



2023-2024

Faculty Handbook

Updated: December 2023

Update August 2017:

Faculty Sabbatical, Faculty Promotion
Approved by Faculty Senate May 2017

Update April 2018:

Promotion/Tenure group and criteria for Instructor to Assistant Professor Promotion,
Approved by Faculty Senate April 2018

Updates May 2019:

Faculty Evaluation
Approved by Faculty Senate January 2019

Updates August 2019:

Contract/Salary Load Guidelines, Disabilities Support Services, Testing Center,
Removal of Forms (replaced by Faculty 101)
Approved by Faculty Senate May 2019

Updates July 2020:

Dismissal
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Updates November 2021:

Faculty Load, Adjunct Faculty Load, Faculty Office Hours, Faculty Performance Evaluation – Adjunct, Full-Time Faculty Promotion Eligibility Statement
Approved by Faculty Senate June 2021

Updates April 2022:

Tenure Overview, Tenure Application, and Tenure Application Rubric

Updates: June 2022:

Promotion Eligibility, Promotion for Faculty Hired Prior to Fall 2017, Promotion for Faculty Hired After June 15, 2017, Promotion Portfolio Checklist for Those Hired After June 15, 2017, and Promotion Specific Development/Service Criterion
Approved by Faculty Senate January 2022

Updates February 2023:

Promotion Eligibility and Tutorial Rate
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Updates May 2023:

Overload
Approved by Faculty Senate and President Wilson May 2023

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Disclaimer

This handbook is intended for use by faculty on all instructional sites of the College of Southern Maryland. The handbook provides information to faculty concerning the following: procedures and resources related to instruction; faculty governance; faculty rank, evaluation, tenure and grievance procedures; and faculty duties, responsibilities, compensation, and benefits. It should thus be used as a reference when questions arise in any of these areas.

Except for the provisions of the grievance procedure, the handbook does not serve as a contract and should not be cited as such. No provision of this handbook may be applied in contradiction of any policies of the Board of Trustees and the college, or of any official documents.

The handbook is reviewed and updated on an on-going basis to include new and revised policies and procedures. The college will endeavor to provide at least 30 days advance notice of proposed major changes or new policies in order to provide an opportunity for faculty comment. The Board of Trustees reserves to itself and its designees the authority to unilaterally modify any policy, procedure or rule, without notice or consensus, when required by law or when, in the Board's discretion, such a change is necessary. This is in keeping with the Board's responsibility to determine the mission of the college and to take whatever actions are necessary to carry out all managerial functions entrusted to it. Actions taken by the Board are reported to the college community through the [Friday Report](#). Faculty are expected to read the [Friday Report](#) as it communicates official information.

For more information, please contact: Associate Vice President, Human Resources (AVP, HR)

Faculty Handbook Process

Faculty Handbook Ownership and Responsibilities, as agreed to by the Faculty Handbook Committee, Academic Year 2010-2011:

1. The Board of Trustees reserves to itself and its designees the authority to unilaterally modify any policy, procedure, or rule, without notice or consensus, when required by law or when, in the Board's discretion, such a change is necessary. This is in keeping with the Board's responsibility to determine the mission of the college and to take whatever actions are necessary to carry out all managerial functions entrusted to it. Actions taken by the Board are reported to the college community through the [Friday Report](#). Faculty are expected to read the [Friday Report](#) as it communicates official information.
2. The Faculty Handbook is sponsored by the Vice President, Division of Learning (VP, DOL). The VP, DOL shall complete the following actions in support of maintaining the faculty handbook.
 - a. Assign sponsors to sections of the handbook, as needed, to ensure subject matter expertise ownership and accurate reviews of content and content changes.
 - b. Designate the Associate Vice President for Academic Affairs to serve as the Chair of the Faculty Handbook Committee (per Admin Manual GA: 3005, p 13; ADM: 204)
 - c. Approve the *Faculty Handbook* when a final draft has been prepared.
 - d. Publish the *Faculty Handbook* to all faculty.
3. The Associate Vice President for Academic Affairs shall complete the following responsibilities in support of maintaining the Faculty Handbook:
 - a. Serve as the Chair of the Faculty Handbook Committee
 - b. Ensure the sponsors assigned are clearly designated within the affected sections.
 - c. Ensure the *Faculty Handbook* is up to date in accordance with Maryland Regulations (COMAR 13B.02.02.17)
 - d. Ensure faculty are notified of *Faculty Handbook* changes by publishing a notice in the [Friday Report](#).
 - e. Promulgate the Faculty Handbook in an accessible format available to all faculty.
 - f. Provide a method for archiving superseded versions of the *Faculty Handbook*.
4. The **Faculty Handbook Committee** shall assist the Associate Vice President for Academic Affairs in maintaining the *Faculty Handbook*.
5. Changes to the *Faculty Handbook*:
 - a. An annual review of the *Faculty Handbook* will occur each spring. The Faculty Handbook Committee shall prepare a draft of the Faculty Handbook for verification. In preparing this draft, the Committee shall:
 - i. Update any areas which have been changed by Board of Trustees or President's Council action.

- ii. Make any editorial and routine changes.
 - iii. Ensure the sponsor of each section is provided a copy of the section and a form for communicating revisions (refer to Appendix A).
 - iv. Invite comment from the faculty by e-mailing the handbook and “recommended change” form to faculty for review (March-April).
 - v. Convene a Faculty Handbook Committee meeting in April to prepare the final draft for presentation to the VP, DOL and the faculty.
- b. Changes to the *Faculty Handbook* may also occur throughout the academic year. In these cases, the Committee shall follow the steps 1-5 above. Changes shall be communicated via CSM e-mail and the [*Friday Report*](#).

1940 Statement of Principles of Academic Freedom

American Association of University Professors

The College of Southern Maryland upholds the following portions of the AAUP Statement:

1. The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into this teaching controversial matter which has no relation to his subject.
3. The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a person of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence, he should at all times be accurate, should exercise appropriate restraints, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

Ibid,pp.1-2

Definitions: Faculty Positions

Scope/Applicability: Benefited and Non-Benefitted Faculty

Policy/Procedures:

1. Benefitted Faculty:

The terms below shall be used through the *Faculty Handbook* to distinguish among the groups of benefitted faculty:

a. Tenured/Tenure-Track

i. Probationary Faculty:

Those tenure-track faculty in probationary status.

ii. Tenured Faculty:

Those tenure-track faculty who have successfully completed the probationary period and have been granted tenure.

b. Non-Tenure Track

2. Non-Benefitted Faculty:

The terms below shall be used throughout the *Faculty Handbook* to distinguish among the groups of non-benefitted faculty:

a. Temporary Faculty:

Faculty positions which may be full-time or pro rata (e.g. half-time). These positions carry with them no expectation of tenure or benefits. At hire, faculty are given a primary campus assignment to the La Plata, Leonardtown, or Prince Frederick campuses or the Waldorf Center.

b. Adjunct Faculty:

Faculty positions hired on a course-by-course section basis. These positions carry with them no expectation of tenure or benefits. At hire, faculty are given a primary campus assignment to the La Plata, Leonardtown, or Prince Frederick campuses or the Waldorf Center.

For more information, please contact: VP, DOL

Faculty Development

Scope/Applicability: All Faculty

Policy/Procedures:

Instructional Support for Faculty Development

The College of Southern Maryland offers a coordinated program of faculty development activities and services to enhance the teaching skills of faculty members. The faculty development program includes training sessions (face-to-face and web-based), learning lunches and suppers, teaching videos, live satellite downlinks, an annual faculty retreat, and dissemination of applicable publications. Through the Division of Distance Learning and Faculty Development (DLF), computers are available for faculty use at the La Plata (LR202) and Leonardtown Campuses (A Building). Over 300 software packages are available for faculty use. The centers serve as workrooms, meeting areas, and include libraries of printed materials on faculty development. Video players, scanners, a test-scoring machine, laptop computers, and other instructional aides and equipment are also available, depending on the location.

In addition to the numerous activities offered by the Faculty Development Committee, a training specialist in the Human Resources Division offers mini-workshops and training sessions for all college employees. See the HRD Training Site for further information.

Orientation of New Faculty Members

The orientation of new faculty members is managed primarily by the appropriate department chair and is tailored to meet the particular needs of each faculty member and the division. New faculty are encouraged to take advantage of development activities offered both during the pre-semester weeks and throughout the year and to consider participating in the mentoring program (see [Mentoring for Faculty](#) below.)

New benefitted and temporary faculty members shall be required to attend the college's New Hire Orientation, generally scheduled during the pre-semester weeks. In addition, new benefitted faculty are required to attend the Faculty Academy, during which the instructional vice president and the co-chairs of the faculty development committee will schedule sessions to discuss a variety of issues including the college's mission, needs of students, strategic planning and initiatives, and the faculty promotion process. New temporary faculty are invited to attend the faculty academy, as needs of the institution and the faculty member dictate.

Mentoring for Faculty

The goal of the faculty mentoring program at College of Southern Maryland is to provide sharing partnerships to foster success in the classroom and to encourage creativity in teaching. The program is voluntary and includes divisional mentoring for new benefitted and temporary faculty, divisional mentoring for new adjunct faculty, and cross-divisional mentoring for new faculty as necessary.

Each semester mentors are offered to new benefitted and temporary faculty members and to some adjunct faculty members. Each partnership will last for one semester and will

include several conferences between mentor and new faculty member, the process involves six to ten hours a semester. The mentors will be paid \$150 per semester and will receive two service units per semester for participating in the mentoring program if they choose to list the partnership on their faculty development plans.

Faculty members who are interested in participating as mentors or partners should notify their department chair or the faculty mentoring committee.

Conference and Workshops

Funds are available through the academic divisions to support faculty attendance at conferences and workshops. Faculty are asked to submit a description of their proposed participation in the conference/workshop and a *Faculty Development Conferences/Workshops Form* (available at the DLF website) to Administrative Assistant, DLF as early in the academic year as possible. Deadlines for these submissions are posted in the *Friday Report* and on the intranet.

In order to make effective use of the limited funds, the VP, DOL uses the following guidelines in approving expenditures:

- Faculty making presentations, chairing panels, or serving in another leadership position in a professional conference will generally receive 80-100% of expenses.
- Conferences with expenditures less than \$300 will generally be covered 100%.
- Faculty not making presentations will generally receive \$300.
- Annual expenditures for an individual faculty member will not exceed \$1,000.
- Budget limitations may require exceptions to the above.

Pre-Semester Meetings

The faculty member may be requested to attend general, division or faculty development activities during the normal contract period. When possible, such meetings will be held during the two weeks prior to the opening of the semester.

Sexual Harassment Prevention and FERPA Training

Faculty can now receive sexual harassment prevention and FERPA training online through the combined efforts of the Division of Distance Learning and Faculty Development (DLF), the Diversity Office, and the Registrar. Training schedules are published through the DLF website.

The college's policy, [HR 4130](#) Nondiscrimination (harassment including sexual harassment and retaliation) requires full-time and adjunct staff and faculty to complete sexual harassment prevention training every two years.

Faculty are required to attend FERPA training every three years.

Instructional Software and Hardware

Software and hardware for instructional use is requested through the Information Technology Council by the department chairs and purchased through the Software Purchasing Specialist.

Faculty interested in previewing software will find software catalogs in DLF. The Chair of DLF will be available to assist with software decisions. An inventory of hardware and software in each college classroom is available on the college's intranet. Faculty must either have a Novell login or be on campus to access the intranet. For more information contact the department chair.

Statewide Faculty Meeting

Faculty are encouraged to attend the annual conference of the Association of Faculty for the Advancement of Community College Teaching (AFACCT). Generally, the AFACCT meetings are held in January at a Maryland community college. Attendance should be discussed with the department chair.

For more information, please contact: VP, DOL or Chair, DLF

Faculty Performance Evaluation - Adjunct Faculty

Scope/Applicability: Adjunct Faculty

Policy/Procedures:

Components of the Evaluation

1. IDEA Student Ratings of Instruction Diagnostic Survey
2. Syllabus Questionnaire, Web Course Syllabus/Outline Questionnaire, Faculty Evaluation Exam Cover Page and Methods Questionnaire
3. Class visitation

Evaluation of Adjunct Faculty

New adjunct faculty must be evaluation by the mid-term of the second semester teaching.

1. The Formative IDEA Student Ratings of Instruction Diagnostic Survey shall be administered according to procedures designed by the Learning Council and the VP, DOL. The Formative IDEA Survey shall be administered when the course is at least one-half complete. At the department chair's discretion, the Formative IDEA Survey may be administered at times other than this as well.
2. At the department chair's discretion, any of the other components of the evaluation package may be administered. (Syllabus Questionnaire, Web Course Syllabus/Outline Questionnaire, Faculty Evaluation Exam Cover Page and Methods Questionnaire)
3. General course management responsibilities shall also be considered by the department chair in evaluating adjunct faculty.
4. The department chair, or designee, shall share the results of the evaluation with the adjunct faculty member. If areas of weakness have been identified, the chair and faculty member may design specific actions to improve the faculty member's performance.

For more information, please contact: VP, DOL

Placement, Performance, and Promotion Criteria

Scope/Applicability: Benefitted Faculty and Temporary Faculty (Placement and Performance only)

Full-Time Faculty Promotion Eligibility Statement

- Permanent full-time faculty are eligible for promotion after remaining in rank and maintaining annual performance standards for three years.
- Notification letter of intent for promotion ([Appendix E](#)) is due to the Promotion committee Chair, your Department Chair, and your School Dean by September 15th of the year in which you will meet the three-year requirement, or any year after you have met that requirement.
- Deans will advance candidates who are on track to fulfill contractual obligations and are in good standing with the college. Good Standing is defined as having a satisfactory evaluation at the last evaluation, no Performance Improvement Plan (PIP) or disciplinary action in year of promotion.
- Yearly review of promotion portfolios takes place in April, with recommendations made to the VP—Division of Learning in May, and put forth to the CSM President and Board of Trustees in June.

Policy/Procedures:

Instructor

1. To be placed at the rank of Instructor, one must meet the following criteria:
 - a. Teaching or equivalent experience - none required.
 - b. Education - Master's degree, or the recognized credential, in the field or related field of teaching assignment.
2. To meet the annual performance standards, one must earn the following units and rating:
 - a. Six units in scholarship and professional development (refer to [Appendix B](#)).
 - b. Three units in professional service (refer to [Appendix C](#)).
 - c. A “met expectations” performance evaluation rating.
3. To be promoted to the rank of Assistant Professor, one must meet the following criteria:
 - a. Remain in rank for three years.
 - b. Maintain annual performance standards (as outlines in 2a and 2b above) for three years.
 - c. Received “met expectations” performance evaluation rating during all three years offered for promotion consideration.

- d. Shows a pattern of improvement over three years in the classroom. Be involved at the department level. Meet the additional promotion specific criteria and follow the promotion procedure as outline in the Faculty Handbook.

Assistant Professor

1. To be placed at the rank of Assistant Professor, one must meet the following criteria:
 - a. Teaching or equivalent experience - three equivalencies (refer to [Appendix D](#)).
 - b. Education - Master's degree, or recognized credential in the field or related field of teaching assignment.
2. To meet the annual performance standards, one must earn the following unites and ratings:
 - a. Five units in scholarship and professional development (refer to [Appendix B](#)).
 - b. Four units in professional service (refer to the [Appendix C](#)).
 - c. A "met expectation" performance evaluation rating.
3. To be promoted to the rank of Associate Professor, one must meet the following criteria:
 - a. Remain in rank for three years.
 - b. Maintain annual performance standards (as outlined in 2a and 2b above) for three years
 - c. Received "met expectations" performance evaluation rating during all three years offered for promotion consideration.
 - d. Meets the promotion specific criteria and follows the promotion procedure as outlined in the faculty handbook.

Associate Professor

1. To be placed at the rank of Associate Professor, one must meet the following criteria:
 - a. Teaching or equivalent experience - three years full-time college teaching and a total of three equivalencies (refer to [Appendix D](#)).
 - b. Education - Master's degree, or recognized credential in the field or related field of teaching assignment; and evidence of scholarship beyond minimum credential or degree. (Scholarship is defined as formal coursework, credit or noncredit beyond the minimum credential or degree.)
2. To meet the annual performance standards, one must earn the following unites and ratings:
 - a. Four units in scholarship and professional development (refer to the refer to the [Appendix B](#)).
 - b. Five units in professional service (refer to the [Appendix C](#)).

- c. A "met expectation" performance evaluation rating.
3. To be promoted to the rank of Professor, one must meet the following criteria:
 - a. Remain in rank for three years.
 - b. Maintain annual performance standards (as outlined in 2a and 2b above) for three years
 - c. Received "met expectations" performance evaluation rating during all three years offered for promotion consideration.
 - d. Meets the promotion specific criteria and follows the promotion procedure as outlined in the faculty handbook.

Professor

1. To be placed at the rank of Associate Professor, one must meet the following criteria:
 - a. Teaching or equivalent experience - six years full-time college teaching and a total of three equivalencies (refer to the [Appendix D](#)).
 - b. Education - Master's degree, or recognized credential in the field or related field of the teaching assignment; and evidence of significant scholarship beyond the minimum credential or degree.
2. To meet the annual performance standards, one must earn the following units and ratings:
 - a. Three units in scholarship and professional development (refer to [Appendix B](#)).
 - b. Six units in professional service (refer to [Appendix C](#)).
 - c. A "met expectation" performance evaluation rating. Refer to the Section on "Performance Criteria and Evaluation" regarding the four-year cycle for some faculty at the rank of Professor (Group D). Faculty in Group D are expected to maintain annual service and professional development and professional service requirements annually throughout the four-year overall evaluation cycle to maintain eligibility for step increases.

Table 1 - Performance Evaluation Schedule

Faculty Status	Student Rating	Classroom Observation	Scholarship and Professional Service	Other
<p>Group A:</p> <ul style="list-style-type: none"> • First Year Benefited Faculty 	<p>Student Rating for each different course, minimum of 2 per semester. A “met expectations” is required on the majority of overall student reviews with evidence of improvement over time.</p>	<p>One per semester, one by chair and one by faculty evaluation committee.</p>	<p><i>Instructor:</i></p> <p>6 units professional development and 3 units service</p> <p><i>Assistant Professor:</i></p> <p>5 units professional development and 4 units service</p>	<p>Before February 1 of the first year for each different course taught:</p> <ul style="list-style-type: none"> • Syllabus review by appointee • Assessment Evaluation by appointee • myLearning review by appointee • Approved Faculty Development Plan • Chair Evaluation • Faculty Member reflection
<p>Group B:</p> <ul style="list-style-type: none"> • Benefitted Faculty in years 2-6 	<p>Student Rating in a minimum of 2 classes per year. A “met expectations” is required on the majority of overall student reviews with evidence of improvement over time.</p>	<p>One per year, conducted by faculty evaluation committee.</p>	<p><i>Associate Professor:</i></p> <p>4 units professional development and 5 units service</p> <p><i>Professor:</i></p> <p>3 units professional development and 6 units service</p>	<p>Before March 1 for the 2 classes being Student Rated for the year:</p> <ul style="list-style-type: none"> • Syllabus review by appointee • Assessment Evaluation by appointee • myLearning review by appointee • Approved Faculty Development Plan • Chair Evaluation • Faculty Member reflection

Faculty Status	Student Rating	Classroom Observation	Scholarship and Professional Service	Other
<p>Group C:</p> <ul style="list-style-type: none"> Benefitted Faculty in years 7+ un-tenured 	<p>Student Rating in two classes within the three years (one to occur in evaluation year). A “met expectations” is required on the majority of overall student reviews with evidence of improvement over time.</p>	<p>One every three years conducted by faculty evaluation committee (occurring in the evaluation year).</p>		<p>Before March 1 for the 2 classes having been Student Rated:</p> <ul style="list-style-type: none"> Syllabus review by appointee Assessment Evaluation by appointee Approved Faculty Development Plan Chair Evaluation Faculty Member reflection
<p>Group D:</p> <ul style="list-style-type: none"> Benefitted Tenured Faculty in years 7+ 	<p>Student Rating in two classes within the four years (one to occur in evaluation year). A “met expectations” is required on the majority of overall student reviews with evidence of improvement over time.</p>	<p>One every four years conducted by faculty evaluation committee (occurring in the evaluation year).</p>		<p>Before March 1 for the 2 classes having been Student Rated:</p> <ul style="list-style-type: none"> Syllabus review by appointee Assessment Evaluation by appointee Approved Faculty Development Plan Chair Evaluation Faculty Member reflection

Notes:

1. The student survey (See Appendix F) will be administered when the course is at least one-half completed. The chair may also choose to administer the Student Rating at other times in addition to the standard time frame based on valid, documented reasons to do so.
2. Additional Student Ratings shall be administered when the initial Student Rating demonstrates a need (See Appendix F) or department chair or VP, DOL deems it necessary, based on valid, documented reasons (such as a new course or new to teaching a

course). Additionally, the faculty member may request additional Student Ratings be conducted as part of the evaluation. At any point, faculty may request “off the record” Student Ratings. These would not become part of the faculty’s permanent file but be used only by the faculty member as a tool to improve class performance or to evaluate the use of new pedagogical methods.

3. Class observation shall occur for faculty in accordance with the designated schedule. Additionally, class observations may occur at the discretion of the chair or at the request of the faculty member. In the case of visitations requested by the faculty member, the faculty member may choose to have the observation conducted by the chair or by another faculty member. Additional classroom observations occurring at the chair’s discretion will be based on valid, written documentation. Department chair will inform the faculty member of the observation in advance.
4. The department chair or coordinator will appoint a faculty member to review the syllabi, assessments, and myLearning shells. The appointee must be a benefitted faculty member for 3+ years, the chair, or the coordinator.
5. New faculty will have a one-on-one conversation between faculty member and department chair on performance after the first semester, based on the classroom observation and Student Ratings. This conversation is not an official part of the evaluation record, and is designed to give the new faculty member timely feedback and opportunity for growth. Department chair will generally conduct this interaction in the pre-semester period of the faculty member's second semester of teaching at CSM.

