L shell(s) under "Content".

Textbooks

All textbooks used in Otero classes must be approved and adopted according to the following process. Textbook selection for all Otero courses is coordinated by the Department Chair with input from faculty in the discipline. Faculty are strongly encouraged to use the same textbook for the same course regardless of the section, including concurrent instructors. Criteria for selecting textbooks or Open Educational Resources (OERs) include, but are not limited to:

- Consistency with CCCS content guidelines
- Currency of content
- Cultural and gender equity or sensitivity, as appropriate
- Readability, quality of organizational structure and flow
- Quality of illustrations, graphs, and charts
- Compatibility of supplemental resources
- Availability of and quality of test banks, where available
- Computer application and availability of other multimedia resources
- Cost, including materials that are bundled or sold separately
- For edition changes, the extent to which substantive content differences exist between the current and previous edition

Textbook selections should be kept the same for a minimum of two academic years unless the selected text is found to have serious flaws or is no longer available. Whenever possible, the same textbook will be used for both semesters of any course sequenced over two semesters. Faculty or instructors who wish to order, change, or recommend the adoption of a new or supplemental textbook should consult with the Department Chair. Concurrent instructors are required to use the same textbooks Otero faculty are using for their courses

No faculty or other College staff member shall demand or accept any payment, loan, advance, good or service promised in exchange for selecting or purchasing specific course materials for use in one of Otero's courses. Faculty or other College staff may, however, accept:

- Free copies
- Complimentary teacher editions or instructional materials that are not intended to be sold by any faculty or staff

Otero's bookstore is a "virtual bookstore" called eCampus and it is accessed online through the website. Any books or material required for courses can be purchased and ordered through this site. Directions on how faculty and instructors can select textbooks through eCampus are in the Otero Faculty and Instructor Resources SharePoint in the "How To Guides" folder.

Students can buy new or used books, rent books, or purchase E-books through eCampus. The books will be delivered to the student's home or specific mailing address. The virtual bookstore accepts traditional forms of payment, including financial aid/scholarship vouchers, credit/debit cards, PayPal, checks and money orders. Used books can also be sold back through this virtual bookstore. The student will be provided with a prepaid label to ship their books back for cash. Otero will also have an on-site buyback 2- 3 times a year for students to sell their books back at the end of each semester.

Technology

Otero's Instructional Technology Department is comprised of the Director of Information Technology, the Coordinator of Educational Technology, and the Computer Technology Technician. Their offices are in McBride Hall 140. Training on Microsoft Office, OneDrive, WebEx, the VPN, Multi-Factor Authentication, and additional resources are available on the Time and Leave Card under the "Employee Guides & Trainings" portlet in the portal.

Employee Email Access

To access your employee email via the Web:

1. Type owa.cccs.edu into the URL line
2. Username: CCC/S#
3. Password: Otero Password To access your employee email via Outlook:

To access your email from an Otero-issued computer or laptop:

1. Select the Start menu on your Otero College assigned computer and open the Outlook application or select the Outlook icon from your computer's taskbar.
2. If prompted for login credentials, select more choices, use a different account, and the following:
 - a. Username: CCC/S#
 - b. Otero College Computer Password

Employee Voicemail Access

The pin to access your voicemail is 12355. Your Access or ID Code is your 7-digit phone number (384-XXXX).

O:Drive/Otero's File Server and Storage

Using Otero College's file server (the "O Drive") and your personal "N Drive" will protect against the loss of important files. These can be accessed by clicking the manilla folder on your taskbar. The drives are located under the "This PC" tab. Select the drive that contains your S# to access your "N Drive," and select "OJC Data" to access the "O Drive."

Printers and Copiers

Your assigned PC will have a default printer added. Contact the computer center if you require an additional printer or if you have difficulties printing. Contact Jennifer Johnston (719-384- 6841) or your Department Chair to receive your printing/copying department ID.

Copying machines can be found in Macdonald Hall (Academic Affairs office), McBride Hall (Student Services Center, Computer Center, Think Tank, and by IT), Life Science (Nursing office), Wheeler Hall (Learning Commons) and Humanities Center (Room 114 and in Humanities 153). A printing/copying ID is required for machine usage. Assistance can be found in the copy area.

The Learning Commons is available to help with copies after normal work hours.

Classroom Technology

Each classroom is equipped with technology adequate to support modern and interactive learning experiences, including virtual classroom capabilities. Classroom Teacher Station Guides are available in every classroom, and can also be viewed in the Otero – Faculty and Instructor Resources SharePoint in the “Classroom Teacher Station Guides” folder

Email the Otero College Help Desk at help@oterocollege.on.spiceworks.com or call 719- 384-6982 for assistance.

Desire2Learn (D2L)

Desire2Learn (D2L) is the learning management system (LMS) used by all colleges in the CCCS. Given the extent to which technology has become essential to most professions and permeates personal life as well, Otero strives to maximize the use of technology as a teaching and learning tool. Instructors are encouraged to make use of iPads, mobile devices, smart technologies, immersive learning strategies, and an array of multimedia applications to enhance learning, interactivity, and the use of technology in the classroom. All faculty and instructors are required, at a minimum, to use D2L in the following ways:

Syllabus

Faculty and instructors must upload a copy of the course syllabus in the content section for each course by the first day of class each semester.

Gradebook

Faculty and instructors must maintain and regularly update the gradebook for each course.

Attendance

Faculty and instructors must create and regularly update the attendance register for each course. Faculty and instructors should use the Otero attendance register that includes the following attendance statuses:

- Present (P)
- Absent (A)
- Tardy (T)
- Excused Absence (E)

Email/Messaging

Faculty must use their campus email or D2L messaging system for written correspondence with students to maintain compliance with FERPA requirements.

Keep in mind, the D2L messaging system works only while faculty are *on campus* and logged into D2L to correspond. D2L messaging cannot be responded to from your faculty email, you will know if a message has come from the D2L messaging system if it ends in @mycourses-mail.cccs.edu. The campus mail address will end in @student.cccs.edu.

Training Requirements

D2L

New faculty and instructors are required to meet with the Coordinator of Educational Technology for D2L training. Faculty and instructors can also review D2L instructions in the OC_Faculty D2L Guide. Contact your Department Chair and the Coordinator of Educational Technology if this guide is not appearing in your D2L search box.

Navigate

All new instructors are expected to complete Navigate Training during their first semester at Otero. Navigate is a student success management system that brings together students, faculty, and staff in a collaborative network to holistically support students on campus. For more information, contact the EAB Navigate Coordinator.

Accessibility

Faculty and instructors are expected to review the Accessibility Resources for Employees. These resources are in the Portal under the Employee Guides & Trainings card. For more information, contact the Coordinator of Educational Technology.

Webex

Faculty and instructors should review the WebEx Help Guides in the Portal under the Employee Guides & Trainings card.

Human Resources

Faculty and instructors are required to complete mandatory compliance trainings as directed by the Human Resources Office. These trainings include, but are not limited to, Title IX for Higher Education: Recognizing Misconduct and KnowBe4: Security Awareness Training.

INSTRUCTIONAL MANAGEMENT

Class and Office Schedule

Prior to the first day of class, faculty must fill in the Class and Office Schedule. A template will be emailed to faculty before the semester begins. Please fill in the template and post one copy on your door and send an electronic copy to your Department Chair and to Academic Affairs Admin Assistant.

Attendance

Otero College does not have an Attendance Policy, but we believe student learning is best served through regular and consistent class attendance. Because of this, faculty and instructors are required to keep attendance in D2L to assist with the early alert intervention process at the 4-week grade checks.

Students are expected to attend all scheduled meetings of each course. Encouragement of regular class attendance remains with the instructor while the actual responsibility remains with the student. The development of class attendance guidelines for each class is encouraged, as students may be dropped from a class for excessive absences at the instructor's discretion. The following general attendance guidelines are for all students and all classes.

1. Each class will have attendance procedures set forth by that instructor. Self-contained career and technical programs may develop uniform program attendance procedures.
2. Specific procedures for class attendance and the effect that absences may have on daily assignments, make-up work, examinations and/or course grades should be made available in written form and given to enrolled students during the first- or second-class meeting.
3. Class attendance procedures must be uniformly applied to all students enrolled in a course. Individual students should confer with instructors on personal and specific attendance concerns and conflicts. The determination and application of attendance guidelines is the responsibility of the instructor.

4. Class attendance is the responsibility of the student. The student must communicate to each of his/her instructors regarding any attendance situation that may affect course assignments, exams, or grades.
5. Students serving on athletic teams or members of an approved college club or extra-curricular activity, or students enrolled in a class that is missed for a field trip or college sponsored performance will be considered "excused" by all instructors for the duration of the travel. The college sponsor/advisor/coach should communicate to the instructors those students who will be participating. The students are representatives of the college in these approved instances.
 - a. It is the responsibility of the student to make faculty aware of upcoming "excused absences" for approved college activities and to assume responsibility for completion of all assignments during the excused absences.
 - b. It is the responsibility of faculty sponsors, coaches or instructors involved in other student travel to inform department chair and other faculty members of students who miss classes because of approved student travel. The notification of students to be excused from classes should be distributed at least two (2) class days before departure from class.
 - c. If the instructor determines that an assignment or exam cannot in any form be taken prior to or made up after the excused absence, the assignment or exam shall not be used in calculating the student's grade.

Serious illness, death in the family, military service, jury duty, or participating in a college-sponsored activity are examples of conditions for receiving an excused absence. Arrangements for excuses are to be made between the student and the instructor. In case of extended absences, the Office of Academic Affairs should be notified.

All students must attend at least one class after registration within the first 7 (Monday-Sunday) days of any semester, or they will be administratively dropped from the course(s).

Pandemic and Natural Disaster Attendance

Students will be officially notified of any attendance changes in the case of an emergency, natural disaster, or pandemic situation. Specific information will be posted on D2L for an atypical semester circumstance.

Inclement Weather

Faculty, staff, and students are notified of course cancellations, late start courses, and campus closures via App Armor. It is important that Otero Alert information is current and accurate (see link in portal under Time and Leave Card) to receive notifications. Faculty and instructors are encouraged to outline procedures for late start course expectations in syllabi.

Cancelled or Shortened Classes

Fifty minutes of classroom instruction constitute one instructional hour, and many students are sensitive to the length of time for which they have “contracted.” However, if an emergency causes cancellation of a class session, the time and coverage of material must be made up during the remainder of the academic term. The Academic Affairs office and students need to be informed of any cancellations ahead of time when possible as office personnel can assist in notifying students through Navigate and by placing a sign on your classroom door(s). If possible, please post information and/or instructions in D2L for students to follow in your absence.

If you know you are going to be absent for a course, coverage may be available through your department, or you can invite the Learning Commons, AIM, or Mental Health Counselor in to do a workshop with your students in your absence.

Faculty and Instructor Absence Protocol

If you know you’re going to be absent on a specific day for reasons such as medical/dental appointments, jury duty, or a funeral, please follow this protocol:

1. Complete the Leave Request form online (MyOtero Portal Time and Leave Card) as soon as you know the date of impending absence. Do this PRIOR to your absence. Click the “Electronic Signature” button to sign your completed leave. The Submit for Approval button will activate. Once you click the Submit for Approval button, it will then send your request to your Department Chair/Supervisor. Once they have approved the leave, a notice will be sent via email.
2. Instead of cancelling class, consider having a member of the Learning Commons, AIM, or our Mental Health Counselor come in and run a workshop with your students. Contact the Learning Commons and Student Engagement Coordinator for more information.
3. If you end up not taking the amount of leave approved, you must submit another leave request with negative (-) hours reflecting leave not taken. You must enter a Start and End time.

PLEASE NOTE: If you have a change in your regular class schedule or posted office hours, contact your Department Chair and Academic Affairs (719-384-6884) so that both can field inquiries appropriately and professionally. This does include field trips.

1. Call Academic Affairs (719-384-6884) and call your Department Chair. Calling early enables Academic Affairs to post signs in the event of an unplanned absence. Follow up with an email to the Academic Affairs Administrative Assistant and Department Chair.
2. If possible, attempt to contact your students through Navigate and post a message on D2L. If this isn’t possible, ask Academic Affairs for assistance with contacting your students through Navigate.

3. Complete the Leave Request/Report form online the day you return.

Grading

Tests and grading are the responsibility of the faculty member/instructor. Final examinations are to be administered during the last week of class. Grades should not be posted publicly. Final grades submitted to Banner should match the grades listed in the D2L gradebook.

The academic standing of students at Otero is indicated by letter grades that have the following interpretation in General Education courses:

| | |
|---------------------|--|
| A | Excellent or Superior (4 quality points per semester hour) |
| B | Good (3 quality points per semester hour) |
| C | Average (2 quality points per semester hour) |
| D | Deficient (1 quality point per semester hour) |
| F | Failure (0 quality points per semester hour) |
| I | Incomplete |
| P | Passing (Equivalent to C or Better) |
| U | Unsatisfactory (Equivalent to failing – D or below) |
| S/A | Satisfactory (A-level) work in a developmental course |
| S/B | Satisfactory (B-level) work in a developmental course |
| S/C | Satisfactory (C-level) work in a developmental course |
| U/D | Unsatisfactory (D-level) work in a developmental course |
| U/F | Unsatisfactory (F-level) work in a developmental course |
| W | Withdrawn (Student initiated) |
| WD | Withdrawn (Administrative – for cause) |
| WX | Withdrawn (Administrative – no fault) |
| AW | Administrative Withdrawal (Prior to Summer 2021) |
| AU | Audit |
| <i>Placeholders</i> | |
| SP | Satisfactory Progress |
| Z | Grade not yet reported |
| R | Repeat Field |
| IP | In Progress |
| CPL | Credit for Prior Learning (Prior to Fall 2015) |
| PLA | Prior Learning Assessment (Effective Fall 2015) |
| AU | Audit |

Audit – AU

By auditing a course, a student may participate in course activities but does not receive a formal transcript grade. Students must indicate intent to audit a course at registration or by the deadline listed in the course schedule. Audited courses are not eligible for the College

Opportunity Fund stipend. Students will be responsible for the full in-state or out-of-state tuition. Audited courses do not meet the credit hour requirements for financial aid or veteran benefits and may not be applied to certificates or degrees.

