

II.G. TEACHING AND FACULTY WORKLOAD

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II.G.1. OFFICE HOURS

ADMINISTRATIVE OFFICES

Administrative offices during the Fall and Spring semesters are open from 8:00 a.m. to 5:00 p.m., Monday through Friday, with an hour for lunch.

FACULTY OFFICE HOURS

Faculty are expected to be on campus "comparable to a regular work week," in order to be available to students and for committee meetings and other duties. With night classes, the schedule will vary for each faculty member. Faculty submit a schedule of their hours to the Dean's Office through the faculty Administrative Assistants each semester so that meetings may be scheduled, and students informed when faculty will be on campus and/or in their offices.

Faculty are expected to post a minimum of five scheduled office hours a week scheduled over three days when they will be in their offices and available to students.

SUMMER SEMESTER OFFICE HOURS

Full-time faculty with summer teaching appointments are expected to schedule and observe a minimum of four office hours each week, scheduled over at least three days, during a summer term. Adjuncts should plan to be available to meet with students before and/or after class.

II.G.2 Advisory Statements on the Syllabus

The syllabus is an important part of every college class. A good syllabus explains to students the expectations and procedures for the class. A clearly written and complete syllabus can prevent many problems. Faculty should explain the syllabus to the students at the first class meeting and provide the syllabus online through the approved LMS.

A syllabus is a commitment to students. This document gives students certain assurances about the course and methods, and it provides faculty members with a foundation if they become involved in a dispute over a grade or procedure. The syllabus, if clear and fair, is beneficial to both students and faculty, and promotes learning. Be sure students have access to the syllabus online and notify them in writing if changes are made. **Be sure to abide by your stated procedures systematically, impartially, and consistently.**

Examples of effective syllabi are available in the Department Offices; feel free to use them as models.

The Parts of a Syllabus

Each syllabus should, as a matter of good practice, include the following items.

1. Basic information about the course including:
 - a. your name
 - b. course title and number
 - c. your office phone number (listing your home number is optional)
 - d. your office number and building
 - e. office hours (a minimum of five, reasonably scheduled office hours a week is the College requirement; these should be posted on your office door and kept regularly).
2. A general description or definition of the course. Please review the description in the catalog for initial information. If special labs, extra meetings, or field trips are a required part of the course, these should be noted early on.
3. A list of Student Learning Outcomes (SLOs). Consult with your Department Chair to ensure that there are common outcomes for all sections of this course. SLOs should be specific and measurable. You might find using Bloom's Taxonomy useful for helping you articulate these SLOs. Focus on what students will be able to do after completion of the course. Avoid vague statements such as "students will understand the western intellectual tradition" or "master organic chemistry;" instead, for example, state that students will "be able to discuss in writing the major criticisms of Skinnerian Psychology."
4. A clear discussion of course requirements/graded work. List due dates, grading criteria, and weight assigned to each activity. Please note that the College expects that students in all courses are asked to submit written work. This can take the form of informal or formal writing, such as short essays, reading responses, journals, exams, papers, exams, etc.
5. Your policy on issues including (but not limited to):
 - a. late work
 - b. plagiarism (see University Procedure 13.02.99.C0.04 Student Academic Misconduct Cases and Student Code of Conduct at <http://judicialaffairs.tamucc.edu/academicmisconduct.html>)
 - c. missed examinations
 - d. attendance and tardiness
 - e. preferred method of scholarly citation
 - f. paper rewrites, if any

Each of these policies should be spelled out as clearly as possible. The more explicit you are about your policies, methods, and expectations, the less likely your students will be to appeal on the grounds of lack of information.

6. A listing of necessary supplies in courses where there are such. This may include information on approximate costs and where such supplies may be purchased if other than the local campus store.
7. The required and optional texts for the course and any supplementary materials on reserve in the library.
8. A course outline, organized by class meeting or topic, indicating relevant reading assignments and significant dates.
9. Statements regarding Academic Advising, Students with Disabilities, and the Grade Appeal Process:
 - a. **Academic Advising:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The College's Academic Advising Center is located in Driftwood 203, and can be reached at 825-3466.
 - b. **Disability Services:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
 - c. **Grade Appeal Process:** As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see Student Grade

Appeals

http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, <http://cla.tamucc.edu/about/student-resources.html>. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean's Office.

Plans change. If you modify the course plan or syllabus in any substantive way, be sure to inform the students of the modifications by distributing a printed syllabus addendum and announcing the change several times in class.

II.G.3 Study Week

- A) Study Week: The last full week of classes during the long semester is designated as Study Week. Classes will continue as scheduled. **Examinations, presentations or papers that have due dates during Study Week must be announced to the students on the syllabus during the first week of classes.**
- B) Final Examinations: Final examinations (in-class or take-home) must be scheduled during the regularly scheduled examination time listed in the official class schedule. Due dates for final papers must be listed in the official class schedule. If final presentations or final critiques in lieu of final examinations require multiple days to complete, then the final day for the critiques/presentations must occur on the regularly scheduled exam day.

The students strongly request that major exams not be scheduled during Study Week. Please keep this in mind when you are constructing your syllabi.