For more information, please contact: VP, DOL

Promotion Procedure for Faculty Hired Prior to June 15, 2017

Scope/Applicability: Benefitted Faculty

Policy/Procedures:

All ranks are accessible to all benefitted faculty members by promotion provided they accrue the following:

1. The appropriate number of years in rank.
2. The appropriate number of units in Scholarship and Professional Development.
3. The appropriate number of units in Professional Service.
4. Classroom performance ratings in accordance with the requirements for rank.

Timetable:

September 15	Last day to notify Department Chair, School Dean, and Chair of the Promotion committee of intent to request promotion (e-mail Promotion Intention Letter (Appendix E) to all three)).
April 1	Last day to submit Request for Promotion form (Appendix N), signed by Department Chair, and portfolio materials to Department Chair.
May 1	Department Chair forwards portfolio materials, including recommendation, to School Dean
May 15	School Dean reviews and forwards portfolio materials, including recommendation, to the VP-Division of Learning.
June 1	Promotion recommendations are forwarded from the VP, DOL to the President for review.
June 15	By this date, the VP, DOL shall review with the faculty member the deliberations on the promotion recommendation thus far. The VP, DOL will recommend approve promotions to the Board of Trustees at the regular monthly Board meeting.

Procedure:

1. The faculty member should submit to the department chair all materials relevant to the promotion so that the department chair can make an informed decision regarding promotion endorsement.

This information packet should include the following materials:

- a. A list of the criteria for the academic rank for which the faculty member is seeking promotion, with a description in concrete and specific terms of the ways in which each criterion has been met.
- b. All documentation pertinent to the request, including:
 - Faculty Development Plans

- Transcripts of formal study
 - Annual evaluations
 - Any other evidence of completion of activities on the Faculty Development Plans. This documentation may include but is not limited to: products such as training manuals, articulation agreements, tapes, reviews, published articles and/or books, committee reports, a video presentation; brochures or programs documenting participation; transcripts; certificates; membership verification; and letters of acknowledgment. Studies or photos of artistic work may be presented for documentation.
2. The Department Chair forwards this information to the School Dean with a recommendation.
 3. The School Dean forward this information to the VP. DOL with a recommendation.
 4. The VP, DOL shall approve or disapprove the promotion recommendation.
 - a. If the promotion is disapproved, then the VP, DOL notifies the School Dean, The Department Chair, and the faculty member.
 - b. If the promotion is approved, then the recommendation is forwarded to the President and then to the Board of Trustees, which has the final approval. This final decision shall be made at the Board's June meeting.

A faculty member who is promoted in rank, will be placed in the lowest step of the approved new rank unless that action results in a loss of salary from what would have been received had there been no promotion. If any loss would occur, the faculty member must be placed in the lowest step of new rank that results in no salary loss.

For more information, please contact: VP, DOL

Promotion Procedure for Faculty Hired After June 15, 2017

(Or any grand-parented promotion candidate who elect this system of evaluation.)

Scope/Applicability: Benefitted Faculty

Timetable:

September 15	A promotion eligible faculty member (from here on referred to as “candidate”) may choose to request consideration for promotion by submitting via email their Letter of Intent to Apply for Promotion (Appendix E) to their Department Chair, School Dean, and Chair of the Promotion committee.
October 15	The Promotion committee Chairs will hold a meeting for all candidates intending to seek promotion to discuss portfolio requirements, and be assigned a promotion mentor, who will provide guidance to them throughout the process.
February 15	Faculty member and mentor submit portfolio draft to the assigned Promotion Advisory sub-committee members for review of the portfolio draft. Draft revisions continue until the sub-committee is able to sign off on the portfolio, signifying the final draft is complete and all requirements have been met.
April 1	Candidates submit the final version of the portfolio to the College Advisory sub-committee for review. Only fully complete portfolios that have met each of the requirements on the checklist will be reviewed. If the Promotion Mentor Advisory sub-committee has not signed off that all requirements were met, or the College Advisory sub-committee determines the portfolio has not met all requirements of the checklist, the candidate's portfolio will not go through full review and will not be endorsed for promotion.
May 1	The College Advisory sub-committee reviews the candidate's completed portfolio for the summative evaluation. The committee meets to vote and to write the group recommendation regarding whether a promotion should be granted or rejected. The recommendation letter by the College Advisory Committee will include the committee results (ex. Unanimous, ratio of vote) and feedback. Department Chairs and School Deans receives portfolio and College Advisory Committee recommendation letter.
May 15	School Deans forward portfolio and College Advisory Committee recommendation letter to the VP-Division of Learning for review.
June 1	VP-Division of Learning reviews portfolios and CAC recommendation letters and forward final results to the President of the college.

June 15	VP-Division of Learning will recommend approved promotions to the Board of Trustees at regular monthly Board meeting.
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If promotion is denied, the College Advisory Committee will provide the candidate a written response of causality and when the candidate will be eligible to pursue promotion consideration again. The candidate is advised to contact the College Mentor Committee to obtain a mentor in order to facilitate direction for improvement on promotion specific items going forth.

Promotion Portfolio Checklist for Those Hired After June 15, 2017

1. Request for Promotion Form – Must meet minimum requirements for current rank for all three years, plus have the additional units required for promotion (see “Promotion Specific Development/Service Criterion”).
2. Curriculum Vitae – The C.V. should include the candidate’s education, experience, professional associations, conferences, research, etc. updated through the current year.
3. List of courses taught - The portfolio should include a list of the courses taught by semester (including Winter and/or Summer) in reverse chronological order over the past three academic years. Include the credit hours per semester of each course.
4. Chair or administrator letter of recommendation – Recommendation should emphasize the candidate’s value to the department, school, and institution over the past three years, as well as an endorsement for the promotion being sought.
5. Summary Narrative – This overarching narrative of the past three academic years for those seeking promotion should focus on the initial goals set by the candidate. The candidate’s goals should align with the Strategic Plan of the College of Southern Maryland and the candidate’s program mission and goals, as outlined in the program review. This narrative should be 400-500 words.
6. Teaching Philosophy Narrative - The purpose of the Teaching Philosophy Narrative is to share your teaching philosophy and how this philosophy supported and informed your teaching, as well as your professional growth and development over the last three years. This narrative should be 400-500 words.
7. Signed copies of Actual Faculty Development Plans (FDP) – Actual FDP’s for the last three academic years are required. These should be listed in reverse chronological order (most recent first).
8. Supporting documents/artifacts – Following each year’s Actual Faculty Development Plan, supporting documents should be presented for each item on the plan, and in the same order as listed on the plan. It may be necessary to describe or explain the supporting artifact/documentation and how it fits into the overarching goal (as identified in the initial Summary Narrative) or how it accounts for the units associated with it on the corresponding FDP entry.
9. Promotion Specific Service/Development Identification and Narrative – The purpose of this document is to demonstrate and explain how the candidate has met the additional requirement over the three-year period for promotion beyond the yearly FDP points by completing one (for Instructors) or two (for all other ranks) items from the appropriate columns on the “Promotion Specific Development/Service Criterion” chart (see Faculty Handbook). One paragraph per item is required.
10. Annual Chair Evaluations – Include signed annual Chair evaluations completed over the last three years. Candidates must have "met expectations" in each year.
11. Classroom Observations – Candidates should include their yearly course observation completed by a member of the Faculty Observation committee over the past three years

(one per year). If this is your first promotion, you are also required to have an observation completed by your Chair in your first year, which should be included as well.

12. IDEA Student Evaluations – Covering two courses for each of the three years submitted (6 total), each of which meet minimum standards (middle 40% or better on the comparison scores in the Summary Evaluation of Teaching Effectiveness).
13. Teaching Improvement Narrative - The purpose of this document is to demonstrate the candidate's work to improve and grow as a teacher over the past three years. This improvement is evidenced by the growth in teaching skills such as changes made based on annual evaluations, classroom observations, IDEA feedback, professional development impact, and their own experiences in the classroom. This narrative should be 400-500 words.

Promotion Specific Development/Service Criterion

Beyond the units required to stay in rank, a candidate seeking promotion must have **two** additional items (**one** for Instructor to Assistant Professor) acquired since the last rank advancement, specific to the rank being sought. The table below gives examples of acceptable items that meet this requirement

Table 2 - Promotion Development/Service Examples

Instructor to Assistant Professor (need 1) Assistant to Associate Professor (need 2) (Focus should be on teaching development)	Associate to Full Professor (need 2) (Focus should be on institutional leadership)
Coursework	Coursework
<ul style="list-style-type: none"> • Completing a discipline specific certification program • Obtaining a discipline specific certification (through testing or other means) • Minimum of completing 2 graduate classes in education/teaching • Attending state/national/international teaching workshops 	<ul style="list-style-type: none"> • Minimum of 2 discipline specific graduate classes
Conferences	Conferences
<ul style="list-style-type: none"> • Attending 2+ discipline specific conferences at the state/national/international level 	<ul style="list-style-type: none"> • Presenting at a discipline specific conference at the state/national/international level • Presenting at 4+ College of Southern Maryland conferences (including pre- and post-semester workshops) • Discipline specific community presentation
Department Service	Department Service
<ul style="list-style-type: none"> • Development of a needed course or program • Program review team member 	<ul style="list-style-type: none"> • Development of a needed course or program review • Program review leader
Publication	Publication
<ul style="list-style-type: none"> • Publication or Editor for scholarly journals (i.e. peer-reviewed) or textbooks • Solo or group exhibitions • Publication of novels/short stories/poems/creative works if discipline relevant (i.e. LAN faculty) in CSM literary magazine or other 	<ul style="list-style-type: none"> • Publication or Editor for scholarly journals (i.e. peer-reviewed) or textbooks • Solo or group exhibitions • Publication of novels/short stories/poems/creative works if discipline relevant (i.e. LAN faculty) outside of CSM publications

Instructor to Assistant Professor (need 1) Assistant to Associate Professor (need 2) (Focus should be on teaching development)	Associate to Full Professor (need 2) (Focus should be on institutional leadership)
Betterment of Teaching	Leadership
<ul style="list-style-type: none"> • Continuing the official mentor/mentee relationship beyond the first semester requirement • Being part of a group innovative monograph submission 	<ul style="list-style-type: none"> • Co-chairing or chairing a college-wide committee • Adjunct or new hire mentor • Colleague trained student advisor for department • Leading an innovative monograph submission • Obtaining a mini-grant for a college initiative (ex. travel study) • Developing articulation agreements with high schools, 4 year institutions, job or internship opportunities • Holding a titled position in an affiliated organization relevant to faculty member's discipline
Student Initiative	Student Initiative
<ul style="list-style-type: none"> • Sponsor a college club 	<ul style="list-style-type: none"> • Sponsor a college club
Service to College	Service to College
<ul style="list-style-type: none"> • Active committee member with documented proof, such as individual's contribution listed in meeting minutes, letter of specific participation from Committee Chair, etc. 	<ul style="list-style-type: none"> • Leading sub-committees or specific committee projects
External Service	External Service
<ul style="list-style-type: none"> • Active committee member with documented proof, such as individual's contribution listed in meeting minutes, letter of specific participation from Committee Chair, etc. 	<ul style="list-style-type: none"> • Serving on a committee responsible for hosting a regional, statewide or national conference as an official CSM representative
Other	Other
<ul style="list-style-type: none"> • Documented support of other duty assigned by a supervisor deemed appropriate for Assistant to Associate Professor Advancement 	<ul style="list-style-type: none"> • Documented support of other duty assigned by a supervisor deemed appropriate for Associate to Full Professor Advancement

Sources:

Developing a Comprehensive Faculty Evaluation System by Raoul A. Arreola, *Best Practices in Faculty Evaluation* by Jeffrey L. Buller, *Peer Review of Teaching 2nd edition* by Nancy Van Note Chism, *Evaluating Faculty Performance* by Carol L. Colbeck, *Evaluating, Improving, and Judging Faculty Performance in Two-Year Colleges* by Richard Miller, Charles Finley, Candace Shedd Vancko

Benefited Faculty Performance Evaluation

Scope: Benefitted Faculty

Function: Evaluation of Benefitted Faculty Member for continued assessment and improvement of work performance. A copy of the completed evaluation will be sent to Human Resources to be included as part of the faculty member's permanent record.

Policy/Procedures:

Benefitted faculty performance evaluation shall consist of the following components:

1. Classroom Observation by the Faculty Evaluation Committee (see [Appendix H](#))
2. Faculty member (Person being evaluated) reflection paragraph. The reflection summarizes how the individual's teaching goals have been achieved since the last evaluation and what efforts were undertaken to improve student success in the classroom.
3. Completion of a Faculty Development Plan which consists of Development, Professional Service, Reflection, and is approved by the chair and the VP, DOL.
4. Student Rating (IDEA ([Appendix G](#)) or other student survey)
5. Syllabus Review ([Appendix H](#))
6. myLearning Questionnaire (or the current learning management system) ([Appendix I](#))
7. Assessment Evaluation ([Appendix J](#))
8. Chair's evaluation letter stating the faculty member's adherence to policies and procedures and the meeting of expectations as determined by the components of the faculty evaluation. ([Appendix K](#))

To ensure consistency between Academic Schools, [Appendix J](#) documents the components that should be included for each faculty member and the frequency of the evaluation process. However, the Faculty Evaluation Plan will be used annually by the department chair in order to ensure that the faculty member has "Met Expectations" for the academic year.

Faculty members who maintain "Met Expectations" performance can expect to receive in most evaluations a college approved salary increment in each contract year to which this rating applies, pending budget approval of the Board of Trustees.

Faculty members who fail to meet these performance standards will be counseled and offered specific recommendations or development activities by the chair to make up any deficiencies. The chair will monitor the faculty member for a year to verify that the faculty member is adhering to the recommendations and working towards a "Met Expectations" designation. If after one year the prescribed performance rating is not met, the faculty member will be denied the college approved salary increment for the following year. Continued failure to meet these minimum standards of performance is a cause for discharge from the institution, as outlined in the Dismissal portion of the handbook.

Performance Evaluation Results:

1. The results of the Student Ratings will be distributed to the VP, DOL, the appropriate department chair, and the faculty member. The department chair will be responsible for evaluating these results and meeting with the faculty member to determine what follow-up action, if any, is appropriate. If the student rating for an individual course does not meet expectations (See [Appendix E](#)) then the department chair must help devise a plan for the faculty member to show improvement.
2. If a class visitation occurs, the observer will complete the Classroom Observation Form and will make a copy of the form available to the faculty member within two weeks of the observation. The original will be sent to the department chair for inclusion in the evaluation ratings. If the faculty member has not met expectation, then the chair must help devise a plan for the faculty member to show improvement. Possible action plans for improvement might include mentoring, seminars, research, recommendation of specific courses, or other professional developmental activity.

Chair Evaluation of Faculty:

1. The chair will receive all of the Faculty Evaluation Components, as outlined at the beginning of this document, with the exception of #8. Based on these components, the faculty member will have met or not met expectations. The chair will write an evaluation letter (template provided) that will be forwarded to the faculty member; the chair will schedule a meeting to discuss the evaluation with the faculty member to discuss the evaluation. At this time, the chair and faculty should also discuss student success based on the submitted reflection paragraph in the context of the available multiple measures (ex. Student Ratings, student success rates, etc.). While the review of required components should be summative (and reflected in the chair's letter), this discussion should be formative in nature, e.g., patterns in teaching evaluations and class statistics, ideas for improvement, considerations for professional growth opportunities, etc. The discussion will not be part of a summative evaluation, but they should be discussed in the context of overall faculty performance.
2. At their meeting, the chair and faculty member will note strengths and areas of concern. If no areas of concern exist, the Chair Evaluation Letter will be sent to the VP, DOL for approval and to be placed in the faculty member's personnel file. If areas of concern do exist, the chair and faculty member will design specific actions to improve the faculty member's performance in those areas of concern. The faculty member may also add comments to the Chair Evaluation Letter, which must occur within 14 days of the meeting with the department chair. Upon resolution of any issues, the faculty member will sign the evaluation, and the Chair Evaluation will be sent to the VP, DOL for final approval. After approval, the evaluation will be placed in the faculty member's department file and a copy sent to Human Resources.
3. If comments made by the department chair appear to the faculty member to be inaccurate, or capricious, an attempt must be made to resolve these differences through further consultation with the department chair. If the matter remains unresolved, the faculty member may request a review of the evaluation by the VP, DOL. Such request must be made in writing no later than 14 days following the end of unsuccessful discussion with the department chair. The request for review of the evaluation, along with the evaluation letter, supporting

documentation and any documentation provided by the faculty, will be sent to the Faculty Evaluation Committee. The committee makes its recommendation to the VP, DOL based on the written record and relevant inquiries no later than 14 days after receipt of the request for review. The VP, DOL will meet with the faculty member to review the evaluation results and the recommendation of the Faculty Evaluation Committee; the faculty member may be accompanied by the department SEB representative or other faculty member. Both the faculty member and the representative will be afforded the opportunity to address issues of concern. The VP, DOL decision will be final.

4. A copy of the completed evaluation packet, which includes items 1-8 (Student Rating, Syllabus Review, Classroom Observation, Development Plan, Assessment Evaluation, myLearning Questionnaire, Chair's Evaluation Letter, Faculty Member's Reflection) should be submitted to the VP, DOL.

For more information, please contact: VP, DOL

Faculty Development Plan

Scope/Applicability: Benefitted Faculty; Temporary Faculty (Placement and Planning only)

Policy:

A faculty member who wishes to remain a vital, contributing teacher in a comprehensive community college is expected to engage in a variety of development activities on a continuing basis. Annually, each faculty member submits a faculty development plan which outlines the professional development and professional service activities the faculty member will engage in over the coming year. It is expected that such activities contribute to the development of the individual faculty member and support the needs and priorities of the department and college. Plans are approved by the department chair and submitted to the VP, DOL.

Activities on the plan are measured in units. The minimum number of units required is stated in the performance standards for each faculty rank (see [Appendix C](#)). The Units for both service and development are based on hours. For every 8 hours of service or development, 1 Unit is assigned. It is expected that these projections will be reviewed mid-year for any alterations which seem appropriate.

Planning and Evaluation Timetable

Scope/Applicability: Benefitted Faculty and Temporary Faculty (Performance only)

Procedure:

The following procedure is intended as a guideline for the implementation of each faculty member's faculty development plan. All benefitted faculty shall meet with their chairs on an individual basis to plan what they will do to satisfy the requirements of either maintenance of rank or promotion. The plan which is developed will grow out of both department and college-wide planning objectives. The chair is expected to review the faculty member's progress periodically throughout the academic year.

1. In May of the previous academic year (exception: New hires which will have Early Fall deadline): Complete individual faculty development plans. Department chair and faculty agree upon professional development and service activities for the coming year, which the VP, DOL reviews and approves. Annual deadlines shall be set and published by VP, DOL.
2. Department chair and faculty review faculty development plan progress periodically. Either the faculty member or the chair may request discussion of academic year revisions to the original plan. Major changes would be sent on to the VP, DOL.
3. It is expected that occasionally and for good reasons, a plan shall need a refocusing of goals or objectives. Any such change needs agreement between the faculty member and the department chair. Should disagreements occur, the VP, DOL shall be responsible for negotiating a solution
4. To ensure equity within departments, the VP, DOL shall jointly review faculty development plans.
5. Spring: Appraisal conference with chair to evaluate academic year activities.

Scholarship and Professional Development Examples

Each of the enhancement activities in the tables which follow is assigned a value expressed in units, based on the general assumption that 8 hours of work is equivalent to one unit. To achieve this level of full participation in the college community, a variety of scholarship and professional development and professional service activities should be undertaken. If an activity is less than 8 hours, then multiple activities can be utilized to equal one unit in order to meet the 8 hour requirement. For any college committee participation, the committee chair should send out to the members the points assigned for each activity so that there is standardization of points across committee members. For example, the committee chair in charge of classroom observations would send in writing to the committee members that each classroom observation is assigned 4 hours or ½ Unit based on the preparation, observation, write-up, and discussions included in that activity. For committees where the chair has not provided the points assigned for each activity, the faculty member may use a self-composed log of hours to determine the appropriate number or units, meeting minutes, or any other artifacts that can show hours of committee participation. For items without an administrator, such as preparing for a conference presentation, the faculty member should keep a log of hours to determine appropriate number of units. For example:

Date	Duration of activity	Activity
<i>12/7</i>	<i>3 hours</i>	<i>Research for presentation</i>
<i>12/8</i>	<i>3 hours</i>	<i>Put together presentation</i>
<i>12/9</i>	<i>2 hours</i>	<i>Practiced presentation and made note cards</i>
<i>Total: 8 hours = 1 Unit</i>		

The faculty member, department chair, and VP, DOL shall agree on a reasonable expectation of units as they create annual faculty development plans. It is also expected that these projections shall be reviewed midyear for any alterations which seem appropriate.

Faculty may receive compensation from the College of Southern Maryland in the form of release time or pay for scholarship and professional service activities. Generally, these activities may not also be counted for points. However, in the event that the compensation does not adequately address the faculty contribution to the activity, these activities may be claimed for the additional time spent beyond the level of compensation.

Procedures:

The department chair monitors the timeline of when each faculty member is to be evaluated and notifies the faculty member when the evaluation process will commence. At the beginning of the semester in which the faculty member is to be evaluated, the faculty member and his/her

Department chair shall agree which courses will be examined. The chair will designate an appointee (Benefitted faculty member for 3+ years, coordinator, or chair) to evaluate the assessment, syllabus, and myLearning shell for the courses being evaluated. Assessment materials submitted may vary and could include items such as tests (high, medium, and low scoring student examples), sets of accounting, research papers for freshman composition,

simulations in business courses, graded lab exercises, computer programs, or art work. The appointee will use the checklists in the handbook (refer to [Appendices I, J, and H](#)). The appointee will send the completed checklists to the faculty member being evaluated and the chair.