Incomplete – I

The "Incomplete" grade is a temporary grade and is designed for students who because of documented illness or circumstances beyond their control are unable to complete their course work within the semester but have completed a majority of the course work (defined as at least 75% of all course assignments and tests) in a satisfactory manner (grade C or better).

If circumstances beyond the student's control prevent the student from completing a test or assignments at the end of the term, then it is the student's responsibility to initiate the request for an "Incomplete" grade from the instructor. The instructor will determine whether the student has a reasonable chance of satisfactorily completing the remaining course activities in a timely manner.

In requesting an "Incomplete" grade the student must present to the instructor the documentation of circumstances justifying an "Incomplete" grade. The instructor will complete and sign an "Incomplete Grade Contract" and will submit it to the Registrar and the Coordinator of Educational Technology with final grades for the semester.

Student Services will send a copy of the "Incomplete Grade Contract" to the student. Instructor must assign an Incomplete Grade on the regular grade roster in a timely fashion.

An Incomplete Grade Contract must include the following information:

1. Student Name (F, MI, L)
2. Student #
3. Course Number and Section
4. Reason for assigning a grade of incomplete (statement of extenuating circumstances)
5. Work to be completed for removal of incomplete grade (instructor should be very specific including the work to be done and how the final grade is to be calculated)
6. Evidence of completion of 75% of the semester course work
7. Completion of a work plan that includes the following:
 - a. What, when and how assignments and tests will be submitted to complete the course
 - b. The time in which the work must be completed
8. Instructor Signature and Date
9. Student Signature and Date

Students are encouraged to let instructors know, as soon as possible, if they are having difficulties with any part of the course. If a student and instructor cannot reach resolution concerning an Incomplete, then the student should contact the Vice President of Academic Affairs.

Military personnel and emergency management officials who are required to go Temporary Duty Assignments (TDY) in the middle of a term should contact their instructor for special consideration. Documentation of official TDY assignment is required and must be approved by the Vice President of Academic Affairs.

Incomplete grades that are not converted to a letter grade by the instructor after one subsequent semester (not including summer semester), or a date otherwise agreed upon, will revert to an F grade. If the student earned a letter grade higher than an F without completing the work, faculty may submit that higher grade before the automatic conversion to F by submitting a Change of Grade Request to the Registrar.

Midterm Grades (Early Alerts) and Final Grades

The Early Alert System is designed to let students know how they are doing. Faculty report grades three times during the semester of their progress. As part of the early alert system, grades need to be submitted through the MyOtero Portal, Faculty tab, on the 4th, 8th, and 12th weeks. Final grades are to be posted in Banner five days following the end of the semester at 5pm. Academic Affairs sends calendar reminders for early alert and final grades.

Final Exams

Students are required to take all final exams at the time posted by the individual instructor for each individual class. Students should not ask to take final exams at any other time unless in the case of extreme emergency. If a student has a situation that may warrant an exam time change, the student needs to contact the instructor of the class.

Assessment

At Otero College, a core component of our educational mission is to educate students and provide workforce training that enhances personal and professional growth. The key types of student learning outcomes (SLOs) at Otero include Institutional Student Learning Outcomes (ISLOs), Program Student Learning Outcomes (PSLOs), and Course Student Learning Outcomes (CSLOs).

ISLOs

ISLOs are broad, college-wide competencies that every student is expected to develop upon completion of their educational experience at Otero College. These outcomes reflect the

foundational skills and knowledge that align with our mission and values, such as critical thinking, communication, and civic responsibility.

PSLOs

PSLOs are outcomes specific to each academic program. They define what students should know, value, and be able to accomplish upon completing a particular program of study. These outcomes reflect the unique competencies required for success in a field of study or discipline.

CSLOs

CSLOs are specific, measurable outcomes that are tied to individual courses. They indicate what a student should be able to demonstrate by the end of a particular course. These outcomes align with PSLOs to ensure course-level learning supports broader program-level goals.

Faculty and instructors at Otero College are essential to the continuous improvement of student learning and program quality. All faculty members and instructors are required to participate in assessment and program review activities as part of their professional responsibilities. These activities help ensure that student learning outcomes are being met and that our academic programs remain current, effective, and aligned with institutional goals.

Faculty and instructors play a critical role in assessing ISLOs, PSLOs, and CSLOs. This process involves:

- **Developing Assessment Plans:** Faculty collaborate to create appropriate assessment methods that align with the learning outcomes of their courses and programs.
- **Implementing Assessments:** Faculty are responsible for assessing student performance and ensuring that learning outcomes are measured effectively.
- **Analyzing Data:** Faculty members collect and analyze assessment data to identify trends in student learning and areas for improvement.
- **Closing the Loop:** Using assessment data, faculty engage in continuous improvement by making informed decisions about course and program changes to enhance student learning.

Program Review

Faculty and instructors are also required to participate in periodic program reviews, which are essential for maintaining program quality and ensuring alignment with industry standards and accreditation requirements. Program review activities include:

- **Self-Study Reports:** Faculty contribute to the preparation of self-study reports, which evaluate the program's strengths, challenges, and areas for development.

- **Reviewing Outcome Data:** Faculty review program-level assessment data and other key indicators (e.g., retention, graduation rates) to determine whether program goals are being met.
- **Action Planning:** Based on the review findings, faculty collaborate with department chairs and deans to develop action plans for program improvement.

By participating in assessment and program review, faculty at Otero College contribute to the ongoing process of academic excellence, ensuring our students receive a high-quality education that prepares them for success in their chosen fields.

Instructional Recordkeeping

All instructional records are the property of Otero College. The completion of official records including the Census Date Report and Final Grade Report are the responsibility of the instructor of record and cannot be delegated or completed by proxy. The Census Date Report reflecting physical student attendance is to be substantiated by the instructor's own attendance records which are to be kept on file for a period of three years. Records of student progress used to calculate grade reports (grade books) are likewise to be kept on file for a period of three years.

After the 12th day of class, the instructor of record will update the Portal to show attendance and/or lack of attendance for each course so that the Registrar can compile the no show list. Directions on how to submit no-shows through the Portal is in the Otero Faculty and Instructor Resources SharePoint in the "How To Guides" folder. At the end of the semester, faculty should export their gradebooks and attendance registers from D2L into an Excel document and save on the O: Drive under Academic Affairs. Individual folders are set up for departments and instructors.

Classroom Protocol

Assigned campus classrooms will not be changed without prior approval from the Vice President of Academic Affairs. If the facilities are not suitable for a particular course, every effort will be made to meet student needs. Classrooms are opened prior to course starting times. If a room is locked, campus security can assist when called at (719) 469- 2613 or 6911.

Other faculty and instructor responsibilities include ensuring classroom doors are closed during class, monitoring student behavior, turning off lights, erasing boards and tables, locking smart station units. Labs should remain locked and secure. Students who present continual disruptions can be removed. Early contact with Student Services is essential.

Classroom Management

Students are expected to adhere to the Student Code of Conduct, policies, and procedures of the College. Student behavioral expectations, responsibilities, and resolution procedures are

outlined in [SP 4-30a: Student Behavioral Expectations and Responsibilities Resolution Procedures](#).

Academic Complaints and Final Grade Appeals: Faculty, instructors, and students are encouraged to work through problems in an informal manner before a formal complaint is submitted. Only once faculty have had the opportunity to work through complaints is the matter referred to the Department Chair. If the problem is unresolved at this level, the student may appeal to the Vice President of Academic Affairs. The Vice President's decision on the matter is final.

FACULTY AND INSTRUCTOR WORKLOAD

Full-Time Faculty Workload

The SBCCOE and CCCS recognize that the primary role of college faculty is to provide a quality education to those attending a CCCS college. SBCCOE and CCCS leadership also acknowledge that faculty's ability to serve students and their community requires a commitment to on-going continuing education and development of professional expertise. [SBCCOE Board Policy BP 3-80 Faculty and Instructor Workload](#) outlines the parameters of a fair and equitable faculty workload policy to be administered at the college level that balances these dual objectives. Following are Otero's guidelines for managing the workload of regular faculty members consistent with SBCCOE policy requirements.

Regular instructional faculty members at Otero are assigned a minimum of 166 workdays and a maximum of 260 days, extending an academic year, as specified in the annual Regular Faculty Calendar posted in the Portal under the Time and Leave card of the Payroll Information section under Payroll Calendars. Contracted workdays are comprised of both teaching/class and non-class responsibilities, such as registration and advising, staff development, orientation, planning and other assignments as determined by the Vice President of Academic Affairs or Department Chair.

Teaching assignments for regular faculty members are calculated based on direct instruction activities and average 28 hours per week for the academic year. Faculty teaching assignments (including courses, times, and locations) will be made by the Department Chair in consultation with the Vice President of Academic Affairs. Regular faculty may be given reassigned time from their teaching assignments when other responsibilities are assigned in excess of the normal load. Reassigned time must be approved in advance by the President. Full-time faculty are not paid an inconvenience fee if a course is cancelled.

Full-time faculty members are expected to work a minimum of 40 hours per week, as specified in [BP 3-80](#).

Faculty members are expected to perform all duties assigned by the college including meeting all class and office hour commitments, providing college and/or CCCS service, engaging in professional development activities and serving the community as delineated in the faculty work plan or as approved by Department Chair.

These professional duties may be performed either on or off campus. Full-time faculty members must, at a minimum, be on campus on an average of five days a week and no fewer than 30 hours per week. "On campus" consists of actual time spent on campus for teaching, committee work, and other required assignments. Department Chairs must, at a minimum, be on campus an average of five days a week and more than 30 hours per week during standard hours of operation and must be readily available by phone and email over the summer to support faculty and instructors and attend meetings.

Summer Semester Load

Full time faculty members are not required to teach during the summer semester; however, faculty members who choose to teach summer classes may teach up to 12 credit/contact hours.

Overload Assignments

Overload is to be paid to full-time Otero faculty in a fair and equitable manner. The process should be clear and explicable, facilitating confidence in all parties that the parameters of the overload are without question. The course(s) designated for overload compensation will be the course(s) that meet the overload criteria.

Overloads are defined as contact hours beyond load. When the number of contact hours reaches load, the full-time faculty person will be compensated for each additional contact hour overload.

Most faculty run 15-18 contact hours, and some CTE programs may run 20 or 30 contact hours per week. Contact hours may mirror each other in lecture course with a 1:1 ratio. A three credit English lecture meets three hours, but a computer course may earn three credits but require four hours with the lab. If enrollments are low for a particular full-time faculty member, that faculty member will be asked to teach an additional course without overload compensation.

The following overload rules apply:

- All full-time faculty loads must be met before overloads are assigned. The Vice President of Academic Affairs reserves the right to run a low enrolled course (without stacking) based on programmatic and student needs (i.e., graduation requirements).
- Courses with fewer than six students enrolled may be cancelled.

- Two or more low-enrolled courses may be bundled creating a total of ten or more students to be considered for overload compensation. These bundles will be compensated as a single course.
- Single student, faculty/chair approved independent study courses are not subject to overload compensation.
- Overloads are to be identified between the faculty, the Department Chair, and the Vice President of Academic Affairs prior to the start of the semester. Overload assignments may be proposed by any of these parties. A course that is added after the assigned schedule will be the overload unless another course is cancelled. [BP 3-80](#) states that “An overload assignment must be in writing and approved by the college president.”
- The course(s) designated for overload compensation will be identified in the following manner. The Department Chair and the full-time faculty member will examine the teaching assignment put forth by the Department Chair. When the full-time faculty load threshold has been reached, contact hours above load will be documented and assigned as an overload. Guidelines to use are below, but not limited to:
 - A hybrid or online course
 - A night section
 - A second, third, or fourth section of the same course
 - A new course an instructor would like to offer or that is not an elective
 - A course offered outside of it is normal Spring/Fall sequence
- Determination of overloads must be in writing and approved by the Vice President of Academic Affairs and the President. Student headcount is determined after the census date.

The Instructor and Faculty Overload Salary Schedule is in Appendix A.

Underload

When faculty load does not meet the contact hours designated as load, a state of under- load exists. The full-time faculty member may be required to teach an additional course assigned by the Department Chair to remedy the underload. If an additional course is not taught and the full-time faculty person remains under load, the faculty person will be required to assist with additional instruction-related tasks as defined by the chair/director and Academic Affairs. This assignment should be negotiated fairly, in the best interest of the college and the students it serves. Documentation of time spent may be requested.

When the number of contact hours reaches load, the full-time faculty person will be compensated for each additional hour overload. Low numbers in the courses considered a part of load may result in no additional compensation.

When a course is cancelled resulting in underload, adjustments are to be made in the instructional assignment of the full-time faculty member. A course cancellation may result in a modification of projected full-time faculty compensation. Overload, identified earlier, may no longer be present. Under-load may result. The requisite modifications must occur.

The Vice President of Academic Affairs is the final authority for canceling scheduled courses and approving alternative assignments, with the concurrence of the President.

When enrollment figures become firm (after census date), and Census Date Report has been signed and returned to the Office of Student Services, instructors and faculty teaching overloads will be processed through Academic Affairs and finalized in Human Resources. Faculty members teaching overloads and instructors will be paid by direct deposit into your bank account.

Instructor Workload

As defined in SBCCOE Board Policy [BP 3-10 Administration of Personnel](#), instructors are employees hired to teach on an as-needed basis. Instructors are paid based on degree, work experience, credit/contact hours, and the number of students in the course. Refer to Instructor and faculty overload salary schedule.