II.G.4 Syllabus Checklist

	Name of Instructor
	Course title
	Course number
	Office phone number
	E-mail address
	Office number and building
	Office hours

	Course description
	Student Learning Outcomes <input type="checkbox"/> at least two <input type="checkbox"/> student focused <input type="checkbox"/> measurable by grading activity <input type="checkbox"/> SLOs are the same as other sections of course
	Graded activity <input type="checkbox"/> specific dates of assignments <input type="checkbox"/> nature of assignments <input type="checkbox"/> assignment weight <input type="checkbox"/> description of classroom activities and assignments (optional but recommended)
	Policies (Recommended but NOT required) <input type="checkbox"/> late work <input type="checkbox"/> plagiarism <input type="checkbox"/> missed exams <input type="checkbox"/> attendance & tardiness <input type="checkbox"/> preferred methods of scholarly citations
	Required statements <input type="checkbox"/> student with disabilities statement* <input type="checkbox"/> advising statement** <input type="checkbox"/> grade appeals process*** <input type="checkbox"/> dropping a course (check date to make sure it is correct)
	Supplies (if applicable)
	Texts/readings (if applicable)
	Provisional course outline

II.G.5 Course Delivery Changes and Canceling Classes

It is expected that courses will be taught in the format listed in posted schedule, meaning that the faculty member will hold classes all the dates and times listed. All recurring changes to the format of courses (type of delivery/distance learning, days/times met) must be approved by the department chair and included in the posted schedule. Cancellation of classes, including posting assignments online in place of a face-to-face meeting, should be kept to a minimum, approved by department chair, and documented through official means. (Responsibilities of Full-Time Faculty Members, 12.01.99.C0.03, 2.1, 2.4, 2.5)

II.G.6 Department Chair Access to Courses in the Learning Management System

Summary

This policy outlines the responsibilities and process associated with a department chair gaining access to department faculty courses in the Learning Management System (LMS).

Policy

1. RESPONSIBILITIES

1.1. Department Chair

- 1.1.1. Each department chair has the ability to add themselves to any course offered in their department to review course activity, ensure academic continuity, or evaluate faculty teaching.
- 1.1.2. If there is an academic need to have higher-level access to a course (e.g., to enter grades), the department chair must secure approval from their dean and request the additional access from Information Technology.
- 1.1.3. A department chair shall only add themselves to a course as appropriate and may not add other faculty/college staff members to a course on their behalf.

1.2. Office of the Dean

- 1.2.1. The Office of the Dean will provide the Office of the Provost with a list of the college's department chairs at the start of each long semester and any time there is a change of a department chair.

1.3. Office of the Provost

- 1.3.1. The Office of the Provost will provide the LMS Coordinator with a list of all colleges' department chairs at the start of each long semester and any time there is a change of a department chair. The LMS Coordinator will update the role of chairs in the LMS to allow for access to their department's courses in the LMS.

2. PROCESS

- 2.1. The process of accessing a course in the LMS will normally be initiated by the department chair for a specific reason (e.g., assess alignment with the

college's academic continuity plan). Under normal circumstances, the department chair shall:

- 2.1.1. notify the faculty member in writing at least one (1) business day prior to accessing the course;
- 2.1.2. discuss feedback with the faculty member as appropriate; and
- 2.1.3. share any academic continuity concerns with the dean.

- 2.2. In emergency situations, the department chair may access a course to assist with the continuity of the course without advanced notice to the faculty member. The department chair shall attempt to contact the faculty member regarding accessing the course as soon as feasible.

3. FACULTY RESPONSE

If a faculty member has a concern with the access request or any resulting comments or concerns, established college processes and university procedure *32.01.01.C0.01, Complaint and Appeal Process for Faculty Members* should be followed.

II.G.7 Faculty Workload

1. Tenured and tenure-track faculty are required to teach the equivalent of 12 workload hours per long semester. With permission of the Dean, adding the hours to 24 over the course of the fall and spring terms may be allowed, when necessary, to balance needs of the department and those of the faculty member.
2. Full-time, professional track faculty, non-tenure track, are required to teach the equivalent of 15 workload hours per long semester. With permission of the Dean, adding the hours to 30 over the course of the fall and spring terms may be allowed, when necessary, to balance needs of the department.
3. Tenured and tenure-track faculty are eligible for the college's Creative Activities and Scholarly Enrichment ("CASE") program. If the faculty member receives positive annual reviews in the area of scholarly and creative activity, that faculty member may receive up to one, 3-credit-hour release per long semester per year. The faculty member must remain active in the realm of scholarly/creative activity to renew the release, as deemed appropriate by the Department Chair, Associate Dean, and Dean, as measured against the individual departmental criteria for productivity. Faculty receiving "CASE" release will then teach the equivalent of 9 workload hours per long semester. Additional information about the "CASE" program may be found in the college handbook in the section with that title.

4. Faculty may be assigned non-instructional workload credit by the Dean in consultation with the Department Chair. Instances of these reassignments include those for administrative assignments, such as for Graduate Program Coordinators, or for instructional support reasons.
5. Overload is paid at the adjunct rate, and only if the overload results from teaching assignments. Faculty members on CASE normally are not eligible for overload pay. In addition, the option to take overload pay may be unavailable to some faculty due to some external granting agencies prohibiting working over 100% for the year in which the faculty member is being evaluated.
6. Faculty members who do not have assigned substantial workload for master's (non-terminal degree) thesis supervision as part of their contractual responsibilities will receive 0.50 workload credit per graduated student for which they were assigned as master's thesis chair. Faculty members may receive an equivalent stipend at the appropriate proportion of the university overload. Other faculty members serving as members of the committee do not receive workload credit or other financial compensation.
7. Guidelines for assigning workload credits for courses are provided in University Procedure 12.03.99.C1.01 Assignment of Faculty Workload Credit.
8. Faculty workload assignments are determined term-by-term by department chairs in consultation with the dean. Assignments will be based upon department and student needs, course rotations, faculty expertise and abilities. Faculty preferences may be considered, as well.