A classroom observation will be completed by the Faculty Evaluation Committee using the form found in [Appendix F](#) (except in special cases where the [Appendix F](#) form is not appropriate, such as instructors who only teach online, team teach, etc. In such cases, alternative forms have been designated). The classroom observation form is submitted to the faculty member being evaluated and the chair.

The completed checklists submitted by the appointee, the classroom observation form, the completed Faculty Development form, and the faculty member's reflection paragraph shall be used by the chair to complete the Chair Evaluation Letter and the completed evaluation packet (Items 1-8) is sent to the VP, DOL for final approval. Upon approval, the Evaluation Letter is kept in the faculty member's department file and a copy sent to Human Resources.

Timeline for the Evaluation Process:

Week 1 of the fall semester – Department chair informs faculty member that an evaluation will be done. Department chair sends name of faculty member being evaluated to the Faculty Evaluation Committee. Department chair denotes an appointee to evaluate the assessment, syllabus, and myLearning shell for the courses being evaluated.

For **Group A faculty ONLY** - Group A faculty should have the Faculty Evaluation Committee classroom observation, the faculty member's reflection, fall student rating, and the chair appointee's evaluation of the assessment, syllabus, and myLearning shell course review completed by the end of the Fall semester of the evaluation year and sent to the department chair by **February 1**.

For **Group A faculty** – The department Chair does a classroom observation of a Spring semester class, completes the Chair Evaluation Letter and a meeting is set up with the faculty member to discuss the outcome. The completed packet is sent to the VP, DOL by **February 15**.

By March 1 for Group A faculty - The VP, DOL completes the approval process and submits the approval to the department chair to be placed in the department file and a copy is sent to Human Resources.

By **March 1** of the evaluation year for **Group B, C, and D** – The Faculty Evaluation Committee classroom observation, the faculty member's reflection, student rating, and the chair appointee's evaluation of the assessment, syllabus, and myLearning shell course review are sent to the department chair.

By March 15 for Group B, C, and D– The department chair completes the Chair Evaluation Letter and a meeting is set up with the faculty member to discuss the outcome.

April 1 for Group B, C, and D – The completed packet is sent to the VP, DOL.

April 15 for Group B, C, and D - The VP, DOL completes the approval process and submits the approval to the department chair to be placed in the department file and a copy is sent to Human Resources.

For **Group A faculty** – A spring student rating should be completed by the end of the Spring semester of the evaluation year.

Schedule for Salaries and Contracts

Scope/Applicability: Benefitted Faculty

Policy/Procedure:

To clarify the procedure and to permit an adequate time for budgetary and individual planning, the following schedule for salaries and contracts shall be followed:

- October 1** All recommendations from Faculty Senate (Faculty Salary Committee and Senate Executive Board (SEB)) for the revision of salary scales and fringe benefits for the next academic year will be submitted to the College.
- March 1** In accordance with *Faculty Governance*, any benefitted faculty member whose contract will not be renewed shall be notified in writing by the College by this date.
- April 1** In accordance with *Faculty Governance*, benefitted faculty members shall notify in writing the College by this date if they do not intend to accept employment for the next academic year. Written contracts between the College and the benefitted faculty member for the next academic year will be offered by this date.
- April 15** Faculty shall return signed contracts to VP, DOL by April 15.
- August 15** A copy of the contract, signed by all parties, shall be returned to the faculty.

For more information, please contact: VP, DOL

Faculty Load

Updated 12/2023

Scope/Applicability: Benefitted and Temporary Faculty

Policy/Procedure:

All faculty shall maintain a workload that is consistent with CSM policy and that provides for the needs of their students as well as the needs of the department, program, or school to which they are assigned. This policy shall ensure that the major emphasis of faculty remains on teaching. Full-time faculty are required to teach 30 Load Equivalency (LEs) hours per contract year, which begins August 15.

A faculty member's teaching load may be adjusted by the College to take into consideration such factors as program, discipline, and/or course coordination, special assignment, grant work, etc. These teaching load adjustments shall be expressed in terms of LEs for the purpose of computing a faculty member's total teaching load. A faculty member receiving LEs in the form of course release for such an adjustment may utilize the given LEs during the semester they deem most appropriate given the assignment.

Ten-month Benefitted Faculty Contract

Benefitted, full-time faculty with ten-month contracts are required to teach 30 LEs during the contract year. In most instances the teaching load will be equally distributed between the fall and spring semesters. In certain circumstances, one or more of the following load alternatives may be requested.

1. Extension of Contract Year

Faculty members with ten-month contracts may, with chair approval, teach the required load over a twelve-month period to accommodate personal or professional commitments. Professional development and service requirements for rank and promotion will not be increased and may be earned over the twelve-month period.

2. Redistribution of Teaching Load

With the approval of the department chair, faculty members may elect to redistribute the teaching load during the academic year. In accomplishing this redistribution, the faculty member may not teach fewer than 9 LE nor more than 21 LE in a regular fall or spring semester. Teaching load equivalencies may also be met during special sessions (e.g. Winter session).

Twelve-month Benefitted Faculty Contract

Twelve-month faculty contracts are intended to provide academic departments with faculty expertise to accomplish departmental objectives. They have the same access to rank and tenure, the same requirements for student learning, and the same privileges as 10-month benefitted faculty. In addition to their teaching responsibilities, generally 30 LEs for a full-time position, 12-month faculty work on projects designed with their supervisors (such as curriculum development, community outreach, integration of new technologies). These additional responsibilities are spelled out in addenda to their position descriptions.

The 12-month faculty contract is July 1 through June 30. Faculty members

are considered to be in a full-time work status during the 12-month period except when the college is closed, or the faculty member is absent on approved leave. During periods when the faculty member has a teaching assignment, the work schedule will be developed with the supervisor.

Overload

The College recognizes the importance of compensating faculty for their work, especially when the work involves overload.

Faculty teaching loads will be calculated for the full academic year. Full-time faculty who teach an overload, in excess of 15 LEs during a given semester, which will result in an excess of 30 LEs per contract year, will be paid for the overload during the semester the overload work is completed. Overload may also be earned in the summer. Faculty members may not be required to teach overload.

Payment for overload is calculated accordingly.

Faculty Overload Pay Rate

Rank	Per Load Equivalency
Professor	\$968
Associate Professor	\$874
Assistant Professor	\$787
Instructor	\$699

Project Hours

Special projects, initiated by the dean or chair, may be contracted for by faculty members who will receive compensation beyond their salary for the work. Projects must be defined in terms of measurable objectives with specific timelines and must receive prior written approval from the VP, DOL. Projects may be assigned to both full and part-time benefitted faculty. (*See Evaluation of Faculty Project Hours*)

Tutorial Courses

Generally, courses with low enrollment are subject to being cut. However, in certain circumstances, these courses may be retained. The Chairs and Deans of each DOL School will work together to determine whether or not to cut a course prior to each term. Final course cuts should be made no later than one week prior to the start of a term, in the interest of student retention and success. Reasons a low enrolled class may be selected to run might include (but are not limited to):

- Student program completion (i.e. students are enrolled in the section and require the course to graduate, the low enrolled section is the only section of the course in a given term, on a given campus, and/or in a given modality)
- Curricular/Pedagogical implementation (i.e. the course is new, and/or the instructor is implementing updates to the course)
- The course typically has low enrollment capacities due to the pedagogy of the course or the overall enrollment of the program (i.e. some lab or studio courses that require a low faculty-student ratio)

Full-time faculty members who are assigned low-enrolled courses as part of their teaching load will accrue load hours at the normal rate.

Full-time Faculty who request to teach low-enrolled courses as overload will generally be compensated at the tutorial rate, determined by enrollment as listed below. Based on program need and student success, the chair and the dean will determine if keeping a low enrolled course is in the program's best interest.

Enrollment (% of course cap)		Percentage of overload pay
20-29.9%	=	90%
10-19.9%	=	75%
0-9.9%	=	60%

Course Enrollment	Tutorial Rate	<i>Course Capacities</i>				
		40	30	25	20	10
20-29.9%	90%	8	6	5	4	2
10-19.9%	75%	4	3	2.5	2	1
0-9.9%	60%	3.6	2.7	2.25	IS	IS

**IS = Independent Study*

Independent Study Courses

Independent Study courses are approved by Chairs and Deans, and are designated sections in which a student works independently with an instructor with a minimum of formal instruction. Because the circumstances surrounding the need for an Independent Study course vary, the compensation for an Independent Study course is determined in agreement between the Department Chair and the Instructor.

Determination of Instructional Hours

The particular instructional format required in a course determines the instructional contact hours per credit. A contact hour is understood to be 50 minutes of instructional time. Instructional contact hours are defined as class, lab or practicum hours.

1. Class Contact Hours - 15 contact hours = 1 credit

One credit of class format requires a minimum of 15 contact hours (50 minutes each) of actual instructional time exclusive of registration, study days, and holidays, when supervision is assured and learning is documented. This teacher-directed learning may incorporate a variety of instructional methodologies (e.g. lecture, discussions, student presentations, group work, guided practice, instructional television or other electronic media.)

2. Lab Contact Hours - 30 contact hours = 1 credit

One credit of lab format requires a minimum of 30 contact hours (50 minutes each) of supervised laboratory exclusive of registration, study days, and holidays, when supervision is assured and learning is documented. Active involvement of the student is required in a supervised lab. Labs may accompany coursework in, for example, science, art, music, computer, theater, nursing, physical education.

3. Practica Contact Hours - 45 contact hours = 1 credit

One credit of practica format requires a minimum of 45 contact hours (50 minutes each) of student practice in an appropriate setting when supervision is assured and learning is documented. These instructional situations are guided by learning objectives and directly supervised by a professional other than the course instructor. Internships and cooperative education experiences are included in the practica format.

When a college credit course is approved the total contact hours of class lab and practica instruction are recorded on the course master form. Faculty members may verify the number of required contact hours in a course by checking the departmental course master in the office of the department chair.

Determination of Teaching Load Equivalency (LE)

Teaching load is calculated according to the following equation:

$$15 \text{ class or lab contact hours} = 1 \text{ LE.}$$

Faculty members who teach practica, internships or cooperative education courses share the responsibility for student supervision with a non-college professional. For this reason, the faculty member is not compensated for the full number of student contact hours.

For more information, please contact: VP, DOL or Department Chair

Adjunct Faculty Load

Scope/Applicability: Adjunct Faculty

Length of Contract

Adjunct faculty teach specific course sections for the specific period designated in the contract. This time is not applicable to either rank or tenure at the college. There is no assurance of re-employment from one term to another. It is expected that adjunct faculty shall attend orientation and department meetings at the beginning of each semester.

An adjunct instructor, who in the opinion of college officials, is not performing duties consistent with the guidelines in this handbook may be terminated from the teaching contract.

Maximum Load

An adjunct faculty member shall not teach more than 28 load equivalents per six-term year and may teach in no more than 5 of the 6 7-week terms. This maximum load distribution is not intended to suggest or guarantee a course schedule. Adjunct faculty may disperse their load equivalents over the three full semesters in one of the following ways:

Fall	Spring	Summer
≤ 11	≤ 11	≤ 6
≤ 6	≤ 11	≤ 11
≤ 11	≤ 6	≤ 11

Other duties (substitute coverage, tutoring, proctoring, etc.) may cause other restraints. Chairs will use their best discretion with adjunct faculty to mindfully assign courses. Exceptions to this limit may be made by the VP, DOL.

Faculty Leave, Absence

Scope/Applicability: Benefited Faculty

Definition:

Policy/Procedure:

Annual Leave for Ten-Month Faculty

Rules for Use of Personal Days for Ten-Month Faculty

Pre/Post-Semester

For days when required activities are scheduled, faculty members who are unable to attend must indicate their intent to use personal leave by completing an Exempt Employee Leave Notification form and submitting it to their department chair prior to the activity date. It will be the responsibility of the faculty member—in coordination with his/her department chair or the VP, DOL—to assure that all responsibilities related to the missed activities on such days will be completed in a timely and sufficient manner upon the faculty member's return. A faculty member will not be required to use personal leave for those pre/post-semester contract days when no required activities are scheduled college-wide or within the faculty member's department.

While Classes Are in Session

Faculty members are responsible to ensure that the regular meeting of all classes and the continued activity of the courses they are teaching remain a top priority. When a regularly scheduled class meeting coincides with a planned personal leave day, faculty members are responsible for providing for the continued activity of coursework in all classes, including (but not necessarily limited to) making arrangements for qualified substitute instructors, as approved by the department chair, and/or assigning independent student projects. Such arrangements should be submitted to the department chair using the Faculty Absence Notification Form for Classroom Instruction (refer to Appendix L), along with a completed Exempt Employee Leave Notification form prior to the date for which personal leave is to be taken.

In cases of class exchange between qualified faculty members for the purpose of enhancing students' educational experiences within complementary courses, personal leave is not required. Such exchanges should be approved by department chairs in advance.

Annual Leave for Twelve-Month Faculty

Faculty on 12-month contracts earn and schedule annual leave in accordance with the provisions of the Administrative Manual Leave policy, [HR 4100](#). It is understood that faculty will plan leave at times which do not conflict with required teaching responsibilities.

Sick Leave for Ten-Month Faculty

Sick leave for ten-month faculty members is five days per semester. An absence because of illness must be reported in writing to the department chair on an Exempt Employee

Leave Notification form. A copy shall be forwarded by the department to the Human Resources. In some instances, sick flex may be used for personal leave.

Sick Leave for Twelve-Month Faculty

Faculty on 12-month contracts earn and process sick leave in accordance with the provision of the of the *Administrative Manual* Leave Policy, [HR 4100](#). In some instances, sick flex may be used for personal leave.

Personal/Family Sick Leave

In some instances, sick flex can be used for personal leave. For more information, see *Administrative Manual* Leave policy, [HR 4100](#)

Absences in Excess of Sick Leave

When a benefitted faculty member's absence exceeds earned sick leave, the salary will be adjusted accordingly. It is the responsibility of the faculty to discuss with the department chair an acceptable substitute for the class.

For more information, please contact: VP, DOL or Department Chair

Faculty Office Hours

Scope/Applicability: Benefitted and Temporary Faculty

Benefitted and temporary full-time faculty should schedule at least one office hour per week per course they are teaching each term at times convenient for student consultation.

The faculty member's schedule of office hours should be made available to students, posted outside the instructor's office, and submitted to the department chair prior to the first week of classes. For the purposes of student and administrative communication, faculty members are expected to work with their department chair and/or dean to make sure office hours are offered with student accessibility in mind.

Technology offers faculty additional student connectivity. Faculty may use their office hours to meet with their student in-person, or through real-time-technology such as Zoom or Teams. Faculty are also expected to provide their CSM office location, campus phone and email, and availability to students so that they are reachable by students in person and electronically.

For more information, please contact: VP, DOL

Faculty Sabbatical Policy

Updated 10/2023

In keeping with the College of Southern Maryland's goal of encouraging lifelong learning and promoting teaching excellence, the college has developed a sabbatical leave policy for its full-time faculty. This policy is intended to provide faculty with the opportunity to pursue professional development and growth opportunities while improving the quality of education and services provided to students.

Eligibility:

1. Sabbatical leave may be granted to regularly benefited full-time faculty who have completed a minimum of six (6) years of full-time faculty status with the college.
2. The faculty member must be in good standing with regard to professional activities.
3. The faculty member must undertake a project that will provide enrichment experiences and will have a future benefit to CSM (see Project Criteria).
4. Department size shall not be a limiting factor for eligibility.

Project Criteria:

1. The proposed plan of work must relate significantly to the proposer's professional assignment and educational program of the college and should be of potential value to the CSM community.
2. The proposed project should have the effect of enhancing the applicant's background or improving their professional competence.
3. Equal value shall be given to study, research, travel, creative activity or any combination thereof.
4. Should the proposal affect the educational program of the applicant's department/sub-area, department/area or college, or have an effect on some other aspect of services of the college, the applicant should discuss the proposal with appropriate person(s).

Duration and Compensation:

1. Faculty are eligible for 100% leave for
 - a. one semester at 100% of salary, or
 - b. a full year (two semesters) at 50% of salary.
2. Faculty on sabbatical will receive all compensation due them, including salary and fringe benefits.

Sabbatical Requirements:

1. Within thirty (30) days of return, faculty member is required to submit a report on their sabbatical activities. They are also strongly encouraged to host presentations highlighting work to the faculty peers or the internal college community as appropriate. The report should include evidence of all stated products.
2. All faculty members receiving a sabbatical are required to return to CSM for a period of one academic year following leave. Failure to do so shall require the faculty member to reimburse the college for salary and benefits incurred during the sabbatical period.
3. Faculty who are awarded sabbatical are not eligible to teach part-time for the college during the time of their sabbatical leave.

Application Procedures:

1. All applications should be submitted by November 15th for the following academic year.
2. The request for sabbatical form should be submitted and signed by the faculty member and department chair.
3. The request must include all background information/materials and plan of work.
4. Department chair may withhold signature on the application for one year, and one year only, based on departmental needs. In such cases, a letter or letters from department chairs indicating rationale for deferment shall be submitted to the applicant, the sabbatical review committee, and VP–DOL.
5. The VP–DOL shall work with the Faculty Development Committee to appoint a faculty committee to screen the proposals and make recommendations to the VP–DOL.
6. The recommendations, in ranked order, will be transmitted from the VP–DOL to the President for their review. The number of sabbaticals granted will be determined by budgetary considerations, but generally the college will aspire to award two (2).
7. The President’s recommendation(s) will be forwarded to the Board of Trustees who will consider and ultimately take action on the recommendation(s). Notice of sabbatical leave will be given to faculty no later than January 30th.

Tenure Overview

At the start of a full-time faculty member's fifth year of teaching at the College of Southern Maryland and after having received at least one promotion to the next highest faculty rank, an "Intent for Tenure" Statement will be submitted to the VP, DOL and to the Chair of the Tenure Committee by e-mail.

If a statement of intent is not made based on the timeline shown below, the faculty member must appeal to apply the following year. Failure to register a statement of intent the following year may result in dismissal.

After indicating intent to apply for tenure, the faculty member will then complete the Tenure Application. It is a three-part process. Guidelines are provided below.

The first is the **Tenure Statement** which is a reflective piece prepared individually by the faculty member. It is focused on contributions to the College as applied to the Strategic Plan and/or the College's vision, mission, and values.

The second aspect of the Tenure Application is to secure two **Letters of Support**. The content of each Letter should align to the author's direct knowledge of the faculty member's involvement and participation in activities that directly support the College and its mission.

After the above application materials are received by the Committee, an **Interview** will be scheduled between the faculty member and the Tenure Committee. The purpose of the Interview is to more fully discuss your reflective statement, as well as contributions and accomplishments outlined in your Letters of Support.

Tenure Committee

The Tenure Committee will be comprised of six members all of whom will be full-time tenured teaching faculty. There will be two faculty members from each School with no more than one faculty member from each Department. A Tenure Committee Chair will be elected at the start of the fall semester to serve for that academic year. All Committee members will serve on a two-year rotating basis with staggered two-year terms for members from each School.

Evaluation

The application materials, e.g. the Tenure Statement and the two Letters of Support, will be submitted to the Tenure Committee and reviewed using the Tenure Application Rubrics (Appendix M) to be completed individually by each committee member along with written corresponding evaluator comments.

The results of the Interview, rubric outcomes, and evaluator comments of each candidate's application will then be discussed in full within the Tenure Committee to make a recommendation for tenure to the VP, DOL.

The Chair of the Tenure Committee will be a non-voting member. A committee member can recuse him/herself if there is a conflict of interest in reviewing a candidate's application. Under this circumstance, the Chair would be called in to vote to ensure there is not a tie.

Conflict of Interest Statement:

A Conflict of Interest is considered to be present if the Tenure Committee member resides in the same Department as the Tenure Candidate. Other special situations may arise which additionally warrant a conflict and these will be addressed on a case-by-case basis. Tenure Committee members will recuse themselves in each of the above circumstances.

Faculty earning an “*Exceeds Expectations*” or “*Meets Expectations*” in the Rubric categories will be recommended for tenure to the VP, DOL.

Faculty receiving a “*Needs Improvement*” or a “*Does Not Meet Tenure Requirements*” in any category on the Tenure Rubrics will be offered a one-year terminal teaching contract that is non-renewable.

Faculty Appeals

When the Tenure Committee submits a recommendation to withhold tenure and it is supported by the VP, DOL, the faculty member will be informed in writing by the Division of Learning.

There is a right to appeal to the SEB. The SEB will review the applicant’s original submission, the Tenure Committee Rubrics and written evaluation, and the faculty member’s written appeal and prepare a final recommendation for presentation to CSM’s President and VP, DOL. The President and VP, DOL will review all information and render a final decision.

Timeline

- October 1: Candidate submits “Intent for Tenure” Statement to Tenure Committee and the VP, DOL.
- March 1: Tenure Application due to Chair of the Tenure Committee.
- March & April: Candidate Interviews scheduled.
- May 1: Tenure Committee recommendations are provided to the VP, DOL.
- June meeting: Tenure decisions approved by CSM’s Board of Trustees.
- July 1: Candidates notified.
- September 1: Appeal deadline to SEB.