Instructor appointments must be for teaching assignments that are less than one academic year. Successive appointments may be made on an unlimited basis. Otero employs and manages the workload of consistent with the requirements of [BP 3-10](#).

Instructors will be limited to teaching no more than 12 credit hours per semester. Any exceptions to this workload standard must be approved by the Vice President of Academic Affairs.

Instructors at Otero are expected to perform all duties assigned by their direct department, which may include but are not limited to those described in the instructor job description.

Instructors are encouraged to attend campus meeting and professional development opportunities. Attendance at meetings of the Faculty Assembly is also encouraged. Instructors are also invited to take advantage of professional development opportunities, including tuition reductions on Otero courses.

The Vice President of Academic Affairs reserves the right to cancel low enrolled classes, or run a low enrolled course (without stacking) based on programmatic and student needs (i.e., graduation requirements). Instructors will be paid an inconvenience fee if a course has been cancelled less than 14 days before the course start date.

Contact and Credit Hour Calculations

Academic credit, or the credit hour, is used as a measure of the amount of engaged learning time expected of a typical student enrolled in a traditional classroom setting, laboratory, studio, internship and other experiential learning, and distance education. Common standards for measuring academic credit are used by states and the federal government to facilitate the transfer of students from one academic institution to another, award financial aid, and other purposes.

A critical element in measuring academic credit is the translation of contact hours to credit hours. To establish a consistent statewide approach for reporting FTE student enrollment, the Colorado Department of Higher Education (CDHE) and the institutions and governing boards of the state higher education system established criteria for calculating the relationship between credit and contact hours for various types of instructional activities in Colorado.

[CDHE's Full-Time Equivalent Reporting Guidelines and Procedures](#) highlights key elements of these rules and regulations to assist Otero in calculating the ratio between credit and contact hours for different types of courses.

Instructional Methods

Instructional methods need to be consistent and stable in large part due to student eligibility, IPEDs, and CDHE reporting requirements and the resulting burden on staff to implement and maintain changes. The majority of CCCS's instructional methods were established in 2005 and 2006. In 2021, changes in technology and best practices necessitated that these methods be re-evaluated to eliminate antiquated instructional methods, establish new future forward methods, and classify primary and secondary methods; all based on the students' experience.

Note: All courses, regardless of instructional method, may have work required to be done outside of class meetings that may include discussions or assignments that use the Learning Management System.

Primary Instructional Methods

These instructional methods will be considered primary modes of instruction for most courses:

CL - Classroom Based

- EAB Display: On Campus: In-person
- Student Experience: Class meetings are on-site and in-person.
- Note: Replaces Traditional o In-person attendance is required.

HF – HyFlex

- EAB Display: Live: Remote or In-person

- Student Experience: A highly flexible experience where the course is delivered entirely remotely in real-time, entirely in person in real-time, or a combination of the two.
- In-person attendance may be required

HL - HyFlex with Lab

- EAB Display: Live: Remote or In-person with In-person Lab
- Student Experience: A highly flexible experience where the course is delivered entirely remotely in real-time, entirely in-person in real-time, or a combination of the two. In addition, these courses have a lab component.
- In-person attendance is required.

HY – Hybrid

- EAB Display: Hybrid
- Student Experience: Class will have some live in-person components, and some on-line components. Percentage of on-line versus in-person can vary by class.
- In-person attendance is required.

ON – Online

- EAB Display: Online
- Student Experience: Class is entirely online with no real-time expectations.
- In-person attendance is not required.

RH - Remote Hybrid

- EAB Display: Live: Remote/Online Hybrid
- Student Experience: Class will have some live real-time remotely delivered meetings at predetermined times and some on-line components. Percentage of on-line versus remote-real time can vary by class.
- In-person attendance is not required.

RM - Remote Real-Time

- EAB Display: Live: Remote Only
- Student Experience: Class will be taught in real-time, with 100% remote delivery at predetermined times. Class will be 100% real-time live meetings delivered remotely via technology.
- In-person attendance is not required.

Secondary Instructional Methods

These instructional methods will be considered secondary modes of instruction and are to be used only for specific circumstances:

CB - Competency Based

- EAB Display: Competency Based
- Student Experience: Student's will have a fixed amount of time to meet specific competencies before receiving credit for the class.
- Note: This mode replaces Self-paced or In-person attendance may be required.

CE - Continuing Education

- EAB Display: Not Displayed
- Student Experience: Code is reserved for non-credit courses, students take these courses through their college continuing education, community education, and/or work force development office and do not receive academic credit.
- In-person attendance may be required.

WC – WebCast

- EAB Display: Global Delivery
- Student Experience: On-site student meetings with on-site or remote instruction by use of technology.
- In-person attendance is required.

CCCS Instructional Course Method Guidelines

| Instructional Type | Description | Ratio (Contact Hour/15) | Total Contact Hours |
|---------------------------|---------------------------|--------------------------------|---|
| LEC | Lecture | 1:1 | 1 credit hour/15 contact hours |
| LB1 | Lab 1 | 1:1.5 | 1 credit hour/22.5 contact hours |
| LAB | Lab | 1:2 | 1 credit hour/30 contact hours |
| LB3 | Lab 3 | 1:3 | 1 credit hour/45 contact hours |
| LLB | Lecture/Lab – Integrated | 1:1.5 | 1 credit hour/22.5 contact hours |
| LL1 | Split – Lecture and Lab 1 | 1:1 and 1:1.5 | 1:1 LEC (1 credit/15 contact hours) & 1:1.5 LAB (1 credit/22.5 contact hours) |
| LEL | Split – Lecture and Lab | 1:1 and 1:2 | 1:1 LEC (1 credit/15 contact hours) & 1:2 LAB (1 credit/30 contact hours) |
| LL3 | Split – Lecture Lab 3 | 1:1 and 1:3 | 1:1 LEC (1 credit/15 contact hours) & 1:3 LB3 (1 credit/45 contact hours) |

| | | | |
|-----|--------------------------------------|-------------|--|
| CLI | Clinical | 1:2 | 1 credit hour/30 contact hours |
| CL3 | Clinical 3 | 1:3 | 1 credit hour/45 contact hours |
| IND | Independent Study | 1:2 | 1 credit hour/30 contact hours |
| IN4 | Independent Study 4 | 1:4 | 1 credit hour/60 contact hours |
| INT | Internship | 1:3 | 1 credit hour/45 contact hours |
| COP | Cooperative Education | 1:3 | 1 credit hour/45 contact hours |
| FLD | Field Study | 1:2.5 | 1 credit hour/37.5 contact hours |
| PRA | Practicum | 1:3 | 1 credit hour/45 contact hours |
| PED | Physical Education | 1:2 | 1 credit hour/30 contact hours |
| PRI | Private Instruction (Music) | 1:0.5 | 1 credit hour/7.5 contact hours |
| SMU | Studio Music | 1:2.5 | 1 credit hour/37.5 contact hours |
| STU | Studio Art | 1:2 | 1 credit hour/30 contact hours |
| VES | Vestibule | 1:1.33 | 1 credit hour/19.95 contact hours |
| OAL | Online Academic Lecture/Lab Combo | 1:1 and 1:2 | 1:1 LEC (1 credit/15 contact hours) & 1:2 LAB (1 credit/30 contact hours) |
| OLE | OL Lecture | 1:1 | 1 credit hour/15 contact hours |
| OLL | OL Lecture/Lab | 1:1.5 | 1 credit hour/22.5 contact hours |

ACADEMIC PROCESSES AND PROCEDURES

Faculty Qualifications – General Education

Otero College is required to adhere to credential requirements outlined in the Higher Learning Commission (HLC) Guidelines for Institutional Policies and Procedures for Determining Faculty Qualifications: HLC's Criteria for Accreditation and Assumed Practices. As stated in HLC's Criterion 3, Teaching and Learning: Quality, Resources, and Support, the institution is required to provide quality education, wherever and however its offerings are delivered, and must have the faculty and staff needed for effective, high-quality programs and student services (Core Component 3.C).

In addition, the institution must establish and maintain reasonable processes and procedures to determine that faculty are qualified. The factors that an institution considers as part of these policies and procedures could include but are not limited to the achievement of academic credentials, progress toward academic credentials, equivalent experience, or some combination thereof. The institution's obligations in this regard extend to all instructors and all other entities to which it assigns the responsibility of instruction (HLC Assumed Practice B, Teaching and Learning: Qualify, Resources, and Support).

Definitions

Faculty – As defined in [BP 3-10 – Administration of Personnel](#), faculty employees are those whose assignments are comprised of at least one-half of duties as a teacher, which may include but not be limited to, program coordination/development and related activities. Counselors and librarians holding faculty contracts prior to July 1, 1995, may also be treated as faculty. Faculty members shall be assigned status according to one of the following:

Regular Faculty - Regular faculty may be full-time or part-time and are contracted on a provisional or non-provisional basis for at least one-half of a full-time equivalent workload. Regular faculty positions are funded entirely by funds appropriated to the Board by the General Assembly and allocated by the Board to a College, and/or funds received from a school district for purposes of providing secondary vocational education (state funds). Faculty members who were hired to fill provisional or non-provisional positions funded by state funds and who are assigned involuntarily or temporarily to a position funded in whole or in part by non-state funds shall retain their status as regular faculty members. Regular faculty members have rights as defined in BP 3-20, Due Process for Faculty.

Limited Faculty - Limited faculty may be full-time or part-time and hold contracts that are expressly limited to carry no expectancy of continued employment beyond the term of the contract, as determined by the College President. Limited faculty employment in state-funded positions shall not extend beyond three years. Limited faculty employment may be extended beyond three years only if the position is funded from other than state funds. State funds are defined in BP 3-20. Limited faculty are subject to the terms of their contract

Instructor - As defined in [BP 3-10 – Administration of Personnel](#), instructors are those hired to teach on a temporary as needed basis at an hourly rate within a range established by the Board. Any such appointment shall be for less than one academic year. Successive appointments may be made on an unlimited basis. Instructors are subject to the terms of their appointment and have no benefits except those provided by law. College presidents shall establish employment standards for instructors, including but not limited to, workload, hiring procedures, performance evaluation, personnel records, and other related issues, consistent with system guidelines

Process

The assessment of faculty and instructor suitability to teach a particular course is made at the time of request by the discipline's Department Chair and Vice President of Academic Affairs. Faculty and instructors who teach in the course discipline, content area, or prefix(es) may be asked to assist in the review of qualifications. The Vice President of Academic Affairs is the final approving authority. Information is updated with each successive hiring approval to match the

current Curriculum Vitae (CV)/resume on file and recent professional development, as faculty credentials and currency are the main criteria by which instructors are approved. No assumption should be made that approval for any one course in any one semester or academic year suffices as approval for another course or any subsequent semester or academic year.

Faculty and instructors must meet one of the following three minimum criteria:

- 1. Master's degree or higher in the course discipline, content area, or prefix.**
 - a. Documentation must include the discipline of the degree
- 2. Master's degree or higher in another discipline, content area, or prefix with a minimum of 18 graduate credit hours in the course discipline, content area, or prefix.**
 - a. Documentation must include the discipline of the degree and graduate courses completed.
- 3. Documented applicable experience to include "a", "b", or "c" from below:**
 - a. A bachelor's degree with the intent to complete a master's degree within three years. Progress towards the degree should be measurable and reported annually.
 - b. Applicable experience in the discipline (employment, etc.) equivalent to 2 or more years beyond bachelor's level, depending on level of course, which includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member or instructor would be teaching.
 - c. Two or more of the following:
 - i. A bachelor's degree and a minimum of 9-15 graduate credit hours completed in the course discipline, content area, or prefix.
 - ii. Teaching experience at the college level in the course discipline, content area, or prefix, and documentation of related professional development (e.g., publications, presentations, mentorship, etc.)
 - iii. Discipline-specific certifications or credentials at a post-secondary level, or specialized advanced experience relevant to the course discipline, content area, or prefix. Evidence of specialized credentials may include significant invited performances (e.g., gallery shows; guest conductor, director, or performer experiences).

Faculty Qualifications – Career and Technical Education (CTE)

The qualifications for CTE faculty and instructors are being updated and reviewed. When approved, they will be posted on the Otero – Faculty and Instructor Resources SharePoint in the Academic Affairs Processes and Procedures folder.

Faculty Position Description

As a comprehensive community college, Otero College expects its full-time faculty members to fulfill three major responsibilities: teaching, academic advising when appropriate, and rendering service to the college and its respective communities.

Teaching:

- Prepares a syllabus for each course, obtains approval for each syllabus from the appropriate Department Chair, provides access to syllabus to students at the beginning of class, reviews syllabus with students, and annually updates course syllabus as needed or as required.
- Teaches courses assigned by an instructional administrator in accordance with the approved course syllabus for each course.
- Teaches classes at the scheduled times and places; commences and concludes classes as scheduled.
- Establishes and maintains a learning environment which encourages expression of ideas, stimulates questions on the subject matter, and generates student involvement in the learning process.
- Utilizes teaching methods and materials appropriate for students of varying educational and experiential backgrounds.
- Initiates, reviews and updates the content of courses and curricula within the assigned discipline or program area.
- Complies with college procedures and requirements for student evaluation of instruction.
- Revises teaching methods to be more efficient and effective in the teaching- learning process.
- Maintains rapport with students, possesses adequate interpersonal skills, and is effective in delivering information to students.
- Is successful in helping students achieve course/program competencies/outcomes as they have been identified in syllabus.
- Encourages students to pursue appropriate college services, i.e., counseling (personal, academic, and career), support services, and others.
- Identifies and refers students for tutorial and other support services as necessary to assure student success. Conducts follow-up on all students referred to tutorial and/or other support services.
- Confirms and updates advisee area of study program code each semester.

Accessibility Activities:

- Posts and maintains required office hours for student consultation and administrative access. Adheres to State Board Policy and college procedures on workload.
- Submits a faculty schedule each academic term to the Vice President of Academic Affairs on the timeline requested.
- Attends Departmental meetings, College-wide staff meetings, and in-service/professional development meetings.

Recordkeeping and Supervision:

- Maintains an inventory of equipment, tools, and supplies required for classes, and requests repair of equipment based on the departments and College's regulations, procedures, and timelines.
- Complies with College policies and procedures pertaining to grading, curriculum content, safety, security, and other areas.
- Maintains attendance records for all classes.
- Prepares and submits all required student progress reports and early alerts, recruitment materials, accountability reports, and curricular requirements on dates specified.
- Assists with the state directed program review process and other state and local reporting procedures.
- Assists the supervisor in maintaining current program plans, where appropriate (i.e., Program Approval Part II, Equipment listing, and others).

College and Community Service:

- Identifies budgetary needs and priorities within the discipline or program for the Department Chair.
- Assists the Department Chair in the preparation of class schedules, the college catalog, promotional materials in the assigned discipline or program, and other college documents as requested.
- Participates in other college wide activities, including, but not limited to, screening committees, administrative committees, study committees, task forces, recruitment efforts, departmental meetings, advisory committee meetings, student organization sponsorship, and other such activities.
- Contributes to the ongoing college effort in the assessment of student learning.
- Assists with the review of credit for prior learning applications and materials in accordance with board policies and college procedures.
- Promotes a favorable image of the college and participates in community activities and organizations.

- Submits documentation of college and community service activities and involvement for annual performance review.

Developmental Activities:

- Evaluates curriculum in assigned area of teaching in relation to student outcomes and recommends appropriate changes to the Department Chair.
- Reviews, coordinates, and recommends textbooks, instructional materials, appropriate instructional equipment, and supportive reference material to the appropriate Department Chair.
- Orders approved textbooks and/or other instructional materials which students will be required to purchase as per the timeline posted by the Bookstore Manager.
- Works with other instructors and personnel to coordinate curriculum and instruction.
- Assists the College with ongoing program articulation with other colleges, with area high schools, and other training programs.
- Assists with revision and updating of college curriculum and in development of new courses and programs.

Faculty Evaluation and Professional Growth:

- Maintains necessary educational credentials, certification, and/or license appropriate to the teaching assignment.
- Maintains professional awareness of current trends through membership in professional organizations, attendance at meetings, conferences, seminars, workshops, enrollment in classes, and other activities to stay abreast of technological changes.
- Completes performance reviews with the Department Chair /Director in compliance with college procedures.

Marketing:

- Develop and produce program or course specific marketing resources in collaboration with the campus marketing coordinator.
- Attend marketing activities: career fairs, K-12 school visits, community presentations, etc.

Faculty Evaluation Process

In the spirit of continuous improvement and compliance with CCCS requirements, all full-time faculty members are evaluated annually. As noted in CCCS policy [SP-31 Evaluation of Faculty Job Performance](#) *“The goal of faculty evaluation is to assess faculty performance and reward contribution to the success of students and improve the environment of the college community.”* This process is intended to be collegial, cooperative, and collaborative for faculty members and their direct supervisors. The objectives of this process are to communicate performance

expectations, provide constructive feedback, improve professional effectiveness, promote excellence, and reward job performance (see Appendix B – *Otero College Faculty Performance Evaluation Form*).

Definitions

Exemplary - To receive a rating of “Exemplary,” a faculty member must exhibit clearly superior performance contributions and consistently surpass position requirements in all areas and goals.

Examples of qualities or activities an exemplary faculty member might demonstrate in instruction include, but are not limited to: exceptional proficiencies in both instructional delivery and course design and planning; engaging students at a high level; demonstrating a strong commitment to using assessment data to guide revision of their teaching methods to improve student outcomes; leading the integration of new technology into the classroom; or developing new courses or curriculum either in the classroom or online that are of impressive quality.

When considering service, exemplary faculty consistently perform their department and discipline responsibilities at a high level and take active leadership on specific initiatives that meet significant College or department goals. For example, if charged with managing a career/technical program, they might demonstrate very strong relationships with industry partners that lead to high levels of program support, internships, and high placement rates for students. For general education faculty, it could be similar, but the partnership might be with a transfer institution.

Other examples that might characterize exemplary service include: effective leadership roles in College or System committees; developing significant relationships in the community that meet College goals (with institutions like K-12 districts, other colleges, or key business partners); making a contribution to their field of study, either in published work, presentations, or service in a professional organization; leadership in broader College initiatives that improve teaching and learning like Learning Communities, Service Learning, Writing Across the Curriculum, or similar initiatives.

Commendable - To receive a rating of “Commendable,” a faculty member must abide by all College guidelines, CCCS policies and procedures, and meet department, College, and Board goals related to their area of responsibility, including performance goals defined in their performance plan.

While they may occasionally or periodically demonstrate superior performance, commendable faculty members consistently meet basic instructional requirements, including following curriculum guidelines, College and department syllabus policies, assessment requirements, and

deadlines for schedules and grades. They demonstrate currency in the field and in teaching methodology. They demonstrate proficiency in both instructional delivery and course design and planning, as well as striving toward innovation in teaching methods and a commitment to continuous improvement of student learning outcomes, including meeting College guidelines for assessment of student learning.

Commendable faculty members engage actively in service such as serving on department and College committees, engaging in department and College functions and activities, advising students as appropriate and demonstrating professional and courteous behavior. They also meet the critical duties of their assigned roles. For example, if charged with managing a program, they meet all basic program requirements, including holding productive advisory committee meetings and appropriately advising students. Or, if charged with hiring and mentoring part-time instructors, they provide appropriate screening, orientation, and supervision, including classroom observations.

Needs Improvement - A faculty member “Needs Improvement” when their performance requires more than the normal amount of coaching, guidance, and direction; they regularly fail to competently meet the teaching or program management standards outlined above or in college guidelines; fail to provide significant service to the College or department; or violate the expectations of professional and collegial behavior. Any disregard for or violation of established CCCS policy or procedures or College guidelines may also result in this rating.

Process

Each academic year, the faculty performance planning and evaluation process is divided into two parts: Section I (planning), and Section II (year-end evaluation). Throughout the planning and evaluation process, supervisors and faculty members should engage in a dynamic, ongoing conversation to maintain a consistent understanding of goals and outcomes. The conversation should encourage excellence, innovation, and have a positive impact on student learning.

Refer to SP3-31 for details.

Timeline of Evaluation

Performance plan (Goals and Objectives): Due within six weeks after the start of the fall semester.

Final annual evaluation: Due no later than the final spring semester contract date for faculty.

The type of evaluation may vary. If related to performance improvement plans or changes in faculty role and responsibilities, the delegated faculty supervisor has discretion to require more frequent evaluations and/or observations.

Goals may be changed during the evaluation cycle in the event of a change in faculty role. At the discretion of the supervisor, and in consultation with the faculty member, goals may also be changed by the mid-year review to reflect new responsibilities or a change that makes an original goal unachievable. Faculty who have goals with timelines that extend across multiple evaluation cycles should submit updates each year, until the goal is completed.

Mid-year changes to goals or any revisions will be noted in a new copy of the evaluation and a new signature required. To be attached with the initial yearly evaluation.

Recommendations for Goal Setting and Measurement

SMART Goals

“SMART” (Specific, Measurable, Attainable, Relevant, Time-Bound) is an approach to goal setting used in education and research:

| | |
|------------|---|
| Specific | What one wants to accomplish, why the goal is important, who is involved, what is required to pursue the goal |
| Measurable | Concrete, specific criteria for measuring progress toward the attainment of the goal |
| Attainable | Neither out of reach nor below minimum standards of performance |
| Relevant | The goal is worthwhile and align with department, program, and college strategic goals |
| Time-Bound | Starting and ending dates, interim target dates, and the final due date |

Faculty should select performance goals that are likely to have a positive, measurable impact on learning. Likewise, the pursuit of the goals should result in clear, measurable outcomes, which are determined before work begins.

Factors

SP 3-31 states, “Faculty will be evaluated equitably and holistically according to their documented responsibilities, job description, and efforts to complete goals that they have set in conjunction with their supervisor.”

This evaluation is a holistic view of a faculty member’s performance in an academic year. Factors considered include but are not limited to a faculty member’s job description, program and student level outcomes, student evaluations, formal classroom observations (see attached form and schedule), informal observations, assigned duties, course loads, service requirements, and any external factors known by the supervisor. The weight of these items may vary, but a

supervisor will consider them for a well-rounded evaluation of a faculty member's goal setting, midyear feedback, and final performance evaluation.

See SP 3-31, under "procedures" for more information on focus areas for teaching and service.

If a faculty member is designated as "Needs Improvement", they may be placed on a Performance Improvement Plan (PIP). The supervisor should consult with the campus' Human Resources Department and Vice President of Academic Affairs in determining next steps. If the decision is to create a PIP for the faculty member, the plan will be developed by the supervisor and the VP Academic Affairs, and the faculty member will be asked for input. The plan will identify areas in need of improvement and clearly outline a series of appropriate steps and timelines for resolving noted issues. Areas for improvement should be based on concrete or tangible elements (competencies) noted within and/or beyond the classroom.

Supervisors are encouraged to discuss with the Human Resources Department and VP of Academic Affairs options for ratings for faculty who complete a development plan. If a faculty member does not complete a development plan, the rating must be promptly discussed with the Human Resources Department and the VP of Academic Affairs.

If a faculty member disagrees with their performance ratings, they have the right to appeal through [SP 3-31](#).

Main Areas of Evaluation

Teaching Performance

From SP 3-31 "A faculty member's focus in instruction shall be on teaching excellence, which can include learning and applying culturally responsive education and inclusive learning environments into classroom instruction and curriculum; demonstrating equity and inclusion skills that are measurable, student-focused, and support equity in achieving learning outcomes; active student engagement that empowers learners to think critically and achieve academic, professional, and personal goals; robust instructional content that is thought-provoking, current and relevant; meaningful assessment and timely feedback related to student progress in achieving learning outcomes; continuous improvement of teaching and learning through evidence-based practices, reflection, innovation, and collaboration; and other College priorities."

Service to the Institution and Community

From SP 3-31 "A faculty member's focus on service includes fulfilling the mission and goals of the College outside of the classroom. Components of service to be considered in the evaluation should be based on the faculty member's job description, role, goals, and documented responsibilities. Faculty should be expected to participate in activities that encompass both College-needed service and other chosen service activities annually that include clear evidence

of engagement and participation. These may include, but are not limited to, departmental service, including curriculum coordination and development; advising and outreach; administrative assignments; and committee work at a campus- level, college, or System-wide; sponsoring and participating in student activities; or community service events related to the College and tied to that faculty members goals and job responsibilities. Additional activities may include serving as the College representative 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 as a representative of the College.”

Professional Development

Professional development activities should focus on either continuous improvement in teaching or best practices in higher education as related to college initiatives, maintaining expertise in the field, or personal enrichment in higher education structure or leadership. This area will also include goals setting relating to the faculty members position description; trends and patterns in student comments and course evaluations; professional and courteous interaction with students, staff, and colleagues (this interaction shall not diminish professional critical debate, which is both necessary and appropriate in an academic institution); and active engagement, collaboration, and constructive cooperation in department and College activities.

The Faculty and Evaluation Plan document is in Appendix B.

Evaluation Schedule

| Personnel | Part-Time Instructor | Part-Time Instructor | Faculty (Provisional) | Faculty (Non-Provisional) |
|---|-------------------------------|-------------------------------|--|---|
| Number of Years in Position | Less than 3 years | Greater than 3 years | Less than 4 years | 4 or more years |
| Contract Type | Faculty Load and Compensation | Faculty Load and Compensation | Annual | Annual |
| Observation by Administration or Chair | 1 course per semester | 1 course per Spring semester | 1 course per year (options include Swivel Recording, Peer Observation, or Chair) | 1 course per year Options Include: Swivel Recording with Reflection, Peer Observation, or Department Chair Observation |
| Student Evaluations | All courses via D2L | All courses via D2L | All courses via D2L | All courses via D2L |
| Peer Reviews | Not Applicable | Not Applicable | 1 course, every other year | 1 course, every other year |
| Evaluation/Feedback | As | As | As | As |

| | | | | |
|------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| from VPAA | recommended by Chair | recommended by Chair | recommended by Chair | recommended by Chair |
|------------------|-------------------------|-------------------------|-------------------------|-------------------------|

Appeal Process

If a faculty member disagrees with their performance ratings, they have the right to appeal and may request a review of the formal evaluation report, as stated in [SP-3-31](#). The faculty member should seek to resolve the dispute informally with the Vice President of Academic Affairs before a review by the President. Once the President reviews and makes a final determination, the process is final.

Revising This Procedure

Otero College reserves the right to change any provision or requirement of this procedure at any time and the change shall become effective immediately.

Academic Integrity

Overview

Otero College is committed to fostering an environment of academic integrity and excellence. All students and faculty must adhere to these standards to maintain the integrity of our academic community. To understand academic integrity, we must understand academic dishonesty. As stated in [SP 4-30a Student Behavioral Expectations and Responsibilities Resolution Procedure](#), plagiarism, cheating, or committing any other form of academic misconduct, including, but not limited to, unauthorized collaboration, falsification of information, and/or helping someone else violate reasonable standards for academic behavior are examples of academic dishonesty that are subject to both academic consequences as determined by the instructor and to outcomes set forth in SP 4-30a . Otero's process outlines the types of academic dishonesty, levels of infractions, consequences of infractions, and the appeals process, and can be found in the Otero - Faculty and Instructor Resources SharePoint in the Academic Affairs Processes and Procedures folder.

Types of Academic Dishonesty

1. Cheating: The act of using or attempting to use an examination or other academic work, material, information, or study aids which are not permitted by the instructor. Cheating includes, but is not limited to:
 - a. Using books, notes, or calculators or copying from or conversing with others during examinations (unless such external aids are permitted by the instructor).
 - b. Having someone else do research, write papers, or take examinations for someone else.