Tenure Application

Tenure Statement

Prepare a reflective Tenure Statement that demonstrates your growth as a faculty member at the College of Southern Maryland. Address in 500-750 words how you meet the expectations for tenure based on the following criteria:

- Your impact in meeting the College's goals and fulfilling its vision, mission, and values (See <https://www.csmd.edu/about/index.html>), and/or
- Fulfillment of one or more strategic priorities addressed within CSM's current 2018-2021 Strategic Plan (See <https://www.csmd.edu/about/strategic-plan/2018-2021.html>):
 - Student Success, e.g. "... improve student progress and completion"
 - Relevant Programming, e.g. "... provide targeted programming to meet regional needs" and
 - Regional Focus, e.g. "... function as one regional college"

Within your Tenure Statement, incorporate salient aspects of your teaching, professional development, and/or service. Examples are provided in the Full-time Faculty Handbook in the Promotion Specific Development/Service Criterion Table.

Submit your Tenure Statement to tenure@csmd.edu by the application materials deadline.

Letters of Support

Secure two (2) **Letters of Support** from individuals who are knowledgeable of your activities and passions based on your work as a faculty member at the College of Southern Maryland. Letters of Support should be sought from those in the CSM or external community who can speak to your accomplishments and endeavors since employment at the College.

To retain objectivity, please do not request a letter from faculty currently serving on the Tenure Committee during the academic year of your application. A Letter of Support can be requested from your School or Department Chair to speak to your work on a major endeavor or significant project. Letters of Support from School or Department Chairs are not routine and should only be sought to illustrate significant accomplishment(s).

Only two (2) **Letters should be submitted**. Please do not submit more than two as only two Letters will be reviewed by the Tenure Committee. Letters should not be requested from students and will not be accepted as part of your Tenure Application.

Letters of Support should be sent directly from the preparer to tenure@csmd.edu. It is your responsibility to ensure that both Letters are received by your application due date.

*See the Tenure Rubric for evaluation guidelines on I and II above.

Committee Interview

An Interview will be scheduled between you and the Tenure Committee following the submittal of your Tenure Statement and receipt of the two Letters of Support. It is expected that your Interview will be set-up the week following the submittal of your Tenure Application materials.

The purpose of the Interview is to provide you with an opportunity to fully discuss your reflective Tenure Statement and share with the Tenure Committee more information regarding your endeavors-to-date at the College, ideally as outlined and supported.

Termination of Contract

Scope/Applicability: Benefitted Faculty

Policy/Procedures:

A faculty member who desires to terminate an existing appointment shall give notice not later than April 1, if he or she plans to leave at the end of the academic year, or November 1, if he or she wishes to terminate the appointment at the end of the first semester. It is expected that a faculty member shall complete a semester in which teaching already has been undertaken.

A contract shall be considered non-renewed if one of the following conditions exist:

1. The college has given proper notice of non-renewal for the next academic year under these rules.
2. The faculty member has given notice by April 1 that he or she plans to leave at the end of the academic year.
3. The faculty member fails to accept a contract for the next academic year by April 30.

A waiver of this requirement may be requested only in a case of hardship or in a situation where the faculty member would otherwise be denied substantial professional advancement.

For more information contact: VP, DOL

Scope of Dismissal Policy

This policy applies to dismissal of tenured faculty, and untenured, non-tenured, and temporary faculty on term contracts of at least one (1) year. It does not apply to nonrenewal of contract during the initial five-year probationary period for tenure track faculty members, or to non-renewal of contract during the initial three-year probationary period for benefitted non-tenure track faculty members. This policy also does not apply to adjunct non-benefitted faculty employed on contracts less than one (1) year in duration.

The College of Southern Maryland recognizes that dismissal for any reason is a serious matter. Termination of a faculty member is a last resort after all other progressive disciplinary measures have failed, or if the misconduct is of such a serious nature that immediate discharge is warranted.

The Board of Trustees, the President of the College, the Faculty Senate and its Executive Board, and any Hearing Committee shall to the best of the ability of each be guided in all faculty dismissal proceedings by the 1958 Statement on Procedural Standards in Faculty Dismissal Proceedings and AAUP's 1940 Statement on Principles on Academic Freedom and Tenure prepared and approved by the Association of American Colleges and the American Association of University Professors. This policy contains some modifications and exceptions to the content of those Statements and this policy should not be understood to adopt those Statements in their entirety. The 1968 Recommended Institutional Regulations on Academic Freedom and Tenure and other pertinent recommendations such as those contained in the AAUP Redbook may be used as guidance.

Reasons for Dismissal

The President, after careful consideration of recommendations made by a faculty hearing committee, may recommend to the Board of Trustees the dismissal of a faculty member for cause as defined below and in accordance with federal and state law. Cause will be defined as including, but not limited to:

- Willful failure to perform the duties for which the faculty member was employed, or refusal or continued failure to comply with the policies of the College
- Demonstrated incompetence with regard to performing professional duties
- Unprofessional or unethical conduct that has or is likely to have material, adverse effect on the College or member of the college community including damage to the reputation of the College, or interfere with the performance of the faculty member's duties.
- Dishonesty, including but not limited to, misrepresentation in securing an appointment, promotion, tenure
- Conviction of a felony or a crime involving moral turpitude
- Violation of college policies or law with respect to discrimination, harassment.
 - Dismissal of other discipline recommended as a result of allegations of discrimination or harassment against the faculty member will be not be processed under this Dismissal Policy.

Suspension and Salary During Dismissal Proceedings

The President of the College may immediately suspend a faculty member with pay if it is deemed necessary. Such suspension may continue until a final decision is reached by the Board of Trustees as to dismissal or continuance. Suspension with pay in this circumstance does not require due process.

Process for Dismissal

1. Conference

When reason arises to question the fitness of a college faculty member, the Department Chair and the VP, DOL will ordinarily discuss the matter with him or her in personal conference. It is understood that the matter may be terminated by mutual consent at this point. Should the parties not arrive at a mutual understanding of resolution, the following procedure will be pursued:

- a. Letter of Intent to Pursue Dismissal
- b. Hearing-Committee
- c. President's Consideration
- d. Board of Trustee's Action

2. Letter of Intent to Pursue Dismissal

- The President will issue a letter, which includes a statement that specifies the grounds proposed for dismissal.
- The President's letter shall also inform the faculty member that, if he or she so requests (in writing), then a hearing to determine whether he or she should be removed from his or her faculty position on the grounds stated shall be conducted by the Hearing Committee at a specified time and place. If the faculty member desires a hearing, he/she shall notify the President in writing within five (5) not desire a hearing may instead, within five (5) calendar days of receipt of the charges, present a written response to the president for consideration.

3. Hearing Committee

Should the faculty member give written notice of the desire for a hearing, to the President, the President will notify the President of the Faculty Senate, and the VP, DOL. A Hearing Committee shall then be appointed.

The Hearing Committee shall be composed of 5 members: four faculty members chosen by the SEB from outside the academic department of the faculty member, and one representative from Human Resources. At least one faculty member should have received training regarding the hearing process, what constitutes cause, and writing findings. The Committee shall elect its own chair.

- A hearing date will be subsequently set with notice to the faculty member at least 14 days in advance.

- The Committee should first consider the statement of grounds for dismissal, the faculty member's written response (if any) and other relevant materials provided by the faculty member or President or his/her designee.
- The Committee shall conduct an evidentiary hearing in accordance with established operating rules, which rules shall be provided to both parties. Formal rules of evidence or procedure applicable to court proceedings will not apply.
- The faculty member will be permitted to have a counsel of the faculty member's own choice and to call witnesses. The faculty member must give the college notice of the selected counsel at least three calendar days prior to the hearing.
- The faculty member or their counsel will have the right to confront and cross examine witnesses.
- The burden of proof that adequate cause for dismissal of the faculty member exists will rest with the college.
- The hearing will be recorded by a court reporter selected by the college and a verbatim transcript prepared for the faculty member, the members of the committee), and the president. The recording by the court reporter will be the only recording allowed.

The review board shall notify the President and the faculty member of its findings and recommendations in writing. The report should include explicit findings with respect to each of the grounds for dismissal outlined in the Letter of Dismissal.

4. President's Consideration

If the faculty member does not request a hearing, or if the president review the hearing committee's findings and recommendations for the faculty member's written response, and continues to support dismissal, the president's recommendation for dismissal will be presented to the board of trustees under Section 16-608 of the Annotated Code of Maryland-Education Article. The president's recommendation will take into consideration but may not agree with, the recommendation of the hearing committee. If the President rejects the recommendation of the committee, the reasons for doing so will be stated in writing to the committee and to the faculty member, both of whom will be provided an opportunity for written response. The president will transmit the hearing committee report along with his/her recommendation and any written responses to the board of trustees.

5. Board of Trustees' Action

The board shall give the faculty member the opportunity to submit written argument as to why the board should reject the recommendation for dismissal. The faculty member shall be given a maximum of 15 calendar days to submit such documentation, which must not be more than 10 pages in length.

The Board of Trustees makes a final decision regarding dismissal of the faculty member after review of the Letter of Intent to Pursue Dismissal, the written report from the Faculty Review Board, any written responses, and the recommendation from the President. The decision of the Board of Trustees shall be final.

Maureen Murphy
Maureen Murphy (Jun 11, 2020 21:51 EDT)

Jun 11, 2020

Signature: 
Eileen Abel (Jul 13, 2020 14:47 EDT)

Email: edabel@csmd.edu

Signature: *Sarah E. Merranko*
Sarah E. Merranko (Jun 11, 2020 21:07 EDT)

Email: semerranko@csmd.edu

Reduction in Force

Scope/Applicability: Benefitted Faculty

Policy/Procedure:

Assumptions:

The College of Southern Maryland, as a public institution, must be fiscally responsible to the citizens of the three counties it serves -- Charles, St. Mary's, and Calvert -- and to the State of Maryland. According to its mission and goals, the college is committed to serving the residents of these three counties by responding to individual and collective needs with convenient, comprehensive, and diverse educational programs. These commitments and the college's objectives as an educational institution should in no way be altered by this policy/procedure. Thus, certain assumptions underlie this policy/procedure. These assumptions are:

1. This policy/procedure reflects the circumstances of a financial exigency and thus supersedes existing personnel practices and procedures. In each instance, approval by the Board of Trustees is required.
2. This policy/procedure is intended for all benefitted faculty.
3. Faculty at time of hire will be appointed to one of the three campuses for a primary assignment (under ordinary non-emergency circumstances, faculty may occasionally be asked to teach at another campus). Reduction in force will occur by primary assignment. The college will declare the county which will require a faculty reduction in force. Each of the three counties will be considered separate and autonomous at such a time and for such a purpose. Thus, for example, a faculty reduction in force may occur at Charles and not at Calvert, or St. Mary's or at Calvert and at neither of the other two.
4. In a financial exigency, the maintenance of program integrity will be important (program is defined as a course of study offering a certificate or degree as approved by the state and published in the college catalog); although, there may be other instances which will require a reduction in the number of faculty.
5. The college's program evaluation process will be one mechanism through which a program's feasibility will be assessed. Programs which, in a financial exigency, are no longer affordable by one or all campuses will be identified. Program(s) may be inactivated or discontinued or radically restructured. Faculty associated with these programs may thus be affected by the reduction in force. Program requirements, therefore will frequently determine the order of the reduction in force of faculty.
6. Achievement of a reasonable balance between full-time and part-time faculty will be sought in any reduction in force.
7. In a financial exigency, the cost of programs, courses, and services will determine the college's ability to retain faculty.

Conditions Under Which a Position May be Terminated

Conditions 1 and 2 below describe the circumstances under which a faculty position may be terminated. The President shall notify those individuals as early as possible.

Condition 1: A financial exigency will require that a variety of cost-saving measures be put into place. In this context, all instructional activities will be reviewed, including all courses, to consider if it is fiscally prudent for the college to maintain them.

Condition 2: The Academic Council and President's Council shall recommend, as a result of formal evaluation of an academic program using the program evaluation process, which programs will be restructured, inactivated for up to two years, or discontinued completely. Such a determination will specify both the program(s) and campus(es) which are affected. The structure, size, and cost of the program, the number of courses taught in the program by Benefitted faculty and the timeline for program modification will determine the order in which the positions will be reduced.

Procedures for Designating Affected Employees

1. The VP, DOL shall hear each member of the faculty affected by the actions described above. The VP, DOL shall recommend to the President a personnel plan for a reduction in force and a timeline for its accomplishment. The Board of Trustees shall approve the personnel plan and the timeline. The personnel plan shall:
 - a. Identify the instructional activities to be modified and strategies through which this will be accomplished.
 - b. Designate those faculty whose assignment, skills or quality of performance are deemed essential to the modified instructional activity.
 - c. Specify the number of positions by department to be terminated.
2. The Human Resources Department shall designate those faculty and staff not excluded in Condition 2 above who will be terminated according to “c” above. Termination will occur by category of faculty in the order in which they are listed below.
 - a. Probationary and Non-Tenure Track faculty
 - 1) By rank/step
 - 2) If rank/step are equal, by seniority (*)
 - 3) If rank/step and seniority are equal, by effectiveness in assignment, as determined by the department chair and the VP, DOL using annual evaluation data.
3. Tenured faculty
 - a. By rank/step
 - b. If rank/step are equal, by seniority
 - c. If rank/step and seniority are equal, by effectiveness in assignment, as determined by the department chair and the VP, DOL using annual evaluation data.

*Seniority is defined as length of service based upon the effective date of Benefitted employment at the college.

4. Every effort will be made to retain faculty through the current semester. In no event will any faculty member be given less than 30 days advance notice of termination due to exigent circumstances or program modification. If, after notification, it is not certain whether the position(s) will be continued, the VP, DOL may offer the affected individuals short- term employment, the duration of which shall be stated in the written offer. In such cases there will be no assurance of continuing employment. Notification will be communicated in writing and through personal interview with the President or the President's designate.

Rights of Affected Employees

An employee who has been notified that his/her position is to be eliminated may seek one of the following options:

1. Transfer within the college campus of his or her primary assignment to a new or existing vacancy of comparable professional standing for which he or she is qualified.
 - a. If the new position is a faculty position, then the faculty member will be paid at rank/step of previous position;
 - b. If the new position is other than a faculty position, the college's personnel policies and procedures will apply.
2. Requests for transfer are initiated in the Human Resources Department by the affected employee.
 - a. If determined to be qualified for this new position by the Human Resources Department and supervisor, this affected employee will be offered the position before another qualified internal candidate.
 - b. If two or more affected employees are qualified for the same position, the decision will be determined by
 - 1) Rank/step, if applicable
 - 2) If rank/step are not applicable, by seniority
 - 3) If rank/step and seniority are equal, by the new supervisor following an interview and an evaluation of credentials.
3. Transfer as in 1 above to a vacancy at another campus of the college;
4. Train to develop new skills which are required for another position at the college in order to qualify for a transfer (see 1 or 2);
5. Negotiate a date of termination with the President which is mutually agreeable to the college and the employee.

In the event that the above options do not result in a solution agreeable to the College and the faculty member, then the conditions of termination as specified in the written notification from the President shall be made effective on the date specified therein.

For more information, please contact: VP, DOL or Human Resources

Additional Employment

Scope/Applicability: Benefitted and Temporary Faculty

Policy/Procedure:

Benefitted and temporary, full-time instructors may accept part-time employment outside of the college only if it does not interfere with the performance of their duties at the college. Approval for additional employment must be received in writing from the VP, DOL.

Examples of outside employment include teaching courses for Continuing Education of the Corporate Center.

Adjustments will not be made for this additional employment in class scheduling, assigning committee work, or requiring convenient office hours.

See Administrative Manual, HRD: 1128

For more information, please contact: VP, DOL

Teaching Continuing Education Courses

Scope/Applicability: Benefitted Faculty

Policy/Procedure:

Benefitted faculty members who request to include teaching, continuing education college courses as a part of their load may request this in a written appeal to the department chair. These requests will be considered on a case-by-case basis and must be approved by the VP, DOL. Consideration will be given to the value of this activity to the instructor and the department, and the particular skill and time commitment required. LE calculations will be comparable to that used for class and lab instruction.

For more information, please contact: Department Chair or VP, DOL

Grievance Policy

Scope/Applicability: Benefitted and Temporary Faculty

Policy:

A grievance as used in this policy is limited to a complaint of a faculty member which involves one of the following grievable subjects:

1. Loss of salary increment.
2. Reprimands or discipline for non-professional conduct.
3. Discrimination based on race, sex, age, religion, national origin, or handicap.
4. Compensation for overload and summer teaching.
5. Late notice of non-reappointment.

Conditions

1. Nothing contained herein shall deny to a faculty member his or her rights under State or Federal Constitution and laws.
2. No faculty member may use the grievance procedure to appeal any evaluation of performance.
3. Matters of tenure are not applicable to this grievance procedure. Procedures governing questions of tenure are found in [Tenure and Contract Renewal](#).
4. The grievant may choose to be represented during a hearing by another employee of the college. Neither the College nor the grievant may be represented by professional legal counsel at any step of the grievance procedure.
5. Each step of the grievance procedure shall be considered confidential.

Procedure

Grievances must be initiated within ten days of the time when grievance arises. The grievance shall be presented orally to the chair of the department in which the faculty member teaches. Within five working days after receiving the grievance, the department chair shall give an oral answer to the faculty member.

Step One

1. Within five working days of the oral answer, if the grievance is not resolved, then it shall be stated in writing, signed by the grievant and lodged with the department chair.
2. The "Statement of Grievance" shall name the faculty member involved, shall state the facts giving rise to the grievance, shall identify what conditions alleged were violated, and shall indicate the specific relief requested.
3. Within five working days after receiving the grievance, the department chair shall communicate his or her answer in writing to the grievant.

Step Two

1. If the grievance is not resolved in Step One, then the grievant may, within ten working days of receipt of the department chair's answer, submit to the VP, DOL a written "Statement of Grievance" signed by the grievant. A copy shall be given to the department chair involved at the same time.
2. The VP, DOL or his or her designated representative shall investigate the matter and may choose to confer with the grievant.
3. The VP, DOL or his or her designated representative shall give the grievant an answer in writing no later than ten working days after receipt of the written grievance.

Step Three

1. Within fifteen working days after receiving the decision of the VP, DOL, an appeal of the decision may be made to the President. The appeal shall be in writing and accompanied by a copy of the decision rendered at Step Two.
2. No later than fifteen working days after receiving the appeal, the President shall hold a hearing or refer the matter to a hearing examiner. The examiner may not be attorney to the President or Board of Trustees. Persons participating in Step Two have a right to participate in this step.
3. Within fifteen working days after the hearing, the President shall communicate his or her decision in writing to appellants.
4. No material, allegation, or remedy may be presented in Step Three that was not presented in Step Two.

Time Limits

Failure to appeal at any step within the time is a denial to which an appeal can be made. By mutual agreement, the time limits may be waived. Appeals shall be timed from receipt of the written decision or from when such a decision is due, whichever comes first.

For more information, please contact: VP, DOL and Human Resources

Advising and Career Services

Scope/Applicability: Benefitted and Temporary Faculty

Academic Advisement

Academic advisors are available on all the CSM campuses (see <http://www.csmd.edu/StudentAdvising/> for more information). Faculty can refer students to advisors for help in planning programs of study, discussing course selections, and assisting the student in making progress to reach their academic goals. In addition, advisors can provide students with information on tutoring, testing, careers, and other college resources. Advisors can assist faculty with any student academic concerns and are available to present academic information during class.

Transfer Services offers free college tours, TRANSFERmation sessions, catalogs, videos and applications to 4 year schools. ARTSYS (<http://artweb.usmd.edu>) is a computerized database of course and program equivalencies for students preparing to transfer to most Maryland 4-year schools. Faculty should refer out of state transfer students to the transfer advisor. Students with disabilities can work closely with the ADA Coordinator to ensure that their academic needs are being met in the classroom. Faculty members are encouraged to familiarize students with these ADA services and to see accommodations if necessary.

Career Services for Students

Many students are uncertain about their career plans or require assistance in finding and securing appropriate employment. Career Services are available at every campus. A variety of services are available:

Career Decision-Making and Life Planning - This 3-credit course (STU 1050) provides a structured decision-making process consisting of self-assessment, career exploration, goal setting and planning.

Career Advising - Individual and group advising is available by appointment. Short, noncredit workshops are offered on a variety of topics. Career advisors are willing to conduct presentations in classrooms. For more information, see <http://www.csmd.edu/CareerServices/Students/index.html>

Job Connection - A job referral service is provided to assist students in obtaining employment related to their field of study at the college as well as many local employment opportunities. For more information, see <http://www.collegecentral.com/csmd/>

Cooperative Education - The Cooperative Education (Co-op) program is designed to provide interested students with supervised educational work experiences related to their course of study. Co-op students have the advantage of gaining early insight into their chosen careers by working on supervised and related work assignments in business, industry, a profession, or the government. Many college programs of study include at least 3 credits of cooperative education as a required or elective course. Faculty should refer interested students to the Cooperative Education Coordinator.

For more information, please contact: Career Services or DOL Office

Academic Integrity and the Student Code of Conduct

Scope/Availability: All Faculty

Students are required to demonstrate academic integrity in all of their work, to engage in responsible social conduct and to model good citizenship.

Policy/Procedure:

Standards of Academic Integrity

Academic honesty means using one's own thoughts and materials in writing papers, taking exams, and participating in other classroom-related activities. Academic honesty also includes the proper citation of sources of information. Students are expected to give full credit for the borrowed words and ideas of others. Intentional or unintentional use of another's work or ideas without acknowledgement of the source (author) constitutes plagiarism. Likewise, a student found to have knowingly aided another student(s) in the commission of an act of academic dishonesty is considered equally responsible for violations of academic dishonesty.