- c. Submitting work completed in one class to fulfill an assignment in another class without prior approval from the instructor(s).
 - d. Stealing, distributing, selling, and buying tests or having someone take an exam on someone else's behalf.
2. Fabrication: The invention of material or its sources and its use as an authority in academic work. Fabrication includes, but is not limited to:
 - a. Inventing data for a scientific experiment.
 - b. Inventing the title and author of a publication to use the invented publication as a source.
 - c. Knowingly attributing material to an incorrect source.
3. Facilitating Academic Dishonesty: Being party to any infractions of academic dishonesty described herein.
4. Plagiarism: See below
5. Unauthorized Collaboration: Also known as "complicity." One intentionally shares academic information or works in collaboration with another student in an unauthorized manner.

Types of Plagiarism

Plagiarism is the act of using someone else's work without giving proper credit to the original sources. The work can be written, artistic, musical, language, symbols, or media. Reusing one's own work without proper citation (or approval of instructor) is also plagiarism. Other examples of plagiarism include:

1. Direct Plagiarism: Copying text word for word from a source without proper citation.
2. Self-Plagiarism: Submitting previous work without permission.
3. Mosaic plagiarism: Incorporating phrases or ideas from a source without proper citation.
4. Accidental plagiarism: Neglecting to cite sources properly, often due to misunderstanding of citation rules.
5. AI-assisted plagiarism: Using AI tools to generate content without proper attribution or presenting AI-generated work as one's own.

Personnel at Otero College are also subject to consequences for facilitating academic dishonesty. Should any personnel at Otero College be found to have facilitated any level of academic dishonesty, the issue and evidence will be submitted to the Vice President of Academic Affairs and the Director of Human Resources. The issue will then be considered a performance and employment issue to be dealt with by those governing bodies.

Levels of Infractions

1. Unintentional Plagiarism: Minor errors or misunderstanding of citation rules.
2. Minor Academic Dishonesty or Plagiarism: Small portions of work copied without proper citation, but not a significant part of the assignment.
3. Serious Academic Dishonesty or Plagiarism: Any instance of cheating, fabrication, facilitating academic dishonesty, or significant portions of work plagiarized repeated minor infractions, or a pattern of repeated plagiarism.
4. Egregious Academic Dishonesty or Plagiarism: Providing prior exams, projects, papers, or coursework for cheating, stealing and/or copying exams, impersonating another student in any course, obtaining work from another student or professional service, widespread collusion of student violators, submitting entirely plagiarized work or using AI tools to generate entire assignments.

Consequences

For Unintentional Plagiarism:

- **First Occurrence:** Meeting with the professor.
- **Second Occurrence:** Meeting with the professor, possible failure of the assignment, loss of points, submit electronic [Academic Integrity Violation form](#).

For Minor Plagiarism:

- **First Occurrence:** Meeting with the professor, submit electronic [Academic Integrity Violation form](#), possible failure of the assignment.
- **Second Occurrence:** Meeting with the professor, failure of the assignment, submit electronic [Academic Integrity Violation form](#), mandatory plagiarism workshop.

For Serious Plagiarism

- **First Occurrence:** Meeting with the professor, failure of the assignment without the possibility to make up, submit electronic [Academic Integrity Violation form](#), mandatory plagiarism workshop.
- **Second Occurrence:** Meeting with the professor, failure of the class, submit electronic [Academic Integrity Violation form](#), meeting with Otero personnel, possible suspension.

For Egregious Plagiarism

- **First Occurrence:** Meeting with the professor, failure of the assignment without the possibility to make up, submit electronic [Academic Integrity Violation form](#), mandatory plagiarism boot camp.

- **Second Occurrence:** Expulsion from the class, submit electronic [Academic Integrity Violation form](#), meeting with Otero personnel, possible expulsion from the college.

Documentation and Reporting

- **Navigate Documentation:** each occurrence of plagiarism will be documented in the EAB Navigate system by the Academic Affairs Office to track and manage student behavior.
- **Meetings:** Students must meet with their professor after any instance of plagiarism. Serious and egregious cases will require meetings with Otero personnel, including the Dean of Student Affairs.

Mandatory Workshops and Boot Camps

- **Plagiarism Workshop:** For students involved in minor or serious plagiarism, covering the basics of proper citation and academic integrity.
- **Plagiarism Boot Camp:** For serious or egregious plagiarism, a comprehensive program aimed at reinforcing the importance of academic honesty and proper research practices.

Implementation

This process will be included in both the student and faculty handbooks to ensure that all members of the college community are aware of the standards and consequences related to academic integrity. Faculty are responsible for enforcing this policy and ensuring that all instances of plagiarism are reported and documented appropriately.

Appeals Process

A student has the right to appeal the decision of the faculty member. During the process, the student is expected to continue to attend class, complete work, and respect the discretion of the process by not sharing with other students.

Should the decision of the faculty member be overturned in any of these instances, the student is absolved of guilt, the violation will not be placed on their record, and they will receive a grade for the work as if the accusation never took place. The student has the right to request a “second opinion” on the grade they receive on the work should they have evidence a prejudice exists on the assignment in question.

Guest Speakers

Individual faculty and instructors have the right to invite anyone they choose as an occasional guest or guest speaker to their classes. This right carries with it the assumption of individual responsibility, as follows:

- The appearance of an invited speaker does not signify an endorsement, either implicit or explicit, of the speaker's views by the college, its faculty, administration, or governing bodies.
- Speakers are subject to standard law and order considerations and to the specific limitations imposed by the State constitution and laws. Guest speakers must assume responsibility for protecting the right to free speech, including the rights of speakers to be heard and the rights of the college community to hear speakers. If there is significant potential for disruption at an event featuring a guest speaker, the college may appoint a chairperson to preside at the event who is empowered to ensure reasonable conduct and courteous treatment of all event participants. The college may also require the provision of security personnel for the protection of event participants and college property.
- The college assumes no obligation to provide an audience for outside speakers on its campus.
- All invitations and engagements of outside speakers must be initiated from within the college community.

Field Trips

Field trips for Otero students must be designed to complement or reinforce concepts explored in a course or program, enhancing student learning and providing opportunities to expand understanding. Class field trips are those trips taken with students to off-campus locations during regular class time, although potentially extending beyond the regular class period.

Student club activities are not considered field trips, but students still need to sign the Waiver of Liability, Conduct, and Medical Release form.

Approval

All field trips must be approved prior to the date of the trip by the Department Chair. Field trip requests should include:

- The purpose and rationale for the trip, identifying the course associated with the trip
- Number of students attending
- Detailed itinerary including destination, duration, departure date and time
- Names of people teaching and supervising the field trip
- Transportation plan
- Costs associated with the trip

A Student Waiver of Liability, Conduct and Medical Release form for the trip must be completed and signed by each student planning to attend and submitted to the Department Chair prior to the trip. A copy of the Student Waiver of Liability, Conduct and Medical Release form is available in the Otero – Faculty and Instructor Resources SharePoint in the Forms folder.

Field Trip Description

The instructor must provide students with a field trip description that includes, at minimum, the following information:

- Objectives of the field trip
- All relevant safety, physical or emotional issues that may be associated with the trip to ensure that students are aware of any obstacles they might encounter (e.g., strenuous exercise including hiking or climbing, limited oxygen at high altitudes, wild animals, loose rocks, chemical hazards)
- An invitation for students to discuss personal challenges or constraints due to medical, physical, or emotional limitations individually with the instructor prior to the field trip; every attempt should be made to accommodate constraints where reasonable; no student should be prohibited from participating unless the needed accommodations are beyond the capacity of the college and/or trip facilities
- Prohibitions of students and staff from using alcohol or drugs on any Otero- sponsored field trip activity as required by the Drug Free Schools Act and the Drug Free Workplace Act and detailed in [BP 19-30](#) and [SP 19-30](#).

Attendees

All field trips must be accompanied by an Otero faculty or staff member, with at least one other responsible party identified and in attendance. The second responsible party may be a field trip participant. Only those people who are eligible to participate in or attend field trips are authorized to do so. Eligible participants include:

Students who have enrolled, paid for (if applicable), and signed the waiver and release form prior to the trip departure.

Faculty, staff and/or outside resource people who are contributing to the field trip learning experience. Family, friends, and others who are not Otero faculty or staff members or identified resource people are not allowed to participate unless authorized by a responsible party from the college prior to the trip.

Conduct and Responsibilities

Students and staff members are expected to conduct themselves in a manner consistent with on-campus standards. Violators will be subject to disciplinary actions as outlined in the Student Code of Conduct and Human Resource procedures.

When on a field trip, faculty and staff members are responsible for the safety, conduct and welfare of the participants from the beginning to the conclusion of the field trip. Faculty and staff members supervising the field trip are authorized to terminate the trip, or the participation of any individual, at any time during the trip, if safety and conduct expectations are not met.

Transportation and Expenses

Students are responsible for arranging their own transportation for field trips. If a fleet vehicle is available, a faculty member can work with their Department Chair and the Physical Plant to reserve a vehicle. Prior approval is required for vehicle checkouts and reimbursement for expenses incurred in relation to the field trip.

Social Media

Given the prevalence of the use of social media – such as, Facebook, Twitter, LinkedIn, and YouTube – and the potential these sites may significantly impact organizational and professional reputations and institutional public affairs, Otero has established the following social media guidelines as required by CCCS President’s Procedure [SP 6-30a Electronic Communications and Records Management and Retention](#). These guidelines address officially recognized social media sites for the college as well as provide parameters for personal pages and postings that may reference or create other associations with the college.

Each officially approved page will be set up in a template format by the Social Media Coordinator under an account administered by one or more staff persons from the requesting department. The Social Media Coordinator will serve as the official “owner” of the page. Those employees responsible for administering and monitoring the page will be assigned administrative rights for the page.

Otero personnel are prohibited from creating social media pages that might be construed as an official representation of the college without advance review and approval by the CATS committee. All page administrators must abide by the social media rules set forth in this guideline. Social media users acting on behalf of Otero must adhere to all CCCS and Otero policies and procedures, including those pertaining to acceptable use, copyrights, information technology security, records privacy and security, FERPA policies, faculty/staff/student codes of conduct and procurement rules.

Social Media Administration Rules

College staff responsible for administering and monitoring officially recognized social media pages for Otero must comply with the following rules: Institutional Issues, College Branding, Publications, and Communications.

Only officially recognized college social media pages can be linked to Otero's website or other officially recognized Otero social media pages.

Any official social media page must have prominently displayed language directing the public to the main Otero website: <http://www.otero.edu>

Each officially approved page must include a disclaimer stating that the content and opinions contained on the site do not necessarily represent those of the college. The Social Media Coordinator will post this disclaimer upon initial set up of the page. The page administrators are responsible for ensuring the disclaimer remains visible over the life of the page.

CCCS and Otero have the right to remove or direct the removal of any content for any lawful reason including, but not limited to, content deemed threatening, obscene, a violation of intellectual property rights or privacy laws, or otherwise injurious or illegal. Inappropriate, offensive, injurious, and illegal content may be removed by college employees identified as account administrators at their discretion or at the direction of college or CCCS management.

All official social media pages must have at least two employees always assigned to the role of administrator. If a page administrator leaves the college or no longer wishes to serve in that capacity, the sponsoring department or division must designate another college employee to serve as a page administrator. The department must contact the Social Media Coordinator to request the removal and/or addition of all page administrators.

The Social Media Coordinator will assign and share the passwords to the sites with site administrators. Site administrators do not have the privilege of changing or altering those passwords.

To ensure the security and authorized administration of college Facebook pages, account administrators must check the box for "secure browsing" that is found in the Account Security section on Facebook.

Otero employees, other than the Enrollment Management Department, are prohibited from entering into advertising agreements with social media sites.

Educational Use, Personal Pages and Posting

While faculty may have students use various social media tools as an educational activity, faculty are required to use the official learning management system, D2L, instead of social media sites

to post or exchange course work or for other teaching purposes. College employees are expected to adhere to the same standards of conduct online as in the workplace and are encouraged to consider the ethical ramifications of their interactions with students on social media sites.

Students are expected to adhere to the Student Code of Conduct. Laws, policies and procedures relating to confidentiality, conflict of interest, discrimination, harassment and related standards apply online and with social media, as with in-person interactions. Employees and students are responsible for any content posted on social media sites and may be subject to disciplinary actions if violations of law, SBCCOE policy, CCCS procedures or Otero processes occur.

By posting content to any social media site, the poster represents that he or she owns or otherwise has the rights necessary to lawfully use that content or that the use of the content is permitted by fair use. Persons posting information also agree that they will not knowingly provide misleading or false information and that they will indemnify and hold CCCS and the college harmless for any claims resulting from the content.

Otero employees maintaining personal social media accounts should avoid creating confusion as to whether the account is officially associated with the college. If a staff member identifies themselves as an Otero faculty or staff member online, it should be made clear that the views expressed on their site are not those of the college and they are not acting in their capacity as a college employee.

While not a requirement, college employees may consider adding the following disclaimer to personal social media accounts: "While I am an employee at Otero, comments made on this account are my own and do not represent the views or opinions of the college." College employees are expected to use good judgment about the content of pages and postings, and respect privacy and related laws. In general, postings should not:

- Include confidential information about the college, staff, or students.
- Include content that is threatening, obscene, a violation of intellectual property rights or privacy laws, or otherwise injurious or illegal. Employees should refrain from using information and conducting activities that may violate local, state, or federal laws and regulations. Questions about protected content or intellectual property laws should be directed to the CCCS Legal Affairs Office.
- Represent personal opinions as being endorsed by the CCCS, the college or any affiliated group or organization. The college's name, logo or other branding materials may not be used to endorse any opinion, product, private business, cause, or political candidate.