Academic Integrity Violations (excerpts from the Student Handbook)

- 10.1 Plagiarism
- 10.2 Acquiring term papers or other assignments from any source and subsequently presenting those materials as the student's own work; or providing term papers or assignments directly or indirectly to another student who submits them as his/her own.
- 10.3 Cheating on quizzes, tests, or examinations such as communicating with fellow students during an exam, copying material from another student's exam, allowing another student to copy from an exam, taking an exam for another student, using unauthorized material or devices during exams, and/or demonstrating any behavior that defeats the intent of an exam or other class work.
- 10.4 Obtaining a copy of a quiz, test or exam in advance without the knowledge and consent of the instructor.
- 10.5 Attempting to benefit from the work of another student, or attempting to hinder the work of another student.
- 10.6 Using a term paper or other assignment in more than one course without permission of the instructors.
- 10.7 Falsification or alteration of official or unofficial records or documents such as academic transcript, academic documentation, and admissions applications.
- 10.8 Taking a course or portion of a course for another student or allowing another individual to take a course or a portion thereof under a false or assumed name.

Academic Integrity Violation Sanctions

1. The college expects academic honesty from its students. The following sanctions may be imposed upon any student found to have committed an Academic Integrity Violation:

First Infraction

For the first Academic Integrity Violation the faculty member shall, at a minimum, assign the student a “0” or its equivalent on the paper, examination, or presentation in question. The faculty member will notify the student and explain the reason for the grade. The faculty member will inform the Vice President of Student Equity and Success (VP, SES) of the infraction in writing (by submitting a Student Judicial Complaint Form) and the VP, SES or designee will issue a Letter of Warning to the student and notify him or her of the consequences and implications of this infraction.

Second Infraction

The faculty member shall, at a minimum, assign the student a “0” or its equivalent on the paper, examination, or presentation in question. The faculty member will notify the student and explain the reason for the grade. A second Academic Integrity Violation, either in the same course or in another course, will also result in an automatic “F” in the course in which the second infraction occurred. Upon written notification (e.g. the Student Judicial Complaint Form) from a faculty member that an Academic Integrity Violation has occurred and a determination is made that it is a second violation, the VP, SES or designee will make the faculty member aware that a second infraction has occurred. The student will be issued a Letter of Warning and, absent a successful grade appeal, be barred from further class participation. In cases where the second infraction occurs in the same course, the faculty member will notify the student and explain the reason for the “F” in the course. Otherwise, the VP, SES or designee will notify the student of the “F” in the course and apprise the student of the implication of this second infraction. The “F” may not be changed to a “W” for any reason.

Third Infraction

The faculty member shall, at a minimum, assign the student a “0” or its equivalent on the paper, examination, or presentation in question. The faculty member will notify the student and explain the reason for the grade. A third Academic Integrity Violation will also result in an automatic “F” in the course in which the third infraction occurred. Upon written notification (e.g. the Student Judicial Complaint Form) from a faculty member that an Academic Integrity Violation has occurred, and a determination is made that it is a third violation, the VP, SES or designee will make the faculty member aware that a third infraction has occurred. The student will be notified by the VP, SES or designee that a charge has been filed against him or her for violating the Student Code of Conduct. If the Student Conduct Board determines that the student has violated the academic integrity standards, the Student Conduct Administrator will notify the student that he or she will receive an automatic “F” for the course and will be immediately suspended from the college for one or more semesters as deemed appropriate by the Student Conduct Administrator. The “F” may not be changed to a “W” for any reason.

Appeals

A student who wishes to appeal a finding that they committed a first infraction or second infraction of the Academic Integrity standards, must file an appeal within ten (10) calendar days

of sending notice of the finding from the faculty member. The appeal will be handled according to the procedures established for Re-evaluation of Academic Work.

Procedures

Academic integrity violations and procedures for dealing with these are outlined in the [Student Code of Conduct](#). Faculty members who have determined that such a violation has taken place must complete a Student Judicial Complaint Form. The back of the form explains the procedures for handling academic integrity violations. Students have the right to due process and these procedures have been developed to safeguard these rights and to protect faculty members from charges of violating due process rights.

A faculty member should follow these steps for **every offense**:

- Step 1: Fill out side 1 of the Student Judicial Complaint Form.
- Step 2: Meet with the student to explain why you think the student committed a violation of our standards for academic integrity. Provide the student with an opportunity to discuss the situation.
- Step 3: If, after discussing the situation with the student, you are convinced that the student has committed a violation, inform the student that you will be assigning him/her a grade based on the violation and will be forwarding the information to the VP, SES.
- Step 4: Inform the student of the process to appeal a grade (see Student Handbook).
- Step 5: Completed side 2 of the Student Judicial Complaint Form and submit it.

Whenever a grade is assigned as a result of an academic integrity violation, the faculty member must inform the student of this, and indicate on the G & A (grade and attendance sheet) form that the cause was an academic integrity violation. It is required that the instructor keep all evidence necessary to support this assessment in the event that the grade is contested by the student.

Plagiarism and the Internet

Plagiarism is hardly a new problem, but the Internet has added to its complexity. Fortunately, the same source that worsens the condition also provides resources that can help faculty to discourage plagiarism and discover it when it occurs. Actually, there are dozens, if not hundreds, of web sites that sell papers to students anxious to plagiarize, provide the means to discover such papers, offer help to faculty in dealing with the problem, or help students to avoid plagiarism. Below is a list of some of the best sites in each of these categories.

- I. Sites that sell papers
<http://www.schoolsucks.com>
<http://www.a1-termpaper.com>
<http://www.cheathouse.com>
<http://www.schoolpapers.com>

It is astounding how many of these sites exist. Try typing “research paper” into any of the search engines, and you’ll find many of these sites.

- II. Sites that test to see if papers have been purchased from one of the sites above:

<http://plagiarism.phys.virginia.edu/>

<http://www.canexus.com/eve>

<http://www.plagiarism.org>

You will find other such sites with a little searching. You may also use <http://www.google.com> or other such search engines to find papers. Type in a few sentences of the suspect paper and use the search process. Frequently the site from which the paper came will be listed.

- III. Sites that offer help to faculty in dealing with plagiarism:

<http://www.wiu.edu/users/mfbhl/wiu/plagiarism.htm>

<http://www.plagiarized.com>

These sites should be the first ones you examine. They will describe the nature of the problem facing you and provide the names of many resources available to you and your students.

- IV. Sites which will help students avoid plagiarism:

<http://www.mla.org>

<http://www.hamilton.edu/academics/resource/wc/>

The Modern Language Association site will provide the text of the MLA research manual. Because documentation of Internet sources is still being determined, this site is an excellent means of finding out the latest documentation format. In addition, check publisher web sites. Most composition texts now come with their own sites, many of which provide excellent material on avoiding plagiarism. New sites to deal with this issue are becoming available. Use the search engines with the terms “research paper,” “essay,” “plagiarism,” or other terms and see what additional help you can find.

For more information, please contact: Academic Standards and Procedures Committee

Child Abuse, Reporting Allegation

Scope/Applicability: All Faculty

Policy/Procedure:

Faculty members are required by law to report alleged or suspected child abuse, no matter how long ago it occurred. The law requires that "educators" who learn of such abuse report it to the social services office in which the child resides through the educator's "head or the head's designee." For purposes of complying with this law, the VP, SES has been designated as the reporting person for the college. The current age of the student is not important. If the abuse allegedly occurred while the person was a minor, even if the student is now an adult, it must be reported. Any information concerning alleged or suspected child abuse should be reported promptly, within 48 hours or sooner, to the VP, SES (x 7724).

For more information, please contact: VP, SES

Class Meetings

Scope/Availability: All Faculty

Classroom Assignment

Final room assignments are posted on bulletin boards on all campuses before the first class period. Faculty should check the room assignment report prior to the start of their first class meetings. Changes are frequent throughout the registration period.

Classroom space is at a premium. In order to accommodate varying class sizes, faculty member may be asked to move a class to another room. If a faculty member finds that the room to which he or she has been assigned is unsuitable, he or she should not move the class to another room although it seems to be open. The faculty member shall contact his or her department chair or the campus vice president/dean to arrange for the class to be reassigned to another classroom.

If classroom space is needed for extra classes, testing, faculty may request a room by contacting the scheduling office.

Class Time Use

The college offers students many ways to take classes. Students who need maximum flexibility of time may take web-based courses or may pace their own learning in self-paced courses. Students who wish to compress their learning into short periods may take advantage of mini-sessions throughout the year or the intersession.

It is a college priority that class time be used efficiently, effectively, and completely. It is not acceptable to dismiss class early unless there is an emergency that requires it. For those teaching classes of two or three hours' duration, this is a particular challenge, especially with evening classes full of students who are tired and anxious to get home after a day's work. Students who sign up for classroom-based courses are entitled to full instructional time, regardless of the length of the class.

There are many resources available on campus to help faculty make most effective use of instructional time and to learn the strategies of experienced teachers that encourage student learning. These resources include: faculty development activities, the Division of Distance Learning and Faculty Development, and divisional mentoring (assignment to a faculty member with experience in the course faculty are teaching, who will share instructional methods that will help faculty vary the pace of the course, the method of delivery, and classroom activities).

Emergency Cancellations of Classes

Faculty are required to post instructions for continuity or re-scheduling of classroom activities when class is cancelled because of a college emergency closing. Such instructions should be posted as soon as feasible following the cancellation. For more information on college emergency closings or to sign up for notification of closures and delays, refer to the college's website: <http://www.csmd.edu/emergency.html>

Rescheduling Canceled Classes

The college may have to reschedule classes that have been missed because of an emergency closing. In that event the college will select a day(s) when these classes can be made up. Every

effort will be made to accommodate the scheduling needs of the students. A faculty member who wishes to reschedule a canceled class may do so provided that the schedules of the entire class can be accommodated by this change. The department chair must be notified of any rescheduled class.

For more information, please contact: VP, DOL

Class Roster/Roster Adjustment

Scope/Applicability: All Faculty

1. Prior to the first class period, the instructor shall print a roster using my CSMD of students who have registered for the class. The class roster includes the student names, home and work phones number, and the curriculum codes.

Students attending class whose names are not on the roster and who do not have documentation of their registration should be referred to the Registrar's Office or main office. No student who is not registered should remain in class.

The roster includes the student's curriculum code. This curriculum code identifies the program within which each student is studying; this is useful to the instructor in understanding the educational goals of the students and advising them appropriately. Program descriptions are in the college catalog.

2. At the end of the second week of classes (sooner for courses of shorter durations), the faculty member shall log into the system and print a second roster. Two important actions are required by faculty regarding this roster:
 - a. Any student who is attending the class whose name does not appear on the roster should be asked to leave the class and to contact the Registrar's Office at LaPlata or the Administrative Offices at Leonardtown, Prince Frederick, or Hughesville to verify enrollment in the course. The student may be admitted to subsequent classes only if documentation of registration is provided.
 - b. If a student is on the roster but has not attended class, then the faculty member shall notify the Registrar's Office by email or the Administrative Office at Leonardtown, Prince Frederick, or Hughesville. The student will be contacted by one of these offices.
3. At the end of the third week, faculty shall check the roster to ensure it is accurate. Questions regarding the roster should be directed to the Registrar's Office or the Administrative Office at Leonardtown, Prince Frederick, or Hughesville.

Late Additions to Classes

Students may add classes during the first week of regular session (15 week) classes if seats are available in the class, with the exception of the nursing, EMS, and massage therapy programs. Courses of shorter duration must have permission of the department chair.

Students who register late must adhere to the refund policy as stated in the schedule of classes.

For more information, please contact: VP, DOL or the Registrar

Classroom Supplies and Equipment

Scope/Applicability: All Faculty

Policy:

Instructors may express their need for supplies and equipment to department chairs in the fall. If approved, monies will be allotted for specified items to be purchased from the department budget for the following school year.

Orders for supplies and equipment will be processed by the department Administrative Assistant. After hours, faculty may contact the faculty support assistants. Contact information and hours will be published each semester.

For more information, please contact: Department Chair

Workrooms

Scope/Applicability: All Faculty

Policy/Procedure:

Distance Learning and Faculty Development

Faculty and staff have access to the Distance Learning and Faculty Development (DLF) at the La Plata campus (Library, LR202). The DLF physical facilities include a learning lab for faculty training and meetings, workstations for individual work, printers, scanners, and a SCANTRON machine. Additionally, the DLF staff will provide assistance and resources for teaching and learning in the classroom as well as information and training on the use of instructional technology in traditional or web based courses. For more information see <http://www.DLF.csmd.edu/>

Adjunct Faculty Workrooms

The DLF staff, together with the TSD, work to equip the adjunct faculty workrooms on each campus to maintain a minimum of one workstation with all the latest hardware and software applications that support instructional technology. The faculty workrooms are located in B318 or C106 on the Leonardtown Campus and in Room 17 on the Prince Frederick Campus.

Divisional Workrooms

At the La Plata campus, divisional workrooms are also available on campus for faculty use. Contact the administrative assistant for locations and more information.

Many CSM classrooms are equipped with permanently assigned multimedia units such as Smart Podiums and Teachers Pets. Other AV equipment including computer projection devices, overhead projectors, TV/VCR units, camcorders and audiocassette recorders are available for use in the classroom. Operational Training on all audiovisual equipment is available upon request. Contact the TSD Help Desk at 301-934- 2251, ext. 4357, for a complete listing of classrooms with assigned equipment and to make reservations to use other audiovisual equipment or services.

For more information, please contact: Chair, DLF

College Vehicles

Scope/Applicability: All Faculty

Policy/Procedure:

To request a college vehicle*:

1. Submit Driver Authorization Form
<http://www.hawk.csmd.edu/forms/HRD/Driver%20Authorizations/>
2. Once approved, or if already approved, send email request to vehiclescheduling@csmd.edu. In email request, include:
 - Driver Name
 - Department
 - Destination
 - Estimated Mileage
 - Reason For Use
 - Departure Date & Time
 - Return Date & Time
3. Obtain VP, DOL signature for trips over 150 miles, or overnight trips.
4. Pick up keys from the Operations Offices in CC202

For more information, please contact: Annie Suttan or Toni Kruzska

****Defensive Driving Training Required***

Communications Department

Scope/Applicability: All Faculty

Policy/Procedure:

The Marketing Department is responsible for the production of all college promotional material. The manager of the division offers assistance to faculty and staff in planning and printing promotional publications, conducting direct mail campaigns, and arranging for paid promotional advertising within the college's marketing plan. Printed materials intended to promote the college or its programs are reviewed by the manager prior to publication. In addition, the department publishes a weekly newsletter, The [*Friday Report*](#). All faculty are expected to read the [*Friday Report*](#) on a regular basis.

For more information, please contact: Marketing Department

Conflict of Interest, Proprietary Information, and Political Activity

Scope/Applicability:

Conflict of Interest

Employees shall conduct themselves in accordance with the Maryland Public Ethics Law (summary attached).

1. Employees shall avoid even the appearance of impropriety with respect to a conflict of interest in the performance of their duties and must not use their positions to inappropriately influence decisions for the personal advantage of themselves, their families, or their friends.
2. Employee shall not engage in or have a financial interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his or her duties and responsibilities.
3. Employees shall not at any time engage in any outside employment that would adversely affect their employment status or performance as employees at the college, create a conflict of interest, or, with the exception of constitutionally protected activities, would compromise or embarrass the college, or adversely affect professional standing. Generally, any full-time college employee who, during their period of full-time employment with the college also holds a full-time position elsewhere (whether Benefitted or seasonal) shall be deemed to have a conflict of interest and shall be asked to resign from one of the full-time positions.
4. Employees may not purchase or influence the purchase of any goods or services for the college from a person or entity in which the employee or the employee's family would receive financial gain without prior disclosure of such interest to his or her supervisor.
5. Employees shall not use their position at the college or the college name in the endorsement of any service, commercial product, method or device.
6. Employees shall not accept money, gifts (other than sample items of low cost such as textbooks) or benefits from any company seeking to do business with the state or college or engage in such business, if it can reasonably be inferred that such gifts are intended to influence his or her actions at the college.

Proprietary and Confidential Information

Employees shall not disclose or use, for themselves or for others, any proprietary or confidential information or records gained during their employment with the college. "Proprietary or confidential information or records" means any information regardless of whether it has been reduced to written or electronic form that is neither 1) generally known outside the college nor 2) made available to others by the college. Such information includes that pertaining to the college, other businesses, persons or entities and includes, but is not limited to, financial information, personnel information, marketing plans, and business projections.

Political Activity

The College of Southern Maryland recognizes that a vibrant community is enhanced by the citizenry's participation in the political process. To that end, any employee may hold political office concurrent with college employment unless the employee is unable to fulfill his or her responsibilities to the college or where prohibited by the Maryland Public Ethics Law.

In accordance with state law, if an employee files for a federal, state, county, or town office, he or she shall not campaign or conduct campaign activities during working hours. No one in the employee's office can conduct campaigning or campaigning activities for the employee during working hours. No college supplies, materials, or equipment may be used for campaign purposes. If an employee wishes a leave of absence for campaigning purposes, he or she is to petition for leave without pay from the administrative vice president (for staff) or to the department chair and faculty vice president (for faculty).

Responsibilities/Procedures

1. The Staff Development/Training Coordinator shall annually disseminate financial disclosure forms to covered employees.
2. Covered employees, as determined by the Maryland State Ethics Commission, shall comply with the financial disclosure filing requirements.
3. New employees who are covered by the financial disclosure program shall attend required training.
4. Employees shall disclose (using the [CSM Outside Employment Reporting Form](#)) to their supervisors all activities (paid and unpaid) that may have the appearance of a conflict of interest with assigned duties and responsibilities as college employees.
5. Supervisors will review reports and forward them to the executive level manager for review and final resolution. The Human Resources Officer shall coordinate resolution with the executive supervisor and employee.
6. A copy of the report with final disposition shall be forwarded to the Human Resources Officer.

Reference: Board policies [PER 719](#), [719A](#), [721](#)

For more information, please contact: AVP, HR

Copying Materials to be Provided to Students

Scope/Applicability: All Faculty

Policy/Procedure:

The following guidelines apply to faculty requests for photocopying materials to be provided to students. The guidelines do not cover exams, homework assignments, or syllabi. Requests for exceptions to these restrictions should be directed to the department chair in charge of the instructional program.

1. Any handout of 30 pages or more will be considered a textbook and will be sold to the students through the college bookstore. Requests to photocopy works of more than 30 pages must be submitted to the appropriate vice president for approval and processing when textbook orders are due (ten weeks before the beginning of each semester). When approval is granted, the vice president will forward the material to the Printing Center where it will be photocopied and sent to the Bookstore. Since a work of this length would not meet the brevity requirements of "fair use," the work must be copyright free, or evidence of permission to copy must be attached to the request. (Government publications are copyright free.) The written permission of the copyright holder will be incorporated in any photocopies of copyrighted materials sold through the Bookstore.
2. For those items not sold through the Bookstore, faculty are asked to reduce to less than 30 pages the total number of pages of handouts for any one class in a given semester. Optional readings should be placed in the library's reserve system; the student may then make his/her own copy if desired.
3. Requests to copy works of more than three pages (or 2,500 words) must be accompanied by the written permission of the copyright holder. The Printing Center will retain a copy of the permission notice for future requests. Problems will be referred to the department chair. In the absence of the department chair, such requests will be honored and a copy of the photocopied material sent to the department chair.

Copyright Policies

The college has developed copyright policies that will govern the distribution of course material on the Web. Contact the department chair for a copy of these policies.

Use and Duplication of Copyrighted Material

The college's copyright policy, based on the new copyright law, follows. Faculty are responsible for reading the policy carefully since it will affect their classroom and research activities. Since the college is a nonprofit educational institution, there are areas where copying of copyrighted materials is allowed. These areas are, however, strictly limited. Because a copyright infringement has strong legal implications for the college, as well as the instructor, it is not possible for a faculty member to make copies "at his own risk."

Certain requests for copying services by college staff may be refused if the request constitutes a copyright infringement or may be delayed if the request is outside the scope of the policy and an interpretation is required. It is extremely important that requests for copying be submitted sufficiently in advance to provide time to find an appropriate substitution should that be

necessary. The interpretation of the law, as reflected in the policy, is as liberal as can be attained; therefore, it is expected that all faculty and staff will adhere to the policy.

Introduction

The policy is based on the "General Revisions of the Copyright Law, Section 101, Title 17 of the United States Code," "Guidelines on Library Photocopying and Interlibrary Arrangements," of the National Commission on New Technological Uses of Copyrighted Works, and the "Report by the House and Senate Joint Committee on Copyright Revision."

Works protected by copyright include:

- Literary works
- Musical works
- Dramatic works
- Pantomimes and choreographic works
- Pictorial, graphic, and sculptural works
- Motion pictures and other audiovisual works
- Sound recordings

Computer software works not protected by copyright include:

- Any work when 75 years have passed since the copyright date (works copyrighted after 1977 will be covered by copyright for 50 years after the author's death).
- Works published by a U.S. Government Agency.
- A primary provision of the new copyright law is "fair use."

Specific criteria for "fair use" are given for each application of the law in subsequent sections of this document. Generally, determination of fair use is based on all of the following:

- Nonprofit educational use
- Form of the material (i.e., printed material, phone record)
- Brevity
- Effect on potential market of copyrighted material.
- Spontaneity

Addendum: Public Law 102-492, approved October 24, 1992, titled COPYRIGHT: FAIR USE OF UNPUBLISHED WORKS, amended title 17 by adding the following: "The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors."

Copying Prohibitions

When "fair use" standards are applied, the following prohibitions are effective:

1. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts there from are accumulated or reproduced and used separately.

2. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
3. Copying shall not:
 - a. Substitute for the purchase of books, publishers' reprints or periodicals;
 - b. Be directed by higher authority;
 - c. Be repeated with respect to the same item by the same teacher from term to term
4. No charge shall be made to the student beyond the actual cost of the photocopying.

Copying Allowed for Educational Purposes

1. *Copiers for Teachers*

A faculty member may (for purposes of scholarly research or use in or preparation for teaching only) copy: a chapter from a book; an article from a periodical or newspaper; a short story, short essay or short poem; a chart, graph, diagram, cartoon or picture from a book, periodical or newspaper.