For more information, please reach out to the Vice President of Student Affairs.

COLORADO ONLINE @ OTERO

Today's learners need affordable and flexible options that fit their busy lives. Our next-generation online model, called Colorado Online®, combines all 13 of CCCS's colleges' high-quality online offerings to provide students more learning opportunities and outstanding support. Colorado Online leverages CCCS's best-in-class online learning infrastructure and combines the strength of thirteen colleges' online courses and programs.

There two types of course sections offered through Colorado Online @ Otero: Home College Sections and Pooled Sections. Home College Sections are online sections that are assigned to individual colleges, assuming they can be filled completely by students from that college based on historical enrollment at census (25 students = 1 section). Faculty and instructors can select their own course materials for Home College sections. Pooled Sections combine enrollment from all colleges. Faculty and instructors teaching Pooled Sections must use course materials selected by state discipline faculty.

Colorado Online @ Otero courses are taught in an asynchronous manner and do not have regularly scheduled class meeting times. To verify the identity of students in distance education courses, a secure login and unique password (minimum of 14 characters, mixed case and symbols) is required. Passwords are changed every 90 days.

Students are strongly encouraged to log into the class at least once every 48 hours. Also, examinations may be proctored and/or a lockdown browser may be used to ensure academic integrity.

Students who do not log in and complete required academic assignments that are due before the census date will be reported to the home college as a "no show" and will be dropped from the class. Students who are inactive in their course for an extended period should be contacted by faculty or staff.

Colorado Online Course Material Selection Guidance for Pooled Sections

| Materials with Associated Cost for Students | Materials with No Associated Cost for Students Open Educational Resources (OER)/Zero Textbook Cost (ZTC) | |
|---|---|--|
| The state discipline may select required, cost-based materials for pooled sections. These cost-based materials are required for use in pooled sections. | The state discipline may select required, no cost OER/ZTC materials for pooled sections. These no-cost materials are required for use in pooled sections. | The state discipline may require the use of no cost OER/ZTG materials but <u>has not selected specific OER/ZTC materials</u> that are required for use in pooled sections. |
| State Discipline REQUIRES specific cost-based materials be used in pooled sections. | State Discipline REQUIRES specific OER/ZTC materials be sued in pooled sections. | State Discipline DOES NOT REQUIRE specific OER/ZTC materials be sued in pooled |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> ○ Publisher Textbooks/eTexts ○ Digital Content Integration ○ Platforms with an access code for homework, quizzes, etc. ○ Lab Kits <p>No additional cost-based materials can be required for pooled sections.</p> <p>Additional no-cost materials can be provided for students in the individual pooled course shell by the assigned instructor.</p> <p>Reference to specific materials and associated cost must be listed at the time of registration.</p> | <p>No additional cost-based materials can be required for pooled sections.</p> <p>Additional no-cost materials can be provided for students in the individual pooled course shell, by the assigned instructor.</p> <p>Reference to specific OER/ZTC or curated OER collection sets must be listed at the time of registration.</p> | <p>sections.</p> <p>OER/ZTC texts or curated OER collection sets are at the selection of the offering college/assigned pooled course instructor and provided for students in the individual pooled course shells.</p> <p>No additional cost-based materials can be required for pooled sections.</p> <p>Reference to specific OER/ZTC or curated OER collection sets must be listed at the time of registration.</p> |
|--|--|--|

Ready-To-Teach (RTT) Shells

RTT shells may be available to faculty and instructors, but they are not required for use in Pooled or Home College sections. RTT shells are a starting point; they are **not** “plug-and-play” shells. Faculty and instructors will need to review everything in the shell and decide what, if anything, they want to use. Faculty and instructors who are interested in using and copying an RTT shell can do so as follows:

Step 1: Check if the assigned course has a RTT Shell at <https://at.cccs.edu/coursematerials>

Step 2: Locate the course(s) using the dropdown menus ‘Selected Semester’, ‘Selected Discipline’, and ‘Selected Course Number’

- Once the course pulls up, scroll to the bottom and select the drop-down menu labeled ‘Ready-to-Teach/Consortialized Course Shell’.
- If there is an ‘Enroll’ button in this drop-down, there is a RTT available for the course. The instructor must enroll, and they will gain immediate access to the course shell.
- To get access to the RTT shell, the instructor will then need to log in with their S# and general Password

Step 3: After the instructor is self-enrolled into the RTT through the Course Materials site, they can then copy the course components to their course shell. Contact Otero's Educational Technology Coordinator for assistance.

Reporting No-Shows for Online Classes

Students who do not participate in an academic manner need to be reported for non-attendance no later than census so that they can be dropped from the course. Logging into an online course or only posting an introduction does not count as attendance. Be sure to include this information in your syllabus. Re-enrollment requests are handled through the student's home college.

Example: Students establish attendance in online and real-time remote courses by completing an academic activity based on course content. As defined by the Federal Department of Education, merely logging into the course site or introducing oneself to the class does not count as attendance. Some examples of successfully attending class include participation in the content-related discussions on the MyCourses discussion board or in WebEx/Zoom, taking a quiz, submitting an assignment, or contacting your instructor with a content related question. Students who have not participated by 11:59 PM on the deadline date will be dropped from the course. Similarly, the last day of academic attendance must be reported to Financial Aid for students who do not earn a D or better; students who have not been in regular attendance may experience financial aid ramifications.

Faculty Assistance with Colorado Online @

Technology Help Desk

- 24/7 Help Desk
- Website: [CCCS Help Site](#)
- Phone: 1-888-800-9198

Tutoring

- TutorMe/PearDeck
- Linked in D2L

Library Services

- Home College/CCCS
- Website: [Online Library – Colorado Community Colleges Online \(ccconline.org\)](#)
- Email: cccolibrarian.online@cccs.edu

Colorado Online Blog

- Website: insidecoloradoonline.cccs.edu

Colorado Online SharePoint

- Website: [CCCS Colorado Online - Home \(sharepoint.com\)](https://sharepoint.com)

More information about Colorado Online @ Otero can be found in the Otero – Faculty and Instructor Resources SharePoint in the Colorado Online @ Otero folder.

CAMPUS RESOURCES AND SUPPORT

Campus Security and Safety

Located in a rural community, Otero College has one of the lowest campus crime rates in the state. Despite our low crime rate, the administration, faculty, and staff at Otero take very seriously the safety and well-being of all who live, work, and visit the campus. In addition to an on-campus security officer, the college works very closely with the local police and fire departments, who respond quickly and efficiently to all issues that arise on campus. The College has an active Safety Committee that works to continually search out and address safety concerns. The campus participates in annual safety training sessions and has monthly updates on safety precautions and procedures. The following information was retrieved from Otero's Process for Reporting Incidents and Emergencies.

Security's phone number is **(719) 469-2613**.

Definitions

- Incident – a non-emergency event requiring intervention by college personnel or local law enforcement. Incidents are situation based and may result in criminal charges or reporting to local government agencies.
- Emergency – a situation which poses an immediate risk to life and property, and which requires urgent attention from first responders (e.g. police, sheriff, fire department, emergency medical services).
- Disaster – a sudden event, such as an accident or a natural catastrophe, that causes great damage or loss of life.

Reporting Incidents and Emergencies

Students, staff, faculty, and visitors should call **911** to report any incident, emergency, or disaster that is severe in nature and presents an immediate or ongoing threat to campus community (e.g., act of violence, medical emergency, fire). **911** may be directly dialed from any campus phone without having to dial "9" for an outside line. The reporting party should then call the Student Affairs Campus Emergency number at **6911** to report the incident, emergency or disaster to the Dean of Student Affairs, Law Academy Director, and/or Campus Security. The

reporting party should also complete an [Incident Report](#) form within 24 hours of the incident, emergency or disaster.

For non-emergency incidents that occur during regular business hours, students, staff, and faculty should contact the Student Affairs Campus Emergency number at **6911**. For non-emergency issues that occur after 5pm, students, staff, and faculty should contact the Otero Security Team at **(719) 469-2613** or utilize the **6911** number to connect with Security.

During regular business hours, the Dean of Student Affairs and/or the Law Academy Director take the lead on responding to non-emergency incidents. They may contact other appropriate individuals on or off campus to investigate the report. The nature of the report, including the type and location of the incident, dictates which internal and external resources are contacted, and whether an emergency notification or timely warning are issued. Reporting parties complete and submit an incident report or crime report within 24 hours of the incident or reported crime.

During evening hours, the Otero Security Team takes the lead on responding to non-emergency incidents. They may contact other appropriate individuals on or off campus to investigate the report. The nature of the report, including the type and location of the incident, dictates which internal and external resources are contacted, and whether an emergency notification or timely warning are issued. Reporting parties complete and submit an incident report or crime report within 24 hours of the incident or reported crime.

Confidential Reporting

Victims or witnesses to crimes can report crimes to any Campus Security Authority (CSA) on a voluntary, confidential basis for inclusion in the annual security report. If the reported crime is severe in nature and presents an ongoing or immediate threat to the facility, staff, or students, the CSA should immediately call **911** and then notify the Dean of Student Affairs or the Law Academy Director during regular hours and Otero Campus Security during evening hours.

CSAs are required to submit an electronic crime report form for all Clery crimes reported within 24 hours of being notified of the crime or incident. If the reporting party wishes to remain anonymous, the CSA will refer to the name of the reporting party as "Anonymous".

Individuals may report directly to a college by completing the [Incident Report](#). Individuals may also report crimes and crime tips anonymously through Safe2Tell. The phone line is not recorded and has no caller ID. In Colorado, Safe2Tell reporting parties are anonymous under the State Law. Please remember details are critical to an effective intervention. The number for Safe2Tell is 1- 877- 542-SAFE (7233).

Faculty Senate

Faculty Senate, under its duly authorized and approved Constitution and Bylaws, is the official organization of the Otero faculty. A meeting schedule is sent via email at the beginning of each semester and attendance at these meets is encouraged for faculty and adjunct instructors. Contact your Department Chair or Faculty Senate Chair for more information.

Professional Development

As a learning institution, Otero College provides and encourages professional development for faculty and staff. The goals and objectives of professional development are as follows:

1. Promote subject area currency
2. Provide programs to develop teaching skills and enhance classroom instruction
3. Promote collegiality, professionalism, and a sense of community within the college
4. Address the cultural diversity of the student and staff populations
5. Provide opportunities for growth and upward mobility by improving technical skills and job competency skills
6. Support other activities that provide opportunities for revitalization, personal enrichment, health and safety increased job satisfaction.

Many professional development opportunities are offered through CCCS and through college grant funding. However, faculty and staff can request funding for professional development activities outside of these opportunities. Otero utilizes a single form for most professional development funding requests. This form includes all pertinent information (activity, dates, and amounts), justification, and an accountability component that helps ensure information is shared in the most appropriate setting. This form can be found on O: /Commons/Campus Forms. For more information, contact your Department Chair or the Director of Human Resources.

Academic Support Services

In the southeast corner of the Learning Commons is the Academic Success Center. The Academic Success Center (ASC) provides services such as tutoring and academic workshops to all Otero students free-of-charge. These services are provided by our Academic Support staff. This staff includes the Professional Academic Support Specialists (P.A.S.S) team and the Student Engagement and Educational Development (S.E.E.D) team.

The P.A.S.S. Team members consist of professional staff who are experts in a variety of academic support areas. We have experts who can provide tutoring in a variety of subject areas through one-on-one tutoring or Supplemental Instruction sessions. We also have experts who provide Academic Workshops that spotlight topics such as: study skills, test taking strategies, note taking tips, avoiding plagiarism, utilizing research databases and many more.

The S.E.E.D. Team is comprised of Otero students who have completed at least one semester of college and have a cumulative GPA of a 3.0 or higher. These individuals assist fellow students through peer tutoring or through being a student ambassador. As peer tutors they assist in subject areas that they received a B or higher. They provide tutoring through one-on-one sessions and Peer-Led Undergraduate Study sessions. As student ambassadors they help current Otero students with day-to-day questions and resources, while also providing prospective students through campus tours, student panels, and other duties on-campus.

In-house tutoring services are available during Learning Commons hours throughout the Fall and Spring semesters

For additional information or to get connected with a member of our Academic Support staff, please use one of the following options:

- Schedule through Navigate – Access through your Student Portal
- Stop by the Learning Commons and speak to a staff member
- Call the Learning Commons at 719-384-6882

Accessibility Services

Accessibility Services at Otero College collaborates campus-wide to remove barriers and provide equitable opportunities for qualified students with a diagnosis. The office promotes an inclusive learning environment through information, resources, education, and direct services to students. If a student requests accommodations, please refer them to the Accessibility Services Office. Students can contact Accessibility Services at oc-accessibility@otero.edu or stop by the Learning Commons, Office 118 to see the Accessibility Services Coordinator. If a student informs you they are pregnant or experiencing pregnancy-related concerns, you are required to provide the student with contact information for the Accessibility Services Office and the Title IX Deputy Coordinator (HR Director).

Library Services

The Learning Commons provides a variety of library services to faculty and instructors, staff, students, and community members. Students, faculty, instructors, and staff can utilize all services listed below. Community members can check- out books through Wheeler Library. In the east corner of the Learning Commons is Wheeler Library. The Wheeler Library has been transformed to minimal print books and resources to a wide variety of online resources and digital books to provide a resource to students no matter where they are studying. Our online collections include books, eBooks, research database, on-demand films, and newspapers. These can be accessed through the [Wheeler Library](#) website.

The Learning Commons circulates a multitude of items to current Otero College students. Frequently circulated items in the Learning Commons are the Overnight Laptops, Macbooks, iPads, and Study Rooms.

Students are also able to bring their personal laptops to the Learning Commons where they can connect to the campus WiFi through their valid student credentials.

Otero students can also utilize the black and white or color printing. This is the only location for students to print in color. The charge of printing is linked to their [PaperCut](#) account that is allotted \$25 each semester.