2. *Copies for Classroom Use Only*

Copies may be produced without the expressed permission of the copyright holder based on all of the following:

- a. Each copy contains a notice of copyright (notice includes the symbol C, or the word "copyright," or the abbreviation "copr.," and the year of first publication of the work; and the name of the owner of copyright).
- b. The work meets the test of brevity as follows:
 - i. Poetry - a complete poem of less than 250 words (in no case to exceed 2 printed pages) or an excerpt from a poem of not more than 250 words.
 - ii. Prose - either a complete article, story or essay of less than 2,500 words or an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words. Illustrations - one chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue.
 - iii. Works of fewer than 2,500 words in their entirety constitute special works; an excerpt of not more than two of the published pages and containing not more than 15% of the words may be reproduced.
3. The faculty member ensures that his or her use meets the tests of spontaneity and cumulative effect as follows:

Spontaneity - (a) The copying is at the instance and inspiration of the individual teacher, and (b) the inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request to the copyright holder for permission to copy.

Cumulative effect - (a) The copying of the material is for only one course in the school; (b) not more than one short poem, article, story, essay, or two excerpts may be copied

from the same author, nor more than three from the same collective work or periodical volume during one class term; (c) not more than nine instances of such multiple copying for one course during one class term. (The limitations in "b" and "c" do not apply to current news periodicals and newspapers and current news sections of other periodicals.)

4. The faculty member must indicate to the Print Shop that one of the following applies to a request for duplication of copyrighted material:
 - a. The use is "one-time" only
 - b. Permission to copy has been requested from the copyright holder
 - c. Permission to copy has been granted by the copyright holder

The Print Shop will provide forms for requesting permission to copy from publishers of copyrighted works. Permission to copy must have been granted if the item has been used once in the classroom since January 1, 1978.

Single Copies Produced by the Learning Resource Center

The LRC will reproduce (under conditions listed below) one copy or tape recording of a work if:

1. The reproduction or distribution is made without any purpose of direct or indirect commercial advantage.
2. The reproduction of the work includes a notice of copyright.

These types of material will be reproduced:

- Unpublished material from the collection to be maintained for purposes of preservation and security;
- Published material for replacement of a lost, damaged, stolen or deteriorating copy if the LRC has made a reasonable effort to obtain an unused replacement at a fair price;
- A small part of any copyrighted work within specific restrictions when the copy becomes the property of the user;
- An audiovisual news program intended for instructional use;
- Multiple copies for "Reserve" following the same guidelines as multiple copies for classroom use;
- Single copies for "Reserve" (at the request of faculty members) following the same guidelines as "single copies for use by teachers;"
- A single copy of an out-of-print item if, after reasonable effort, the item cannot be purchased at a fair price;
- A translation into another form of those copyrighted materials required by disabled members of the college community.

Interlibrary Loan

The LRC may reject interlibrary loan requests from its patrons if more than five articles from any one periodical title in any calendar year have been requested (provided the five articles were published within five years of the request date) and if the LRC determines that a subscription is needed.

The LRC will retain records of loan transactions for three years as required by law.

Performances and Displays

The college will not charge fees (other than reimbursement for costs incurred) for performances of non-dramatic copyrighted material when that performance is open to the public (unless the copyright holder's permission has been granted).

Sponsors of all performances are required to examine the applicability of Section 110, "Limitations on Exclusive Rights: Exemption of Certain Performances and Displays" and to obtain copyright holders' permissions where required.

Fair Use of Music

The following constitute fair use of music:

- Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.
- For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than (10%) of the whole work. The number of copies shall not exceed one copy per student.
- Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
- A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher
- A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by the college or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the college or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

Notice of copyright must be included on all printed music copies.

Off-The-Air Video Recording

Unless permission is specifically denied by the broadcaster, programs broadcast by commercial and non-commercial (public) stations may be videotaped for use in a classroom presentation provided that:

- The program is shown within seven days of the original airing and subsequently erased.
- The program is supplemental to the instructional program (i.e., a TV series may not be used as the basis for a course).
- The program is not edited in any way and notice of copyright is displayed.

Programs produced by the Maryland Center for Public Broadcasting are owned by the state and copies may be retained indefinitely.

Computer Software Copying

Software that is copyrighted is intended for use in its original form. Duplicate copies can be produced only if written permission is granted by the manufacturer. The U.S. Copyright Law states that noncompliance may result in civil damages not exceeding \$50,000 and criminal penalties of up to 1 year and/or a \$10,000 fine. It should be noted that minors are not exempt.

For the above stated reasons, the use of The College of Southern Maryland computer facilities for the purpose of copying commercial software for personal or classroom use without written permission from the manufacturer is expressly prohibited.

For more information, please contact: Distance Learning and Faculty Development

General Student Complaint Procedure

Scope/Applicability: All Faculty

Policy/Procedure:

The General Student Complaint Procedure provides a method of recourse to students who feel that a particular action or series of actions, on the part of another student, a faculty or staff member, or the institution has violated accepted or stated institutional practices and standards. Student concerns appropriate to this procedure include those not covered by the following established procedures:

- Student Code of Conduct (see Student Handbook)
- Reevaluation of Academic Work (see Student Handbook)
- Administrative Grievance Procedure (see [Administrative Manual HR 4010a](#))
- Faculty Grievance Procedure (see [Grievance](#))
- Protection for Discrimination, Sexual and Other Harassment and Relation (see [Administrative Manual HR 4130](#))

Informal Level

Before beginning any formal procedures, the parties involved in the complaint should try to settle the dispute through discussion. If the student wishes to have another person present at these discussions, he or she may request the presence of a staff member from the Division of Student Equity and Success, the Diversity Office, or any other appropriate college staff member.

Formal Level

1. The student must begin formal complaint procedures within 21 calendar days of the alleged violation by submitting a written statement of the complaint to the VP, SES. The statement must explain what allegedly happened, what steps have been taken prior to the submission of the written complaint, and what action the student is requesting. The VP, SES will distribute copies of the complaint to the appropriate parties.
2. If the complaint involves a college employee, the student will then meet with the faculty or staff member and his/her supervisor(s). If the complaint involves another student or the institution as a whole, the student will meet with the VP, SES and/or others deemed appropriate. This meeting should take place within 14 calendar days of the submission of the written statement. Within seven calendar days, the student will be informed, in writing, of the outcome of this meeting.
3. In the absence of a mutually satisfactory outcome, the student may appeal the outcome of the meeting to the president.
4. The student must initiate the appeal within 14 calendar days. The appeal must be in writing and explain the nature of the complaint, the reason for the appeal, and include any supporting evidence. The appeal should be submitted to the president.
5. The president, or designee, may: a) Dismiss the appeal for insufficient evidence b) Schedule an appeal hearing.

6. If an appeal is granted, the president, or designee, will hear the appeal within 14 calendar days subsequent to receipt of the student's written request. A record shall be made of the appeal hearing.
7. A written explanation of the appeal decision shall be given to the student and, as appropriate, others involved within 14 calendar days following the scheduled hearing.
8. The procedures for these hearings will, for the most part, follow those outlined in Article VI, Section A, of the Student Code of Conduct. These procedures may be modified to accommodate the nature of the complaint. (Complaint procedure 10/12/08).

For more information, please contact: VP, SES

Reevaluation of Academic Work

Scope/Applicability: All Faculty

Policy/Procedure:

Note: These procedures are published to students annually in the Student Handbook. The current regulations are provided here for your convenience.

Informal Procedures for Reevaluation of Academic Work

70.00 When a student questions the accurate assessment of his or her academic work, an attempt must first be made to resolve the issue informally. The student's first step is to confer with the instructor. If the issue is still unresolved after conferring with the instructor, the student's second step is to confer with the department chair, who shall schedule a conference of all three parties. The department chair will keep a record of the informal process. These informal procedures must be initiated within 10 calendar days from the date the grade was assigned and concluded within 20 calendar days from the date the grade was assigned, exclusive of college closings.

Formal Procedures for Reevaluation of Academic Work

- 80.1 Except where specified, all procedures will be consistent with those outlined elsewhere in this code.
- 80.2 To contest a grade, the student must put into writing the reasons for the contest. The request, along with any supporting documentation, must be delivered to the office of the VP, DOL. The request for reevaluation of academic work must include evidence specific enough to support the probability that the grade was given as a result of capricious or neglectful evaluation of the student's performance. The Division of Learning staff will deliver the letter, any attachments, and the department chair's summary of the informal process to the Faculty Grade Review Committee (a total of three benefitted faculty members representing both instructional departments appointed annually by the chair of the Faculty Senate). The committee makes its recommendation to the Vice Division of Learning based on the written record and relevant inquiries. The student does not appear before the committee. Inquiries about any aspect related to reevaluation of academic work should be directed to the VP, DOL. The Faculty Grade Review Committee cannot respond to inquiries about specific cases. (Note: A student who has received notification that a grade was given as a result of cheating, plagiarism, or other forms of academic dishonesty may not contest the grade under this policy.) See Student Code of Conduct and Student Code of conduct procedures.
- 80.3 A request for a review of a grade must be made and delivered within 30 days from the date the grade was assigned, excluding official college holidays.
- 80.4 The Faculty Grade Review Committee may: a) Dismiss the request for insufficient evidence; b) Submit findings to the VP, DOL. Under normal circumstances, a decision will be made within 45 business days, exclusive of college closings.

- 80.5 The VP, DOL, after reviewing the findings, may take the following action: a) Dismiss the request for insufficient evidence; b) Call for a reevaluation of student work, including, if necessary, any reexamination of the student. c) Cause the grade to be changed. Under normal circumstances, a decision will be made by the VP, DOL within 15 business days of receipt of the committee's findings, exclusive of college closings.
- 80.6 The VP, DOL, after reviewing the findings, may take the following action: a) Dismiss the request for insufficient evidence; b) Call for a reevaluation of student work, including, if necessary, any reexamination of the student; c) Cause the grade to be changed. Under normal circumstances, a decision will be made within 45 days or the next business day thereafter.
- 80.7 The student has a right to be informed by an instructor when a grade is assigned for reasons of cheating, plagiarism or other forms of academic dishonesty.
- 80.8 The VP, DOL, decision may be appealed by the student in writing within 10 business days to the president of the college. The president or the president's designee will conduct a review within 10 business days of receipt of the appeal to determine whether the decision was reasonable. The decision of the president or the president's designee will be final.

For more information, please contact: VP, DOL

Grades, Grade Reporting & Student Attendance

Scope/Applicability: All Faculty

Policy/Procedure:

All grades shall be submitted online to the Registrar's Office by the due date. Departments may set slightly earlier deadlines for grade submission.

At both mid-term and final grade periods, each instructor should assign a grade for each student.

Grade sheets must be returned to the college on or before the due date established each semester in a memo from the records office. The department chair shall instruct faculty on the appropriate procedure for returning grade sheets.

Student Attendance

Attendance must be recorded for each class session. Federal regulations require this. The college encourages every student to attend each class session. An instructor may limit the number of hours of absence to the number of credits of the course. All instructors have the responsibility and prerogative to set and announce to all students any attendance requirements for their classes. Accordingly, the instructor may determine what effect absences will have upon grades.

Students should be encouraged not to miss regularly scheduled examinations and evaluations. The opportunity to make up regularly scheduled exams is left to the discretion of the instructor. The syllabus will define penalties for absence from examinations and evaluations.

Marking attendance in online courses can sometimes be difficult. As a general rule, merely logging in to the Blackboard system does NOT constitute attendance. To determine the last date of attendance of online students, the faculty member should consider the information more fully, by checking for substantial course activity, such as watching or reading a lesson, posting to the discussion board, or submitting an assignment. If an instructor is unsure about the date of last attendance of an online student, consult with the department chair.

Grade and Attendance (G&A) Sheets

After the Schedule Adjustment Period, the instructor should print a final class roster and create a G&A sheet (some department Administrative Assistants will print a G & A Sheet from Colleague if requested). These records should accurately reflect the names of those who have officially dropped or added the course. If student attendance cannot be verified with the G&A sheet, contact the records office on campus or the appropriate division office as soon as possible (Charles: 301-934-7588; St. Mary's 240-725-5300; Calvert: 443-550-6100).

The G&A sheet is a permanent record of student progress and the most important record a faculty member maintains. It must, therefore, be legible, accurate, and self-explanatory. This record must be returned to the department chair within one week of final grade submission. It is maintained by the VP, DOL office for five years. It is recommended that all faculty retain copies for at least 5 years.

1. Absences must be recorded by date. When a grade is discounted because of absence, a note should be made on the sheet.

2. The formula used for figuring the final grade should be noted at the bottom of the sheet (example: Tests, 20%; Mid-T Ex., 30%; Final Ex., 20%; Projects 30%). Include the numerical equivalencies of the letter grades.
3. The cumulative scores of each graded portion of student work should be recorded in the right-hand columns of the sheet.
4. Final grades are recorded on a grade sheet distributed by the Registrar. Faculty are required to enter grades on-line. The procedures for entering grades on-line can be found at the DLF website.

Academic Monitoring

Procedures for Academic Monitoring are established between the Divisions of Learning and Student and Instructional Support Services. Procedures and deadlines will be published via e-mail and on the Intranet each semester.

Mid-Term Grades & Evaluation

All students should be evaluated sufficiently in the first half of the course for the faculty member to assign a midterm grade. The mid-term grade is advisory in nature and represents the progress of a student through a course of study. The grade may be determined through tests, exams, reports, or practical performances as determined by the instructor. Instructors should notify all students of their midterm grades.

Final Grade Reporting and Grade Return Procedures

At the final grade period, each instructor should assign a grade for each student. Grade sheets should be printed for the recording of these grades. See [Electronic G&A Sheets](#) for more information.

- All grades shall be submitted electronically to the Registrar's Office by the due date. See the [DLF website](#) for information on entering grades online. Departments may set slightly earlier deadlines for grade submission.
- Practice for faculty: Faculty enter their grades online. After submission, print two copies of the grades; one is returned to your department administrative assistant and the other is for your records.

Grade sheets must be returned to the college on or before the due date established each semester in a memo from the Registrar's office. The department chair shall instruct faculty on the appropriate procedure for returning these records. Grades not given to the department chair or campus vice presidents and deans should be taken directly to the VP, DOL and Registrar's office.

Final Evaluation

Appropriate final evaluations should be given in each class.

At the request of the department chair the instructor shall submit one copy of each final evaluation and the answer key if appropriate.

Student Grievance of Evaluation

The Student Handbook contains both informal and formal procedures which may be initiated by students for re-evaluation of student grades. It is important to note that there are time limits within which a student grievance may be processed. Faculty members are urged to familiarize themselves with these procedures in the Student Handbook listed under Policies and Regulations.

See also <http://www.csmd.edu/current/StudentLife/handbook.html>

Change of Grade

A grade may be changed only if the instructor has made an error in evaluation.

In order to change a grade after it has been reported to the recorder, the instructor must fill out a Change of Grade Form available from the office of the department chair and submit it to the department chair. The form shall be accepted by the department chair only if it contains a clear and complete explanation for the change of grade.

Grades

The college's grading system is outlined in the college catalog.

FX Grade

An FX grade designates a failure due to never having attended or ceasing to attend class at or before the midpoint of the course.

Incomplete (I) Grades

The decision to award an incomplete in a class is at the discretion of the instructor in conjunction with the department chair. An incomplete ("I") is a non-punitive grade which may be requested only if:

1. The student is passing the course;
2. The student has a compelling and justifiable reason for not completing work due after the date when he or she can withdraw without penalty; and
3. The student and instructor are in agreement regarding work to be completed and have signed the Incomplete Request Form specifying remaining work and due dates for completion. Due dates may not extend beyond 120 calendar days.

Audit

A student may audit a class. Students receive no credit for an audited class. One may change from credit to audit or audit to credit, with the instructor's permission, at any time before the end of the withdrawal period. The appropriate form must be used (Request for Audit Form and Request for Credit Form). In the case of change from credit to audit the reasons for making the change and the requirements for eventually receiving a grade of *AU* must be specified. If the student does not fulfill the requirements for the audit, a grade of *WD* will be recorded for the course.

Audited courses require the same tuition and fees as regular courses. Students auditing a course will be expected to meet requirements set by the instructor.

A student who does not fulfill the terms of audit as explained by the instructor on the syllabus may not change from audit to credit. Audited courses do not meet prerequisite requirements. Audited courses are noted on the transcript as having a grade of AU. The AU grade is not calculated in the GPA.

Withdrawal (WD) Grades

Students wishing to withdraw from a course must complete a drop form available from the campus Records Office. The last day for withdrawing from classes without a grade is published in the college calendar for traditional length semesters. For courses falling outside these traditional length semesters, the withdrawal date is at the three-quarter point of the course. If a course is dropped before that date, a grade of "WD" will be recorded for the final grade. After that date, the student will receive grades for all courses in which he or she is enrolled.

The role of the faculty member in student withdrawal procedure is described in the Catalog.

For more information, please contact: VP, DOL

Guideline for Contracting with Major Workshop and Program Facilitators

Scope/Availability: All Faculty

Policy/Procedure:

When to Use These Guidelines?

Although intended to be used whenever a long or major workshop is being planned, these guidelines may be used for shorter programs as well.

Who Should Use These Guidelines?

The faculty or staff member charged with contacting the workshop presenter is responsible for insuring that these guidelines are followed and that any required forms and reports (see http://www.hawk.csmd.edu/dfs/pro/contract_management.html) are distributed to the proposal writer. That point of contact (POC) will assist the presenter in getting this information to the Faculty Development Committee and academic vice president.

In some cases, especially when the presenter's reputation and the content and quality of the workshop are well known to the committee, these guidelines may be waived in whole or in part. Such a waiver, however, would be granted in rare cases. The POC should be responsible for that decision.

Dear Workshop Presenter:

Thank you for your interest in presenting a faculty development workshop for the College of Southern Maryland. The following guidelines are designed to help you write any workshop proposal you submit to the Faculty Development Committee. Your proposal should contain these items:

Background and Qualifications:

Submit a resume or curriculum vitae that summarizes your educational and professional background. In addition, please attach a cover letter that details your expertise in the area covered in your proposed workshop. If possible, include copies of articles you have written on this subject (or a list of publications), or any other information about your particular skills (e.g., video of performance or lecture).

Workshop Outline:

The proposal you submit should cover the following areas in enough detail so that our committee can determine whether the college can take advantage of your skills:

1. Analysis of the target audience: Describe how you will determine the target audience, and how you will identify the needs of the participants related to your particular area of expertise. The college keeps needs assessment tools and already has some information you may find helpful in preparing this description. The

POC will work with you to determine the most effective means to prepare this section of your proposal.

2. **Summary of the Main Points to be Covered:** Describe in detail the subjects you plan to cover and what you hope to accomplish in your proposed workshop. If available, include measurable learning objectives.
3. **Methods:** Explain the methods you plan to use to present the information (e.g., lecture, discussion, computer demonstration, etc.), or how you plan to accomplish your objectives. Include the approximate percentage of time you will devote to each method.
4. **Resources Needed:** List the equipment you will need (videotaping, overhead projectors, computer displays, etc.) to conduct the workshop and explain how the facility should be arranged. Check with the POC for information about any of the college's limitations. If you plan to use assistants in your workshop, please list their names and a brief description of their qualifications.
5. **Budget:** Include all costs and expenses for personal services, planning, and equipment directly related to the workshop you are proposing.
6. **Assessment of the Workshop:** It is important for us to know how your workshop is achieving the goals and objectives while it is being conducted as well as after it is completed. The college has end-of-workshop evaluation tools that should be used. In addition, describe the means you will use to evaluate the program in progress, especially if the workshop will extend several days. Consult with the POC for help in preparing this part of the proposal. Assessment should be built into the workshop plan, and participants should be given an opportunity to inform you of their needs during the program.

For more information, please contact: VP, DOL or Chair, DLF

Off-Campus/Co-Curricular Activities

Scope/Applicability: All Faculty

Policy/Procedure:

Field Trips/Off-Campus Instructional Activities

Faculty planning field trips for students should receive the permission of the VP, DOL. The field trip should be a planned educational experience; ideally it should be incorporated into the course syllabus. Field trip sites and transportation must be accessible to students with disabilities. The trip should also be planned for a time period when it will not conflict with other classes. If college vehicles are to be used to transport students, arrangements should be made well in advance using policy, [GA 3040](#), and form, Request for Use of College Vehicles.

Students participating in college-related activities off campus must complete the Student Activities Release Form for each activity or once a semester for ongoing activities. These are available in the academic department.

Student Activities Release Forms

Student release forms (see sample) must be completed by students participating in off campus activities and certain specialized activities including field trips; intercollegiate athletics; cooperative education, practicum and internship assignments; and physical fitness activities. Appropriate forms are available in department offices and must be signed prior to the activity. Completed copies are distributed as follows: white copy to student, yellow copy to Vice President, Financial and Administrative Services, pink copy to the VP, DOL. These should be retained in the department for two years.

Student Participation in Co-Curricular Activities

The college assumes that co-curricular activities contribute to the development of the student and enhance campus life in general. While recognizing the value of these activities to both individual student and college as a whole, the college also recognizes that the success of these requires cooperation of students and faculty.

- Students should ask for excused absence prior to participating in an activity.
- Students should verify their absence beforehand with a memo from the supervisor of the activity.
- Students should inform their instructors at least one week in advance of anticipated absences.
- Students assume responsibility for making up all work missed within one week. Students must arrange to get class notes, handouts, and take tests within this period.
- Students should make satisfactory academic progress throughout the semester. Students involved in activities will be measured by the same standards used on all other students in the class.
- A signed list is sufficient for this purpose but it should be current and available to each faculty member in a timely fashion.