AIM – Accessing Innovative Measures for Higher Education

The Accessing Innovative Measures (AIM) for Higher Retention grant is dedicated to improving Otero's low retention rates which will lead to improved graduation and transfer rates, along with higher GPAs. The AIM program serves Otero's entire student population by promoting educational opportunities through orientation, mentoring, advising, case management and professional development.

The grant award is funded by the Department of Education's Title V Developing Hispanic-Serving Institutions program (DHSI). Otero College has been designated as a Hispanic Serving Institution since 2001, with over 38% of the College's student population being of Hispanic descent.

TRiO – Student Support Services

Student Support Services (SSS) is a federally funded TRiO Program under the U.S. Department of Education. The program is focused on students who have one or more of the following factors: first-generation, low-income or disabled.

Think Tank

The Think Tank is a designated quiet study space carefully designed to facilitate optimal concentration and productivity. Located in the former Math Lab in McBride 129, this space has been meticulously curated to ensure a distraction-free zone where thoughts can flow freely. It provides a quiet atmosphere, comfortable seating, and ample resources students can use to make study sessions more productive.

CARE Team

Otero College's Campus Assessment, Response, and Evaluation (CARE) Team is an active, on-campus, multidisciplinary group of staff members tasked with providing students, faculty, and their fellow staff with timely, intentional, and consistent support. The CARE Team works to recognize where individuals may be struggling, endeavoring to provide individualized attention, assistance, and *care*. Each week, the CARE Team gathers to discuss current concerns and to

decide next steps. CARE works to incorporate a broad range of perspective into their conversations to ensure that action plans are both sensitive and effective. If you are concerned about yourself or a student, faculty, or staff member there are several ways you can contact the CARE Team. At that point, the CARE Team will take over the management of the concern.

The CARE Team is in place to help students, faculty, and staff members feel safe and supported while living, working, and learning at Otero College. Are you seeing behaviors and signs which worry you? Some examples of concerns CARE Team can help manage include:

- Sudden changes in academic, athletic, professional, or personal performance, engagement, or attendance
- Sudden changes in personality, interests, or friend groups
- Mental health symptomology impacting functionality and quality of life, e.g., frequent crying, very low energy, etc.
- Excessive anger or aggressive behavior/speech
- Social withdrawal or self-isolation
- Suspicions of substance use
- Anxiety, panic, or demonstrations of fear
- Sleeping too much or too little
- Changes in eating habits or disordered eating patterns
- Unusual thoughts or behaviors, e.g., “out of touch” with reality
- Thoughts of harming self or others
- A disclosed interest in seeking material or emotional support services but not knowing where to turn

If you are concerned about your well-being or that of a student, faculty, or staff member you can contact the CARE Team by using the Otero College website’s electronic

Mental Health Services

Students in need of individual counseling, group counseling, or psychoeducation can contact, or be referred to our mental health counselor for an intake appointment by calling (719) 384-6945 or visiting Humanities 124. Our mental health counselor is also available for in-class presentations and workshops on a variety of topics.

Fitness Center

Otero’s fitness center boasts state-of-the-art equipment for the use of students and athletes. Enjoy a lightweight exercise routine or push your limits for the ultimate in training. With free weights, tread mills, elliptical trainers, Nautilus machines, and other equipment, you can tone specific areas or build a regimen for the entire body. Racquetball Courts are also available for your healthy lifestyle and enjoyment. The courts are available during Otero Fitness Center hours

of operation. Courts are used for the purpose of Racquetball, unless given permission by Otero Fitness Center Staff. Dressing rooms are available for both men and women.

Faculty and Staff Immediate Family members are granted access to the Fitness Center with a valid faculty or staff Otero College ID Card. No person under 14 years of age is allowed in the Fitness Center unless accompanied by an adult.

MISSION AND STRATEGIC PLAN

Institutional Mission

To educate students and provide workforce training that enhances personal and professional growth and encourages all students to become the best version of themselves.

Vision

Otero College: The Valley's College of Choice.

Values

At Otero College, our work is guided and informed by our commitment to diversity, integrity, learning and innovation, safety, and community.

Campus Diversity Statement

At Otero College, diversity and inclusion extend beyond mere symbols—they are the bedrock of our academic and community ethos. We are steadfast in our commitment to valuing and embracing People from all walks of life, recognizing that each person's success enriches our collective learning experience. Our dedication is reflected in our unwavering support and respect for varied identities, beliefs, and backgrounds. This includes, but is not limited to, political convictions, religious beliefs, gender identities, sexual orientations, races, and ethnicities.

Otero College actively works to foster an intellectual community and provide a pivotal role of diversity and inclusion for its community. We achieve this through the facilitation of shared learning experiences that not only engage our campus in meaningful dialogue but also challenge existing barriers, build collaborative relationships, and create ample educational opportunities. Our initiatives are designed to encourage our campus community to explore the full spectrum of diversity and the complex intersections of identity.

As a proud Hispanic Serving Institution (HSI), Otero College is deeply committed to creating an environment that nurtures positive, inclusive leaders. Our graduates emerge with a profound global understanding of multiculturalism and a sense of accountability to society at large.

Strategic Plan Priorities

Goal 1 – Enhance the Student Experience

Developing the student, both academically and personally, is at the heart of Otero's mission. Each student that enrolls at Otero has access to state-of-the-art technology and facilities, all designed with the student experience at the forefront.

Objective 1

Transform the Academic Experience.

Objective 2

Improve Student Affairs Processes and Co- Curricular Experiences Objective 3: Maintain and Update Facilities to Align with Student Needs.

Goal 2 Transform Our Workplace

Otero College is committed to developing a workforce that reflects our diverse student population. Through strategic marketing and intentional onboarding, Otero aims to increase the number of qualified applications for each open position. Otero will increase employee satisfaction and retention by supporting professional development and advancement, and enhanced campus communication.

Objective 1

Revamp the Hiring and Onboarding Process

Objective 2

Increase Employee Retention and Satisfaction

Goal 3 Engage Our Community

As a community college, Otero was founded to serve the community. Relationships with industry partners, surrounding K-12 school districts, and supporting local businesses is key to the success of the college. Otero continues to build lasting partnerships with the community and restore Rattler Pride throughout the Arkansas Valley.

Objective 1

Bring the Community to Otero.

Objective 2

Take Otero to the Community.

ACCREDITATION

Otero College is regionally accredited by the Higher Learning Commission (HLC). The HLC can be reached at: 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1411. Phone: 1-800-621-7440/312-263-0456 Fax: 312-263-7462 or info@hlcommission.org.

Other Accreditations and Affiliations

The Nursing Assistant and Practical Nursing programs are approved by the Colorado State Board of Nursing. The ADN Registered Nursing Program is approved by the Colorado State Board of Nursing and accredited by the Accrediting Commission for Education in Nursing, Inc. (ACEN), 3343 Peachtree Rd. NE, Ste 8-50 Atlanta, GA 30326. Phone: 404-975-5000.

The Medical Laboratory Technician program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) Board of Directors. Accreditation for the Otero MLT program will continue until October 31, 2025.

The Otero Law Enforcement Training Academy follows the Peace Officers Standards and Training guidelines. POST certification testing is scheduled at the end of each law enforcement academy. During each academy, Otero instructors administer various levels of certification and testing based on current POST guidelines.

AFFIRMATIVE ACTION AND EQUAL EMPLOYMENT

Otero College does not discriminate based on race, color, creed, national or ethnic origin, religion, sex/gender, sexual orientation, age, physical or mental disability, veteran status or pregnancy status in admission or access to employment, educational programs or activities.

Inquiries concerning Title VI, Title IX Section 504, 42 U.S.C. §2000e et seq. and the Americans with Disabilities Act may be made in the Human Resources Office, 1802 Colorado Ave, SCORE Center Room 140, La Junta, CO 81050; 719-384-6824 or the Office of Civil Rights at the U.S. Department of Education, Region VII, Federal Office Building, 1244 North Speer Boulevard, Denver, CO 80204; 303-844-5695.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

According to the U.S. Department of Education, the Family Educational Rights and Privacy Act (FERPA) is a "Federal law designed to protect the privacy of student education records." FERPA is also known as the Buckley Amendment.

What rights does FERPA give students?

- FERPA gives students the right to do the following:
- Inspect and review their education records.
- Request an amendment to their education records.
- Participate in a hearing if the request for an amendment is unsatisfactory.
- Request that the institution not disclose directory information items about them.
- File a complaint with the U.S. Department of Education

What does FERPA mean for colleges?

In general, colleges must do the following:

- Notify the students annually about FERPA.
- Provide students access to inspect and review their education records.
- Allow students to request to amend their education records.
- Provide students an opportunity to sign written releases of their student record information.
- Keep records of requests for and disclosures of student education records.
- Restrict school officials' access to records for legitimate educational purposes only

What is a school official?

Defined from institution to institution in its annual notification, a school official may be the following:

- An employee of a college (administrative, supervisory, academic, research, or support staff position).
- A person elected to the board of trustees.
- A company or person employed/contracted by a college to perform a special task (i.e., attorney, auditor, or collection agency).
- A person or student serving on an official committee (i.e., disciplinary/grievance, scholarship) or assisting an official in their tasks (i.e., work study students).
- Contractors, Volunteers, and others performing institutional functions.
- CCCS has designated the National Student Clearinghouse as a school official as we utilize their services for enrollment and degree verification.

What is an educational record?

An education record is any record, with certain exceptions, maintained by an educational agency or institution or by a party acting for the agency or institution that is directly related to a student or students. This record can contain a student's name(s) or information from which an

individual student can be personally (individually) identified. These records may include the following: files, documents, and materials in whatever medium (handwriting, print, tapes, disks, film, microfilm, microfiche) which contain information directly related to students and from which students can be personally (individually) identified.

What are some examples of an educational record?

- Registration forms
- Transcripts
- Student information displayed on a computer screen
- Grades
- Student schedules
- Class rosters
- Any paper with the student's SSN or Student ID, or information that is personally identifiable to a student and from which a student can be identified.
- Employment records of the student is employed because of their status as a student

What is NOT considered an educational record?

Personal notes made outside the presence of the student are not considered education records; however, once you share that information with someone else, it then is protected by FERPA standards.

- Other examples of items that are not part of an educational record are:
- Case Study
- Law enforcement unit records
- Employment records
- Medical records
- Alumni records

What is a legitimate educational interest?

A legitimate educational interest is the demonstrated "need to know" by those officials of an institution who act in the student's educational interest. FERPA allows schools to establish their own criteria for this.

Faculty generally may not view a student's educational record without first being identified as having a legitimate educational interest.

What does personally identifiable mean?

Personally identifiable means data or information which may include the following:

- Student name, the student's parent, or other family members
- The student's campus or home address
- A personal identifier (such as a social security number or student number)
- A list of personal characteristics or other information which would make the student's identity easily traceable

What does FERPA mean for faculty/staff?

All employees who have access to educational records are responsible for maintaining the confidentiality of those records.

Staff/faculty may not release non-directory information to a third party without the written consent of the student, unless one of the exceptions outlined in FERPA applies.

Staff/faculty should be aware of what is considered directory information and only release such information after confirming that the student has not requested directory exclusion.

What is directory information?

Many higher education institutions have directories. The following items are designated as directory information set by [SP 4-80 Student Educational Records and Directory Information](#).

Colleges may disclose any of this information without prior written consent, unless notified by the student in writing to the contrary by the first official class meeting date of each semester.

- Student name
- Major field of study
- Dates of attendance
- Degrees and awards received
- Enrollment status (i.e. full-time, three-quarter-time, half-time, withdrawn, graduated or deceased)
- Most recent educational institution attended
- Participation in officially recognized activities and sports
- Height and weight (only for students in officially recognized activities and sports)

Addresses (including mail and e-mail) are considered Personally Identifiable Information (PII) and are not released as Directory Information except for the following:

- Graduation lists released to news media, which may include the student's city of residence.
- Other listings to the news media and college personnel for special awards, honors, and events.

- Notification to Phi Theta Kappa Honor Society and other academic honor societies for students who are eligible to be considered for membership

Directory information may NEVER include the following:

- Social Security number
- Race/ethnicity
- Gender
- A student's entire date of birth (only birth year can be provided)
- Anything that is harmful or an invasion of privacy

Current regulations also provide that even after a student has become an "eligible student" under FERPA, postsecondary institutions (and high schools, for students over 18 years of age) **may** allow parents to have access to their child's education records, without the student's consent, in the following circumstances:

- The student is a dependent for Federal income tax purposes.
- The disclosure is in connection with a health or safety emergency under the conditions specified in (i.e., if knowledge of the information is necessary to protect the health or safety of the student or other individuals).
- For postsecondary students, the student has violated any Federal, State or local law, or any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, if the institution determines that the student has committed a disciplinary violation regarding that use or possession and the student is under 21 at the time of the disclosure.

What does FERPA mean for computer use?

Computer users must either lock the screen or clear all student data and log out of any student record system whenever they leave their computer. Users should not share passwords with anyone. Personally identifiable student records are **not** permitted to be stored locally on a laptop or any other portable memory device.

When do student rights under FERPA begin?

Student rights begin when the student is in attendance as defined by the institution. For CCCS colleges, FERPA rights begin at the time a student begins attending class.

When can a college disclose and education records for health and safety reasons?

An emergency (non-emergencies are insufficient)

In deciding whether a disclosure may be made to the appropriate party, the college must consider the totality of the circumstances pertaining to a threat to the health or safety of others.

APPENDICES

Appendix A - 2024-2025 Instructor and Faculty Overload Schedule

2024 - 2025 INSTRUCTOR AND FACULTY OVERLOAD SALARY SCHEDULE

**BACHELOR' DEGREE OR WORK EXPERIENCE
AND NO COLLEGE TEACHING EXPERIENCE**

| | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students |
|-------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|-----------|-----------|-----------|-----------|
| Type | 60 & Above | 50 & Above | 40 & Above | 30 to 39 | 20 to 29 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 7-11 | 2-6 |
| 1:1 | \$ 1,487.88 | \$ 1,295.72 | \$ 1,103.59 | \$ 906.04 | \$ 785.31 | \$ 672.95 | \$ 637.70 | \$ 602.16 | \$ 566.63 | \$ 531.42 | \$ 495.58 | \$ 460.70 | \$ 425.16 | \$ 389.73 | \$ 212.58 |
| 1:1.5 | \$ 1,842.16 | \$ 1,650.02 | \$ 1,457.85 | \$ 1,260.31 | \$ 1,139.61 | \$ 1,009.39 | \$ 956.62 | \$ 903.28 | \$ 849.97 | \$ 797.21 | \$ 743.30 | \$ 691.05 | \$ 637.80 | \$ 584.65 | \$ 318.90 |
| 1:2 | \$ 2,196.39 | \$ 2,004.24 | \$ 1,812.09 | \$ 1,614.53 | \$ 1,493.83 | \$ 1,345.85 | \$ 1,275.43 | \$ 1,204.37 | \$ 1,133.27 | \$ 1,062.90 | \$ 991.11 | \$ 921.42 | \$ 850.44 | \$ 779.57 | \$ 425.22 |

**BACHELOR' DEGREE OR WORK EXPERIENCE
AND COLLEGE TEACHING EXPERIENCE**

| | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students |
|-------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|
| Type | 60 & Above | 50 & Above | 40 & Above | 30 to 39 | 20 to 29 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 7-11 | 2-6 |
| 1:1 | \$ 1,700.13 | \$ 1,507.98 | \$ 1,315.84 | \$ 1,118.28 | \$ 997.59 | \$ 874.73 | \$ 828.73 | \$ 782.71 | \$ 736.71 | \$ 690.72 | \$ 644.35 | \$ 598.35 | \$ 552.69 | \$ 506.70 | \$ 276.36 |
| 1:1.5 | \$ 2,160.48 | \$ 1,968.32 | \$ 1,776.19 | \$ 1,578.61 | \$ 1,457.90 | \$ 1,312.08 | \$ 1,243.05 | \$ 1,174.06 | \$ 1,105.01 | \$ 1,036.06 | \$ 966.55 | \$ 897.54 | \$ 829.05 | \$ 760.05 | \$ 414.54 |
| 1:2 | \$ 2,620.82 | \$ 2,428.68 | \$ 2,236.52 | \$ 2,038.96 | \$ 1,918.27 | \$ 1,749.41 | \$ 1,657.39 | \$ 1,565.39 | \$ 1,473.43 | \$ 1,381.40 | \$ 1,288.71 | \$ 1,196.73 | \$ 1,105.40 | \$ 1,013.39 | \$ 552.72 |
| 1:2.5 | | | | | | | | \$ 1,956.76 | \$ 1,841.61 | \$ 1,726.74 | \$ 1,610.91 | \$ 1,495.92 | \$ 1,381.75 | \$ 1,266.75 | \$ 690.90 |
| 1:3 | | | | | | | | \$ 2,348.11 | \$ 2,209.91 | \$ 2,072.08 | \$ 1,933.11 | \$ 1,795.11 | \$ 1,658.10 | \$ 1,520.01 | \$ 829.08 |

**MASTER'S DEGREE OR HIGHER
AND NO COLLEGE TEACHING EXPERIENCE**

| | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students |
|-------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|
| Type | 60 & Above | 50 & Above | 40 & Above | 30 to 39 | 20 to 29 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 7-11 | 2-6 |
| 1:1 | \$ 1,629.46 | \$ 1,437.23 | \$ 1,245.08 | \$ 1,047.52 | \$ 926.83 | \$ 807.82 | \$ 763.89 | \$ 722.76 | \$ 679.94 | \$ 637.70 | \$ 595.20 | \$ 552.69 | \$ 510.12 | \$ 467.61 | \$ 255.06 |
| 1:1.5 | \$ 2,054.37 | \$ 1,862.22 | \$ 1,670.08 | \$ 1,472.47 | \$ 1,351.80 | \$ 1,211.72 | \$ 1,145.84 | \$ 1,084.12 | \$ 1,019.88 | \$ 956.62 | \$ 892.84 | \$ 829.05 | \$ 765.24 | \$ 701.47 | \$ 382.62 |
| 1:2 | \$ 2,479.38 | \$ 2,287.22 | \$ 2,095.08 | \$ 1,897.54 | \$ 1,776.82 | \$ 1,615.59 | \$ 1,527.77 | \$ 1,445.56 | \$ 1,359.80 | \$ 1,275.43 | \$ 1,190.44 | \$ 1,105.40 | \$ 1,020.36 | \$ 935.33 | \$ 510.18 |
| 1:2.5 | | | | | | | | | \$ 1,699.76 | \$ 1,594.46 | \$ 1,488.13 | \$ 1,381.77 | \$ 1,275.48 | \$ 1,169.19 | \$ 637.74 |
| 1:3 | | | | | | | | | \$ 2,039.70 | \$ 1,913.38 | \$ 1,785.77 | \$ 1,658.13 | \$ 1,530.60 | \$ 1,403.05 | \$ 765.30 |

| MASTER'S DEGREE OR HIGHER AND COLLEGE TEACHING EXPERIENCE | | | | | | | | | | | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|
| | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students | Students |
| Type | 60 & Above | 50 & Above | 40 & Above | 30 to 39 | 20 to 29 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 7-11 | 2-6 |
| 1:1 | \$ 1,842.32 | \$ 1,650.17 | \$ 1,458.02 | \$ 1,260.45 | \$ 1,139.75 | \$ 1,009.93 | \$ 956.66 | \$ 903.28 | \$ 849.97 | \$ 796.99 | \$ 743.68 | \$ 690.72 | \$ 637.70 | \$ 584.78 | \$ 318.96 |
| 1:1.5 | \$ 2,373.73 | \$ 2,181.60 | \$ 1,989.44 | \$ 1,791.88 | \$ 1,671.19 | \$ 1,514.87 | \$ 1,434.88 | \$ 1,354.91 | \$ 1,274.94 | \$ 1,195.49 | \$ 1,115.52 | \$ 1,036.06 | \$ 956.62 | \$ 877.14 | \$ 478.44 |
| 1:2 | \$ 2,905.23 | \$ 2,713.09 | \$ 2,520.93 | \$ 2,323.35 | \$ 2,202.66 | \$ 1,914.53 | \$ 1,913.23 | \$ 1,806.55 | \$ 1,699.96 | \$ 1,593.99 | \$ 1,487.36 | \$ 1,381.40 | \$ 1,275.43 | \$ 1,169.53 | \$ 637.92 |
| 1:2.5 | | | | | | | | | | \$ 1,192.49 | \$ 1,859.20 | \$ 1,726.74 | \$ 1,594.46 | \$ 1,461.86 | \$ 797.40 |
| 1:3 | | | | | | | | | | \$ 2,390.99 | \$ 2,231.04 | \$ 2,072.08 | \$ 1,913.38 | \$ 1,754.22 | \$ 956.88 |

NOTE: This schedule is based on the parameter that all students enrolled in a course are being taught concurrently - There is 3.0% increase from 2023-2024.

1:1 LEC, OLE - Lecture; 1 credit hour at a 1:1 = 1 contact hour a week; 15 contact hours a semester

1:1.5 LLB, OLL - CTE Lab; Lab is built into class time; 1 credit hour at a 1:5 = 1.5 contact hours a week; 22.5 contact hours a semester

1:2 LEL - Academic Lecture and Lab; lecture and lab have separate times; 1 credit hour at a 1:2 = 2 contact hours a week; 30 contact hours a semester

1:2 Clinical, OCL; 1 credit hour at a 1:2 = 2 contact hours a week; 30 contact hours a semester

1:3 Clinical, OCL - 1 credit hour at a 1:3 = 3 contact hours a week; 45 contact hours a semester

For Colorado Online @: If an instructor's course is cancelled after the 2-week notification window, they will be paid an inconvenience fee at 10% of the 7-11 pay rate based on schedule type.

For Otero instructors: If an instructor's course is cancelled after the 2-week notification window, they will be paid an inconvenience fee at 10% of the 2-6 pay rate based on schedule type. Per the CCCS Operational Guidelines for Application of Course Inconvenience Fees for Instructors, faculty will not be paid an inconvenience fee for cancelled courses.

Appendix B – Faculty Performance Evaluation Plan

OTERO COLLEGE

FACULTY PERFORMANCE EVALUATION PLAN

EVALUATION PERIOD: _____ to _____

Name of Faculty Member:

S#:

Title/Department:

Supervisor Name and Title:

The Faculty Performance Planning and Evaluation process shall promote excellence within the college and optimize the potential to achieve college strategic goals and mission. Objectives are intended to communicate performance expectations, provide constructive feedback, improve professional effectiveness, and reward job performance. A performance evaluation shall be completed annually for all faculty. Supervisors should meet with faculty to review their progress throughout the performance cycle.

Timeline/Due Dates/Considerations

The annual performance cycle for faculty is completed over the contract dates associated with that position. The following deadlines are associated with the faculty performance cycle:

- Performance Plan (Goals and Objectives): Due within six weeks after the start of the fall semester.
- Final annual evaluation: Due no later than the final spring semester contract date for faculty.
- Goals may be changed during the evaluation cycle in the event of a change in faculty role. At the discretion of the supervisor, and in consultation with the faculty member, goals may also be changed by the mid-year review to reflect new responsibilities or a change that makes an original goal unachievable. Faculty who have goals with timelines that extend across multiple evaluation cycles should submit updates each year, until the goal is completed.
- Mid-year changes to goals or any revisions will be noted in a unique way to show the change. A new signature may be required or initialing any changes made to the original document.

- An overall Needs Improvement rating can be given, no matter what the overall score, for any disregard for or violation of established CCCS policy or procedures or College guidelines.
- The type of evaluation may vary. If related to performance improvement plans or changes in faculty role and responsibilities, the delegated faculty supervisor has discretion to require more frequent evaluations.
-

Performance Level Definitions - Summarized

- Exemplary: performance *consistently* demonstrates the highest levels of achievement that results in *significant* contributions to established goals. Resourcefulness and depth of knowledge are of the highest quality. Assignments are accomplished in an exceptional manner with minimal direction.
- Commendable: performance consistently fulfills all established goals or may occasionally exceed work objectives and supervisor expectations. Employee demonstrates good knowledge of job duties, and assignments are accomplished with normal supervisory guidance.
- Needs Improvement: performance requires more than the normal amount of coaching, guidance, and direction; regularly fail to competently meet the teaching or program management standards outlined above or in College guidelines; fails to provide significant service to the College or department; or violates the expectations of professional and collegial behavior. Any disregard for or violation of established CCCS policy or procedures or College guidelines may also result in this rating.

*****See Faculty Handbook – Faculty Performance and Planning for a complete explanation of the performance levels and evaluation process.***

| |
|---|
| Instructional Goal(s) – Teaching philosophy, approach, course design, delivery and assessment; develops lessons that enhance student engagement and interaction in a safe and inclusive environment. |
| *Goal(s) must be in S.M.A.R.T. format. |
| Complete |
| Support needed to accomplish goals: What do you need to be successful? Is a mid-year review needed? If so, schedule meeting for mid-year at initial evaluation meeting. |

Complete

End of Year Faculty Self Evaluation of goals:

Which goals did you meet? Which goals fell short? What are your goals for next year?

Evaluator Comments on instructional goal(s)/recommendations for next year goals:

____ Exemplary

____ Commendable

____ Needs Improvement

Service Goal(s) - Active engagement, collaboration, and constructive cooperation in department and College activities; points to the value of being actively involved and working collaboratively within the academic community. Per SP 3-31 “....activities may include serving as the College representative 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 as a representative of the College.” Professional Development - Continuing education through classes, conferences, professional organizations, and outreach within one’s field.

*Goal(s) must be in S.M.A.R.T. format

Complete

List college/system/community committees you serve on. As it relates to service goal(s), what help do you need from me or the institution for the upcoming year?

Complete

| | | |
|--|------------------|------------------------|
| | | |
| List your most significant accomplishments in relation to Department/College contributions. Which goals did you meet? Which goals fell short? What are your goals for next year? (End of Year Meeting). | | |
| | | |
| Evaluator Comments on service goal(s)/recommendations for next year goals: | | |
| | | |
| ____ Exemplary | ____ Commendable | ____ Needs Improvement |
| Professionalism –Per SP3-31 <i>“Such holistic items might include the position description; trends and patterns in student comments and course evaluations; professional and courteous interaction with students, staff, and colleagues (this interaction shall not diminish professional critical debate, which is both necessary and appropriate in an academic institution); and active engagement, collaboration, and constructive cooperation in department and College activities.”</i> | | |
| What are your professional goals this year? What support do you need going into the new year? | | |
| Complete | | |
| Evaluator comments | | |

| | | |
|----------------|------------------|------------------------|
| | | |
| ____ Exemplary | ____ Commendable | ____ Needs Improvement |
| ***** ***** | | |

| | | |
|---|------------------|------------------------|
| End of Year Supervisor Notes /Comments /Feedback | | |
| | | |
| Overall Rating | | |
| ____ Exemplary | ____ Commendable | ____ Needs Improvement |

Beginning of Academic Year Planning Meeting

Faculty Member Signature

Date

Supervisor Signature

Date

I agree/disagree* (circle one) with the overall performance evaluation/rating and I have received a copy.

“Disagreement does **not** automatically constitute an appeal of the evaluation. If a faculty member wishes to appeal their written evaluation and overall performance rating, they must follow the appeal procedures as defined in board policy.”

Faculty Member Signature

Date

Supervisor Signature

Date

Signature - Vice President of Academic Affairs

Date