For more information, please contact: VP, DOL

Honors Convocation and Graduations

Scope/Applicability: Benefitted and Temporary Faculty

Policy/Procedure:

Two graduations are held, one in May and one in January. The honors convocation, normally held once per year in May, acknowledges those students who earn divisions awards/scholarships, special academic, and co-curricular awards.

All benefitted faculty members are expected to attend the May honors convocation and graduation events. Attendance at January events is highly encouraged, but not required. All other faculty are invited to attend. All faculty in attendance should wear appropriate academic dress.

For more information, please contact: VP, DOL

Instructor Attendance

Scope/Availability: All Faculty

Policy/Procedure:

Punctuality

All members of the faculty are expected to attend classes at the scheduled time. Faculty members who will not meet or who will be more than five minutes late in meeting their classes should notify the department office or the office of the campus vice president/dean. Students will either be notified to await the arrival of the instructor, or they will be dismissed. In circumstances where the instructor is not present, students are expected to wait no more than 15 minutes past the scheduled start time for the instructor unless other directions have been given.

Class Absence

To maintain continuity of the education process, instructors should attend all classes. In the event of an unavoidable and/or unexpected absence from class the faculty member must inform the department chair as soon as possible. For classes in St. Mary's and Calvert counties, the campus vice president/dean must also be notified.

The department chair may approve one of the following five options to accommodate the absence, using the Class Absence Form:

1. **Missed class time may be made up at the convenience of the students.** Required action: Inform department chair. Room scheduling must be handled through the department chair or campus vice president/dean.
2. **Teaching assignments may be exchanged** with another faculty member currently teaching within the college. Required action: department chair approval only. There is no change in pay for either party.
3. **Instructor may be replaced with a qualified volunteer or guest speaker.** Required action: department chair approval and filing of the volunteer form or written confirmation by the faculty member documenting the acceptance of the volunteer's service. The forms are retained by the department chair.
4. **The department chair will employ a substitute instructor.** An adjunct faculty member's pay will be reduced proportionately. Benefitted faculty must submit a leave form. Required action: department chair forwards PPI, I-9 and tax forms to the Human Resources Department for the substitute accompanied by either written authorization to reduce the adjunct faculty member's pay or approved leave form for the faculty member. Human Resources forwards the PPI to payroll.
5. **The class may be previously assigned activities such as group work, library research, projects taking place off campus, etc.**

For more information, please contact: VP, DOL

College of Southern Maryland Testing Center

Scope/Applicability: All Faculty

Testing Center Mission Statement:

The College of Southern Maryland Testing Centers are dedicated to enhancing student learning by providing comprehensive, accessible, academic and professional testing and assessment services. We adhere to testing standards and practices, safeguard confidentiality of student records, and ensure an optimal testing environment in order to meet the increasing needs of our students, faculty, administrators, and community. The Testing Centers maintain membership and adheres to the National College Testing Association Professional Standards and Guidelines.

General Testing Center Information, Procedures and Policy

- Test(s) must be picked up by the end of the semester, as the Testing Center staff does not keep outdated tests on file. Any expired tests remaining after the end of the semester will be returned to the appropriate department chair.
- The Testing Centers do not provide full-classroom testing services. If instructors are unable to administer a test, they should contact a member of his or her division's staff to proctor the test.
- Test Cover Sheets will be retained by the Testing Centers for one semester.
- Special directions for testing students with disabilities; Instructors shall note on the cover sheet the name of the student and any approved special accommodations, such as:
 - Extended time limit (please indicate the amount of extended time allowed).
 - Scribe needed (students must make advance arrangements with scribe).
 - Enlarged test (please include enlarged copy in individual test envelope).
 - Other needs as specified by the Academic Support Services/ADA Coordinator, (301) 934-7614 at the La Plata Campus, (240) 725-5300 at the Leonardtown Campus, and (443) 550-6009 at the Prince Frederick Campus.

The following information should be shared with students who will be testing in the college testing centers:

- Students must bring one signature bearing photo ID (preferably a driver's license) to show before taking any test/exam.
- Students may not bring any electronic devices into the Testing Center. This includes cell phones, smart watch, PDA's, iPods, CD players, etc.
- Students must bring all the required materials and supplies needed for their test to the testing center (i.e. bluebooks, notes cards, calculators)
- Students must bring #2 pencils for testing, or a pen as the test requires or permits.
- Students receiving accommodations for their tests must schedule an appointment with the testing center to ensure access.
- Students need to be notified when the Testing Center has informed faculty of closings outside the normal operational hours.

Testing Centers Hours of Operation

Updates Testing Center operating hours will be available on Testing Center page under Hours of operation, see [Testing Center Hours](#).

Classroom Make-Up Testing

When making arrangements for students to take test and exams in the testing centers, faculty shall complete the following actions:

1. For security purposes, hand deliver make-up tests and exams to the Testing Center staff at the La Plata Campus, the Prince Frederick Campus and Leonardtown Campus.
2. Place test(s) and roster in envelope with the “Testing Center Cover Sheet.” Include the appropriate number of test copies in the envelope. Copy of Exam cover sheet can be downloaded from Testing Center page using following link [Testing Center Test Cover Sheet](#).
3. Carefully complete information requested on the Exam Cover Sheet: Course Number & Section: i.e. ENG 2020-23111, your contact details, material allowed on exam, exam end date, and time allowed. etc.
4. During Testing Center hours give the test envelope(s) to the appropriate Testing Center staff for filing. After Testing Center operating hours place envelope in the drop box located outside the Testing Centers. All incoming test/exam envelopes will be logged in and placed in the test file to maintain confidentiality and security of tests/exams. Please note, it takes two working days to send exam to other campuses. Exams sent on Friday will not be delivered to other campus until Tuesday. So, please plan accordingly when dropping off or picking up an exam.
5. Pick up the tests or exams (completed and incomplete) as follows:
 - a. La Plata Campus: pick up test(s) by the date indicated on the Test Cover Sheet from the Front Office LR-120. Please note: Test(s) must be picked up by the end of the semester, as the Testing Center staff does not keep outdated tests on file. Any expired tests remaining after the end of the semester will be returned to the appropriate department chair. Faculty may call ahead for same day pick-up.
 - b. Leonardtown Campus: pick up test(s) from Testing Center Room C-314. The Testing Center staff does not keep outdated tests on file. Any expired tests remaining after the end of the semester will be returned to the appropriate department chair. Faculty may call ahead for same day pickup.
 - c. Prince Frederick Campus: pick up test(s) from Testing Center building A Room 102. The Testing Center staff does not keep outdated tests on file. Any expired tests remaining after the end of the semester will be returned to the appropriate department chair. Faculty may call ahead for same day pick-up.
6. Exams and tests are administered strictly according to instructions written on the cover sheet. So, please be sure to mark material allowed carefully and add any additional instructions as well.

7. Instructors are responsible for providing Scantron if their exams need one. Testing Center staff will not be scoring the Scantron for your class. Scantrons are available at La Plata LR-120 for pickup.

Scantron Machine Availability

- La Plata Campus: A SCANTRON machine for faculty use is available in the Division of Distance Learning and Faculty Development, LR201 and ST Building in Faculty work room.
- Leonardtown Campus: Faculty work rooms, B318 and C106 at Leonardtown
- Prince Frederick Campus: Teachers' Lounge and Testing Center.

Emergency Situations Only

Exams/tests may be e-mailed to any Testing Center. Faculty must call ahead. Instructors must give instructions for returning tests.

The Testing Centers and LSS Front Office staff cannot be responsible for collecting homework or additional assignments from students and distributing homework or additional assignments to students.

For more information, please contact: Testing Center or VP, DOL

Disabilities Support Services

Scope/Applicability: All Faculty

Policy/Procedure:

The College of Southern Maryland (CSM) is committed to ensuring that students with disabilities can fully participate in programs, services and activities offered by the institution, in compliance with Title II of the Americans with Disabilities Act Amendments Act of 2008 (ADAAA 2008) Section 504 of the Rehabilitation Act of 1973, Section 508 and all other pertinent federal and state laws.

Otherwise qualified individuals with disabilities who meet the college's academic and technical standards for admission must not be excluded from participation in or be subjected to discrimination or excluded from participation in any program or activity sponsored by the college.

A "person with a disability" includes any person who has a physical or mental impairment that substantially limits one or more major life activity such as caring for oneself, walking, seeing, hearing, speaking, breathing, learning and working. This definition encompasses people with a range of invisible disabilities in addition to those individuals with physical disabilities. These also include psychological, medical, traumatic brain injury, learning disabilities and more.

A "qualified person with a disability" is defined as one who meets the requisite academic and technical standards required for admission or participation in the institution's programs and activities.

Disabilities include but are not limited to the following:

- AIDS
- ADD/ADHD
- Autism Spectrum Disorder
- Blind/visual impairment
- Brain injury
- Cancer
- Deaf
- Hard of Hearing
- Developmental disabilities
- Epilepsy
- Chronic Medical conditions
- Multiple sclerosis
- Muscular dystrophy
- Orthopedic impairments
- Speech
- Specific Learning Disabilities

The Disability Support Services office is responsible for providing appropriate accommodations for students with documented disabilities, while protecting the integrity of the academic programs and services offered by the college.

The ADA Coordinator is responsible for ensuring that the college is in compliance with Section 504 of the Vocational Rehab Act, Section 508, the American with Disabilities Act Amendments 2008 (ADAAA 2008) and all other pertinent federal and state laws regarding disabilities. The ADA Coordinator and the Disability Support Services office, provides training to faculty and staff, consults with faculty and staff on disability related issues and is responsible for ensuring that CSM students and community members with disabilities receive reasonable accommodations.

Faculty and staff seeking services due to disabilities should contact the Human Resources office for services.

ADA/SECTION 504 (Eligibility) versus IDEA (Entitlement)

IDEA: Some of our traditional-age students with disabilities may be accustomed to IDEA (the Individuals with Disabilities Education Act) which covers grades K–12. IDEA is a law that entitles the individual to a Free Appropriate Public Education (FAPE) in the least restrictive environment possible, with emphasis on success for the student. This may be accomplished through a modified curriculum, one-on-one instruction, clarification of test questions and assistance when testing.

ADA: CSM must emphasize that college students are not covered under IDEA. It is important to know that the college is not responsible for providing accommodations to ensure student success; reasonable accommodations are provided to ensure equal access.

With the passages of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 and the American with Disabilities Act Amendments Act of 2008 (ADAAA 2008), colleges receiving federal funds are required to make reasonable accommodations for students with disabilities. ADA and Section 504 are civil rights, anti-discrimination laws that provide students with disabilities the access they need in order to participate in courses and programs that are offered by the college. Students must be eligible under the law and must be “otherwise qualified,” meaning that they must meet the technical and academic standards of the program or course with or without reasonable accommodations in order to be eligible.

The Role of Educators in the Accommodations Process for Students with Disabilities

As a member of the teaching staff, faculty play a critical role in providing services to students with disabilities.

Quick tips on the accommodations process

- Faculty should add a statement to the syllabus stating that students who may need accommodations due to a disability should contact the Disability Support Services office at their campus. Check with your department chair if you need any assistance in writing such statement.
- If a faculty member is approached by a student who self-identifies that he or she has a disability (e.g. learning, physical, psychological) and does not have an accommodations plan, that student should be referred to the DSS Coordinator at their campus.

La Plata, ADA/DSS Coordinator, 301-934-7614 or glennisd@csmd.edu

Prince Frederick, DSS Coordinator, 443-550-6009 or rzgorski@csmd.edu

Leonardtown DSS Coordinator, 240-725-5420 mrabie@csmd.edu

- Faculty should refrain from awarding any accommodations to a student due their disability without receiving an official copy of an accommodations plan from the Disability Support Services Office.
- **Providing an accommodation that is not stated in the accommodations plan violates the college policy and procedures and places both the faculty and the college at legal risk.**
- Faculty should only provide accommodations listed on the approved accommodation plan unless they are willing to extend the same accommodation to the entire class.
- If a faculty member provides accommodations to an individual without a written plan from the DSS office, it will create a false expectation on the part of the student since this individual will expect accommodations from other faculty as well. This creates confusion for faculty and students who appropriately follow the college's policy and procedure for accessing services.
- Faculty should keep in mind that any student who provides them with an accommodation plan has furnished documentation from a qualified physician, psychologist, rehabilitation counselor, educational diagnostician, etc. confirming their disabilities and specifying their effects (e.g. learning, memory, ability to sustain attention, etc.).
- Faculty and students are encouraged to make an appointment individually or jointly with the DSS office on their campus to discuss any issues with the application of their accommodations.
- Faculty members are also encouraged to give suggestions regarding the application of accommodations to the DSS office to ensure that the recommended accommodations do not fundamentally alter a program or create an unfair advantage for the student. Faculty should remember that the college is responsible for providing access for the students.

Reasonable and Unreasonable Accommodations

Reasonable accommodations provide students with the access they need in order to participate in their educational pursuit.

Unreasonable accommodations provide the student with either an unfair advantage or create a fundamental alteration in the course or program.

Faculty should determine what constitutes a **fundamental alteration** in their course or provides an unfair advantage for the student in the classroom. Fundamental alterations to a course are not considered reasonable accommodations under ADA/Section 504. Should a request for an accommodation create a fundamental alteration to a faculty member's course or create an unfair advantage, the faculty member should contact the DSS Coordinator who generated the plan.

Requests for extended time, use of adaptive or assistive technology, scribe and/or reader (**scribes and readers are trained individuals provided by the college**), and testing in the Testing Center are all reasonable accommodations for test taking, which may be stated in the student's

accommodation plan. A take-home test is not a reasonable accommodation unless this option is provided to the entire class.

For all students, accurate notes are essential to the students' success. The Disability Support Services Office sometimes requests notes from faculty to assist eligible students with a documented disability. This can be in addition to a request for peer note taker that the faculty solicits from the classroom or the use of a recorder or Smart Device. All are appropriate for the student if stated in the student's accommodations plan. This approach enables the student to have access to notes in a timely manner. It also reduces complaints that notes are not accessible.

At times, a student may **request substitution of a course**. The student will be required to go through the course substitution process that is outlined in the course substitution policy. Each department chair should have a copy of this policy.

Testing Process

Faculty are responsible for filling out the Testing Center cover sheet with the student's accommodations for those students whose accommodations include taking their test in the Center.

If a faculty member have questions regarding a student accommodations or the accommodations process, he or she should contact the DSS Office either by email or telephone.

Instructional Processes

Individuals teaching students with disabilities are required to make appropriate instructional modifications after receiving an accommodation plan.

Some such modifications are:

1. Tests must be selected and administered so that the test results of students with impaired sensory, manual, or speaking skills are not distorted unfairly; tests should measure the student's aptitude or achievement level and not his or her disability.
2. The time required to complete tests, assignments, programs, etc., may have to be extended. Scribes and Interpreters must be allowed in the classroom. If specified in the accommodation plan.
3. Students with impaired sensory, manual, or speaking skills must be provided auxiliary aids.
4. Technology used in the classroom must be accessible to all students in compliance with Section 508

Testing for Disabilities

The College of Southern Maryland **does not test individuals to determine disability**. The Disability Support Services office provides initial consultation and if needed provide referral resources for evaluation. Students are required to pay for these assessments if they are not eligible for services through the Division of Rehabilitation Services (DORS). Some insurance companies cover this service.

Alternative Formats of Teaching Materials for Students with Disabilities

Given the diversity of students and technological advances, it is becoming easier to find materials that are helpful for a wide range of learners.

Faculty needs to be aware of the following guidelines:

- **Videos** must be closed captioned.
- **Textbooks** - When ordering texts, inquire as to whether the texts are available in alternative format.
- **Three-dimensional teaching materials** - When ordering these materials, ask if they have special adaptations for individuals with multi-sensory needs (e.g. braille descriptions, textured surfaces, large print.)
- **Technology** - As we move to the use of various new technologies in the classroom, we must be aware of the electronic information technology (EIT) capabilities and limitations of the product. Please contact the Disability Support Services office at your campus with questions related to instructional materials and alternative formats.

Emergency Evacuation

Students with disabilities who may need assistance in the event of an emergency evacuation must register with the Disability Support Services Office on their campus.

Behavioral Issues

All students, including students with disabilities, are expected to adhere to the Student Code of Conduct outlined in the Student Handbook.

Inappropriate behavior from any student with or without a disability should be addressed in the same manner. The faculty will be notified in instances where the behavior is part of the manifestation of the disability, such as a student with Tourette syndrome (TS). However, should the behavior rise to the level of disrupting the class, then it needs to be addressed.

Authorized Persons in the Class

Only individuals enrolled in the class and authorized individuals (i.e. sign language interpreter, trained scribe/reader) are allowed in a classroom. The college is responsible for providing sign language interpreters and reader/scribes for students with disabilities. Students are not permitted to choose their own scribe, reader, or interpreter or to have an unauthorized family member or friend act in this capacity. In rare cases, due to medical disability, a student may need medical assistance in the classroom which will be provided by an attendant, usually a nurse. In this case, it will be determined before the beginning of class and in consultation with the faculty. A schedule will be developed to minimize disruption in the class.

Confidentiality is required when discussing or working with a student with disabilities. By working together, we can ensure that the college appropriately provides the access to students with disabilities.

Course Substitution for General Education Courses Due to Disability

Section 504.104.44(a) of the Vocational Rehabilitation Act specifically states that “substitution of specific courses required for the completion of degree requirements” is a legitimate academic

adjustment. A request for course substitution is made only when it is clear that the student's disability makes completion of the requirement impossible and that the request for substitution does not alter the integrity of the academic program.

Guidelines that should be considered:

- The course substitution must satisfy all criteria for general education courses set forth in the Maryland Higher Education Commission regulation and be selected from the list of general education courses in the catalog.
- The course for which the student is requesting a substitution must not be an essential component of the student's program of study.
- The documentation on file with the ADA/DSS Coordinator must justify the need for the substitution.
- The student must have attempted the course with reasonable accommodation.
- When available, the alternative substitution will be determined by the department chair, the DSS office, and the VP, DOL.

Institutions are not required to eliminate requirements or substantially alter standards if they can demonstrate they are legitimate, reasonable and necessary. An essential requirement for some, is an essential requirement for all. Students who believe they cannot complete a particular General Education Requirement due to the presence of a disability may submit a petition to the Disability Support Coordinator requesting a course substitution. Students must provide documentation of disability from a qualified specialist that addresses the need for a substitution to the Disability Support Coordinator.

Additional documents must include: statements from tutors, instructors, and support service personnel or other relevant sources and documentation that a good faith effort was made to pass the course with all reasonable support services/accommodations. In the event that it appears impossible to even attempt the course in the first place, documentation to that effect should be included. The Department Chair will make a recommendation to the VP, DOL based on the documentation provided by the student on his or her **Petition to Request Substitution**. The VP, DOL will approve or disapprove the petition.

For more information, please contact: VP, DOL, Disability Support Coordinator

Section 504/ADAA Grievance Procedure Policy

Scope/Applicability: All Faculty

Policy/Procedure:

CSM, in compliance with the Office of Civil Rights, has developed and implemented a formal **Section 504/ADAA Grievance Procedure Policy** ([Administrative Manual GA 3060](#)). This policy states that no otherwise qualified individual with a disability shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance from the U.S. Department of Education. It further ensures that no qualified individual with a disability shall, on the basis of disability, be subject to discrimination under any program or activity that receives federal financial assistance.

This grievance procedure is applicable to all students, staff, faculty, and third-party guest or visitor that believes he or she has been subjected to discrimination on the basis of disability or has been denied access or accommodations required by law. In general, this procedure is designed to address the following types of concerns:

- *Disagreements or denials regarding requested services, accommodations, or modifications to the College of Southern Maryland policies, procedures, practices or requirements due to a disability;*
- *Alleged inaccessibility of a College of Southern Maryland program or activity;*
- *Alleged harassment or discrimination on the basis of a disability; and*
- *Any other alleged violations of the ADAA and/or Section 504 and all other applicable state laws.*
- *Perceived retaliation due to a pending disability discrimination complaint.*

This policy, GA 3060 – ADA Grievance Procedure, is available at the following site:

www.csmd.edu/faculty-staff/administrative-manual

The College's ADA/Section 504 Coordinator is responsible for overseeing CSM's compliance for all federal and state laws applicable to disabilities. If you have questions or wish to report a grievance, please contact Glennis Daniels-Bacchas, ADA Coordinator, at glennisd@csmd.edu or at 301-934-7614.

Revised 5/5/16

Technology Services and Reservation of Equipment

Scope/Applicability: All Faculty

Policy/Procedure:

Information Services Technology (IST) is responsible for the planning, procurement, installation, management, maintenance, and inventory of all infrastructure and technology related assets of the College.

IST maintains a Help Desk call center (301-934-2251, ext. 4357) as a single point of contact for all technology- related services. Routine requests can be made through e-mail to Help@csmd.edu. Problems resolutions will be provided by first-level support, over the telephone, or if necessary, escalated to on-site support.

IST provides media equipment and support services for all campus locations as well as support for the Center for Business and Industry. All services are available on a pre-arranged basis and are subject to the availability of equipment and staff. At least **24-hours** notice for basic audiovisual needs and a **1-week** minimal notice are required for the more advanced services. Equipment availability is determined based on a **first-come-first-served** basis.

IST provides points of contacts (POC) at each campus. They are as follows:

- **La Plata;** contact the TSD Help Desk, x 4357 to reserve equipment.
- **Leonardtown;** contact the Library Assistant to reserve equipment.
- **Prince Frederick;** contact the Main Office staff to reserve equipment.

These represent direct POCs for those locations; request can still be made with the Help Desk at ext. 4357 and forwarded to the proper personnel at each location. Faculty will need to provide the following information for reservations:

- Type of equipment needed
- Dates needed
- Time of use (from-to)
- Location
- Course name and number

Once the reservation is confirmed, faculty will be given the proper procedure for accessing the equipment at the requested location.

For more information, please contact: Chair, DLF or Executive Director, ITS

Telephone Services

Please be aware that many of the college extensions can and should be dialed direct. If the extension faculty are trying to reach is between 7500-7899, faculty can dial that number direct by calling 301-934 and the extension. All other numbers can be reached by calling the college console (hours listed under Information Center) or through the automated attendant service. The automated attendant service numbers are as follows: 301-475-6707, 301-934-7790, or 301-870-2309. Just follow the prompts.

Accessing voice mail (See Voice Mail Reference Guide)

On-campus

To access the voicemail system from your telephone extension

- Dial 7790
- Enter your passcode (No passcode for first time login)

To access the voicemail system from a telephone extension that is not your own

- Dial 7790
- Press # (quickly)
- Dial 9 and your voicemail box number (extension #)
- Enter your passcode

Off-campus

- Dial automated attendant number listed above
- Enter 9 and your voicemail box number (extension #)
- Enter your passcode

For more information, please contact: Help Desk

Unauthorized Persons in the Workplace

Scope/Applicability: All Faculty

Policy/Procedure:

With these guidelines, the college clarifies its position with regard to the presence of unauthorized persons in the workplace. These guidelines, in compliance with liability insurance requirements, apply to all students and employees and seek to 1) ensure a safe environment for students and employees; 2) safeguard the integrity of the classrooms*, laboratories, and offices; 3) promote efficient and effective work in the college. These guidelines also recognize, however, that emergency situations may occur.

1. Students

The college strongly discourages students from bringing unauthorized persons into the classroom or laboratory while instruction or testing is ongoing. If childcare difficulties, for example, prevent students from attending class, students are encouraged to comply with the instructor's policy on absenteeism, including informing the instructor and arranging to make up the work missed. Such an arrangement might include use of the Testing Center to make up tests. It is important to recognize, however, that students' grade may be jeopardized as a result of excessive absences, regardless of the reason for them.

2. Faculty/Staff

The college strongly discourages employees from bringing unauthorized persons into the workplace during the employee's work day. Should an unanticipated emergency require faculty to remove a child from daycare or school during the workday, for example, he or she are encouraged to make arrangements for the care of the child, including, if necessary, using annual leave to stay home with the child. If it is not possible for faculty to absent him or herself from the workplace under these emergency circumstances for any length of time, he or she and the chair should determine how the child's needs will be accommodated with as little disruption to the rest of the division as possible.

Supervisors will ensure that such arrangements are the exception and not the norm.

*While instruction occurs most frequently in these settings, the guidelines apply to all settings in which college-sponsored instruction takes place, including, e.g., field trips.

For more information, please contact: VP, DOL

Underage Students in College Classes

Scope/Applicability: All Faculty

Policy/Procedure:

In recent years, the college has experienced an increase in the number of students under age 18 who enroll in courses. In response to faculty members' concerns regarding their added responsibilities in dealing with minor students, a new, two-step process has been instituted:

First, the President will send a letter to the parent(s) or guardian of all underage students, explaining that the college environment will provide "...greater freedom and, hence, greater responsibility."

Second, faculty who have underage students enrolled in their classes will receive a letter from the Vice President, SES outlining the issues of concern and providing a list of the underage students. For a copy of this letter see:

I:\Policies&Procedures\FAC\CourseManagement\underage ltr.rtf and for a sample student list see I:\Policies&Procedures\FAC\2009Combined Faculty Handbooks \Forms\Under 17 Report.htm.

For more information, please contact: VP, DOL or the VP, SES

Appendices

Appendix A

Sample Notification of Faculty Handbook Revision

TO: Vice President, Division of Learning

FROM: Name
Title
Campus/Center/Department

DATE:

RE: FACULTY HANDBOOK UPDATE FOR 2013-2014

RESPONSE DUE TO YOUR SEB REPRESENTATIVE BY JANUARY 15, 2013

Important Note: Unless you are submitting substantive changes, please submit a hard copy attachment with your additions, corrections, deletions and/or suggestions made in **red**.

- I am the designated person for the _____ section of the Faculty Handbook and attached are *additions, corrections, deletions and/or suggestions* which need to be incorporated into the 2013-2014 Faculty Handbook.
- I am the designated person for the _____ section of the Faculty Handbook and there are no changes needed for this section of the 2013-2014 Faculty Handbook.
- I am the designated person for the _____ section of the Handbook but would like to submit the attached additions, corrections, deletions, ideas and/or suggestions to for the 2013-2014 Handbook.
- Other Comments: _____.

Appendix B

Scholarship and Professional Development Table

Activity
Attendance at optional college-sponsored faculty workshops or training, face to face or online (8 hours minimum, cumulative)
Planning of and/or presentation at college-sponsored workshop. (Preparation hours can be counted toward Units) [1]
Professional organization at state or national level Active Participation (log the hours to count toward Units)
State-wide or national conference Attendance or Presentation (Presentation preparation hours can be counted toward Units)
Participation in juried creative activities in field (e.g. art shows, theatrical performances)
Formal coursework [2] Credit (1 credit = 2 units) Non-credit workshop (8 hours = 1 unit)
Publishing books or articles in juried journals or in media appropriate to field (including software)
AFACCT faculty exchange with peer institution (prior approval from department chair and VP, DOL required)
Review of instructional material (e.g. textbook) or creative work as member of jury (log the hours to count toward Units)
Self-designed project to fulfill college objectives (prior approval from department chair and VP, DOL required)

[1] See Guidelines for Contracting with Workshop and Program Facilitators (available through DLF or [DOL](#)).

[2] The particular education or training above the minimum degree or credential used to satisfy this requirement is expected to be compatible with the college's need and the tradition of the particular discipline.

[3] This is largely intended to encourage faculty in career programs to bring back to the classroom current information on the market place.

Appendix C

Professional Service Table

Activity
College-wide Committees, including Middle States Self-Study Teams [1]
Faculty Evaluation (such as being appointed for classroom observations, syllabus, exam, myLearning evaluations)
Faculty Search Committee(s)
Faculty Senate Committees [1]
Faculty Advising
Faculty Mentoring [2]
Professional community involvement (must be directly related to professional responsibilities, i.e., program advisory committees, judging of science fairs, art shows)/Presentation of workshops in field
Contribution to fulfillment of college, faculty development and community service goals, e.g. presentations at Destination College, Open Houses, Kick Off to College, (Adjunct) Faculty Academy, Robotics
Course/program development and evaluation
Contribution to Academic Program Review report
Articulation with secondary system, proprietary schools, colleges and universities
Leadership of co-curricular activities
Participation in learning community program (prior approval from department chair and VP, DOL required)
Development of grant proposals which receive college approval for submission
Administration of grants
Self-designed project to fulfill college objectives (prior approval from department chair and VP, DOL required)
Contribution to fulfillment of divisional goals, e.g. development and implementation of retention activities, division planning, etc.

Every 8 hours of service is equivalent to 1 Unit. Multiple service activities can be combined to achieve the number of hours to equate to 1 Unit.

[1] Annual committee report must be attached to final faculty development plan, along with faculty member's report of his or her contributions to the committee.

[2] Must fulfill program requirements as established and tracked by the Faculty Mentoring Committee or other committee leading mentorship.

For more information, please contact: VP, DOL

Appendix D

Teaching Experience Equivalency Table

1 Equivalency	2 Equivalencies	3 Equivalencies
1 year full-time college teaching or	2 years full-time college teaching or	3 years full-time college teaching or
2 years professional experience or	4 years professional experience or	6 years professional experience or
2 years full-time high school teaching or	4 years full-time high school teaching or	6 years full-time high school teaching or
10 sections part-time college teaching	20 sections part-time college teaching	30 sections part-time college teaching or
		Earned doctorate in discipline or related field

Teaching Experience Required for Rank:

- Professor - 6 years full-time college teaching plus a total of 3 equivalencies
- Associate Professor - 3 years full-time college teaching plus a total of 3 equivalencies
- Assistant Professor - A total of 3 equivalencies
- Instructor - None

Appendix E

Letter of Intent to Apply for Promotion (Template)

To: Fill in and send to your Chair, Dean, and the Chair of the Promotion Committee

From: Your name here

Date: Enter date

Re: Letter of Intent to Apply for Promotion

With this memorandum, I am notifying you of my intent to apply for promotion in rank from (insert your current rank, then the rank you are seeking promotion to), in the Spring of (enter year here). I certify that this letter has been submitted by the September 15th request for promotion deadline.

My completed promotion portfolio will be submitted to: (select one) my Department Chair by April 1 (for faculty under the old system- hired before June 15, 2017); faculty under the new system (hired after June 15, 2017) should state: submitted to the Promotion Committee by April 1), and will provide documentation of all required components for promotion and sustained performance consistently exceeding expectations of my current rank. I understand that no substantive changes to the portfolio may occur after submission, and that all requirements must be met to be eligible for promotion.

Faculty Signature: Sign name here

Appendix F

Classroom Observation

Pre-Classroom Observation Checklist

- ___ 1. Instructor provides committee member a syllabus of the class being observed.
- ___ 2. Committee member provides and discusses the observation form with the instructor.
- ___ 3. Committee member discusses the evaluation procedure with the instructor with regards to the observation process, such as appeals and timeline.
- ___ 4. Instructor discusses goals and objectives of the class to be observed.
- ___ 5. Instructor discloses any non-traditional components of the class (i.e. team teaching, laboratory, etc.).
- ___ 6. Instructor indicates the role of the observer in the classroom (i.e. classroom participant or silent observer)
- ___ 7. Instructor is provided time to discuss anything that might help the observer understand what will be observed.
- ___ 8. A time is established to do the observation and schedule a post-observation conference where the observation form will be signed by the instructor and observer.

The classroom observation form may not be appropriate for all job descriptions. Pre-determined alternative observation forms have been provided for certain job descriptions and are available on the Umbrella Shell in myLearning under the Faculty Evaluation Committee tab; therefore, the observer should provide the appropriate form to the observed prior to the scheduled observation.

Classroom Observation Form

(by Faculty Evaluation Committee Member)

Instructor _____ College Campus _____
Semester _____ Academic Year _____ Course Code _____
Course Name/Number _____ Lecture _____ Lab _____
Time _____ Observer _____ Date of Observation _____

Prior to the observation, the observer shall meet with the instructor to discuss the goals and objectives for the class. The observer should be familiar with the course outline. The instructor may provide the observer with any additional course materials considered appropriate.

Please comment on each of the following:

1. The objectives for the class session were achieved.

2. The method of presentation was appropriate in meeting the objectives.

3. The instructor was well prepared for the class session.

4. The instructor communicated effectively with students.

5. The instructor clarified the objectives for the students.

6. Students participated in activities as expected.

7. Support materials (media, manuals, equipment) were appropriately and effectively used.
(Note if not applicable.)

8. Additional Comments.

If the overall impression is that the faculty member being observed would be rated a 75% or better in the classroom based on the observation, then the faculty member has met expectations.

Faculty member: met expectations or has not met expectations. (Place check mark in box)

Signatures:

Observer:	_____	Date:	_____
Instructor:	_____	Date:	_____

The instructor's signature on this form does not constitute acceptance of this evaluation. The instructor has the right to append his/her own written comments.
Adopted May 2017

Appendix G

IDEA Survey

In order to have “Met Expectations” using the IDEA Survey for Student Rating, a faculty member must score at least in the middle 40%, box 3, using the converted average, selecting either institution or discipline based on the summary adjusted score.

Appendix H

Syllabus Review

This assessment is intended for use by the faculty member in constructing a syllabus and for evaluation of that syllabus by the chair, coordinator, or appointee.

It is required that each faculty member shall have a course syllabus made available for the first class meeting. This syllabus should be complete and accurately reflect the requirements of the master course syllabus and the instructor's expectations of the student. Syllabi are available online through the college's web site one week prior to the start of the semester.

Syllabus assessment	Meets expectations	Does not meet expectation	Feedback
Does the syllabus description of the assessment match the assessment being evaluated in Appendix C?			
Does the syllabus have all the checklist components?			
Does the syllabus show use of the required textbook, skills or other required materials (where applicable)?			
Does the course schedule match the course outcomes and course description?			
Do the syllabus policies allow for adequate student success?			
Is the distribution of time appropriate for the topics in the course schedule?			
For general education courses, is there evidence of the general education outcome being taught and assessed?			

Appendix I

myLearning (or other Learning Management software) Shell Questionnaire

This questionnaire is to be completed by the chair, coordinator, or appointee (benefitted faculty member for 3+ years). Completed form is to be sent to the chair. Follow Appendix C rubric of which shells are to be assessed and when.

Item	Meets expectations	Does not meet expectation	Comments where needed
Informative Welcome Announcement			
Current syllabus in syllabus tab			
Gradebooks are current to the time of evaluation			
Final grades column is in gradebook			

Appendix J

Assessment Evaluation

This questionnaire is to be completed by the chair, or appointee (benefitted faculty member for 3+ years). Completed form is to be sent to the chair. Follow Appendix C rubric of which class assessment are to be reviewed and when.

Instructions: For a course being evaluated, one exam/student assessment is to be provided. Because types of assessments are course specific, the types of assessments may vary. If an exam is being evaluated, the instructor should submit a high, medium, and low scoring student exam for that assessment.

Student Assessment Checklist

Item	Meets expectations	Does not meet expectation	Comments where needed
Based on the syllabus, are the assessments spaced throughout the semester?			
Are there multiple assessments and a variety of types of assessments?			
Feedback is given			
The type of assessment is appropriate for the material?			
Items on the assessment align with the objectives.			

Appendix K

Chair Evaluation Template

1. The classroom observation has met or has not met expectations.
2. The faculty member's reflection shows or does not show an expected level of growth as a teacher and engagement in classroom success strategies (ex. conferences, encouraging study groups, student reflections, etc.).
3. The faculty development plan has met or has not met expectations.
4. The faculty member does or does not adhere to policies and procedures of this Division or the Institution.
5. The student ratings are middle 40% or better or are below the middle 40%.
6. Syllabus Review has met or has not met expectations.
7. The components of the myLearning shell have met or have not met expectations.
8. The assessment evaluation has met or has not met expectations

Based on the above data, it is my assessment that _____ (faculty member name) _____ (has or has not) met overall expectations during this evaluation _____ - (year or semester). In order to have met overall expectations, the faculty member must have met expectations on items 1-4 above and have met expectations on at least 2 of the bottom for items listed above. This conclusion has been reached based on _____ (highlight faculty member accomplishments or shortcomings). In light of these findings, it is my recommendation that the faculty member _____ (should continue to strive for excellence using the trajectory that he/she is already taking/should be given the following action plan to help improve overall performance in order to meet expectations).

Action plan (when needed)

I will monitor the progress of the faculty member and verify adherence to this plan.

Sincerely,

Department Chair _____

Faculty Member _____ Date _____

Faculty Member Comments _____

V.P. DoL _____ Date _____

V.P. DoL Comments _____

Appendix L

Faculty Absence Notification Form for Classroom Instruction

Name: _____ Date of Absence: _____	
Course Sections(s) Involved: _____	
Part I. Please check one of the following:	
<input type="checkbox"/>	Class Cancelled, re-scheduled on _____(date); announced in Blackboard or via e-mail on _____(date)
<input type="checkbox"/>	*Class Cancelled, alternate assignments given; announced/posted in Blackboard or via e-mail _____(date) Description of Alternative Assignment:
<input type="checkbox"/>	*Emergency Cancellation – No class held and no alternative assignment given
<input type="checkbox"/>	**Substitute Arranged (must be approved in advance by department chair below): Substitute: _____(name) Department Chair Approval: _____
*Attach leave slip. **Attach leave slip unless absence is due to approved reassignment of duties (such as a conference or exchange of classes).	
Part II. Please check one of the following:	
This absence will be counted as sick/sick flex (circle one) leave – leave slip attached.	
This absence will not be counted as leave because class has been rescheduled or because the absence is due to approved reassignment of duties (such as when attending an approved conference or for an exchange of classes).	
Faculty Signature: _____	
Department Chair Signature: _____	

Appendix M

Tenure Application Rubric

Applicant Name: _____

Voting

Non-voting

TENURE STATEMENT	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Tenure Requirements
<p>Applied To: CSM’s Strategic Plan and Mission, Vision, & Values</p>	<p>Shows high level of support for meeting the College’s priorities within the Strategic Plan and is actively engaged in the mission of CSM. Advances vision and values of the College making a substantial impact.</p>	<p>Contributing to the College’s priorities within the Strategic Plan and advancing the mission of CSM. Fulfills vision and values of the College. Distinct contributions are evident.</p>	<p>Minimal contributions in meeting the College’s priorities within the Strategic Plan. Direct impact to CSM’s Mission, vision and values nominal or not evident.</p>	<p>No contributions or evidence of College participation and/or support for CSM’s mission, vision and values is shown. Or Tenure Statement is not submitted.</p>
<p>Applied To: Teaching, Professional Development, and/or Service</p>	<p>Durable and lasting impact from teaching, professional development, and/or service is distinctly evident and shows far reaching sustainability of CSM’s strategic priorities. Vision, mission, and values held by the College are clearly emboldened in actions described.</p>	<p>Support for CSM’s strategic priorities are clearly demonstrated based on teaching, professional development, and/or service. Actions show direct and positive impact on vision, mission, and values of the institution.</p>	<p>Teaching, professional development, and/or service is evident but non-distinct in meeting CSM’s strategic priorities. Vision, mission, and values may or may not be addressed but alignment with actions is minimal.</p>	<p>Teaching, professional development, and/or service show no alignment to CSM’s strategic priorities and/or vision, mission, and values. Or Tenure Statement is not submitted.</p>

Applicant Name: _____

Voting

Non-voting

LETTERS OF SUPPORT	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Tenure Requirements
<p>Applied To: CSM's Strategic Plan and Mission, Vision, & Values</p>	<p>Letters of Support showcase substantial activities and actions that directly align with CSM's Strategic Plan or mission of the College.</p>	<p>Letters of Support confirm contribution and actions in line with CSM's Strategic Plan or mission of the College.</p>	<p>Letters of Support are vague in terms of efforts to meet goals and priorities outlined in CSM's Strategic Plan or mission of the College.</p>	<p>Letter(s) do not provide evidence nor knowledge of candidate's attempts to work within CSM's Strategic Plan or uphold its Mission.</p> <p>1 or 2 Letters of Support not received.</p>
<p>Applied To: Activities that align with Teaching, Professional Development, and/or Service</p>	<p>Two Letters of Support submitted by those exceptionally qualified to assess the candidate based on actions and impact.</p>	<p>Two Letters of Support submitted by those qualified to assess the candidate based on actions and impact.</p>	<p>Two Letters of Support submitted with marginal ability to assess the candidate based on actions and impact.</p>	<p>Little to no ability to adequately assess the candidate based on letter(s) submitted.</p> <p>1 or 2 Letters of Support not received.</p>

Applicant Name: _____

Voting

Non-voting

INTERVIEW	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Tenure Requirements
<p>Applied To: CSM's Strategic Plan and Mission, Vision, & Values</p>	<p>Interview responses strongly support activities and priorities that directly align with CSM's Strategic Plan and the mission of the College. Exceptional strategic understanding of the College and the candidate's role within it.</p>	<p>Interview responses confirm that contributions are in accordance with the priorities outlined in CSM's Strategic Plan and the mission of the College. Good understanding of the College and the candidate's role within it.</p>	<p>Interview responses are vague regarding efforts to meet goals and priorities outlined in CSM's Strategic Plan and the mission of the College. Little understanding of the College and the candidate's role within it.</p>	<p>Interview responses do not provide evidence of actions to uphold the mission of the College. No examples provided to demonstrate working within CSM's Strategic Plan. No understanding of the candidate's role within the College.</p>
<p>Applied To: Activities that align with Teaching, Professional Development, and/or Service</p>	<p>Interview responses demonstrate solid evidence of professional activities that showcase teaching, professional development, and/or service in line with College, School, and/or discipline activities. Significant impact by candidate shown in past and present, as well as plans for the future, both for the College and the candidate.</p>	<p>Interview responses demonstrate evidence of professional activities that showcase teaching, professional development, and/or service. Most are in line with College, School, and/or discipline activities. Candidate has been impactful in past and present, and has some plans for the future, both for the College and the candidate.</p>	<p>Interview responses demonstrate marginal evidence of professional activities that showcase teaching, professional development, and/or service. Minimal alignment with College, School, and/or discipline activities. Candidate's past and present impact is not fully understood nor articulated. Little to no future plans expressed, either generally for the College or the candidate.</p>	<p>Interview responses demonstrate little to no evidence of professional activities that showcase teaching, professional development, and/or service. No alignment with College, School, and/or discipline activities expressed. Candidate is not able to articulate past or present activities nor determine impact. Has no input regarding future plans, either for the College or the candidate.</p>

Appendix N

Request for Promotion Form (Template)

Name: _____ School: _____

Department: _____

Current Rank: _____ Date Submitted: _____

Year Appointed to Current Rank: _____

Attach portfolio documenting performance as summarized below.

		Year	Year	Year
	Minimum Units Required Annually	Actual Units Earned	Actual Units Earned	Actual Units Earned
Scholarship & Professional Dev	_____ units	_____ units	_____ units	_____ units
Professional Service	_____ units	_____ units	_____ units	_____ units

	Minimum Ratings Required for Each of Three Years	Year 1 Level Earned	Year 2 Level Earned	Year 3 Level Earned
Yearly Performance Evaluation	Met Expectations			

Portfolios should be organized by year in reverse chronological order, and follow the organization of the faculty development plan submitted for each year. Copies of the original, signed faculty development plans should be included, along with a corresponding artifact for each entry on each plan.