

II.F.

TEACHING AND FACULTY WORKLOAD

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II.F.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

University Procedure *12.01.99.C0.03, Responsibilities of Faculty Members*, Section 2, Item “o” specifies that all full-time faculty must, “Be available to students for consultation on course work during office hours based on the modality of the course in accordance with university and academic unit guidelines.” Faculty members are to include office hours in all course syllabi and to post office hours on his/her/their door at the beginning of the term. Posted office hours must include “other times by appointment” to convey to students that faculty are available to students to facilitate their learning. Faculty submit a schedule of their hours to the Director's Office through their department's Administrative Assistant each semester so that meetings may be scheduled, and students informed when faculty will be on campus and/or in their offices. Office hours need to be offered in modalities that align with a faculty member's assigned teaching modalities for a given term. There need to be face to face office hours for any faculty teaching face to face, virtual office hours for those teaching online, and a proportional mix of face to face and virtual office hours for those teaching a mix of face-to-face, virtual, and/or hybrid modalities. However, even in terms when a full-time faculty member teaches exclusively online, those faculty with only virtual office hours must be available for face-to-face consultation with students by appointment.

In the fall or spring term, faculty are expected to post a minimum of five scheduled office hours a week scheduled over three days. In the summer term, faculty are expected to post a minimum of four scheduled office hours over three days. In specific cases (e.g., when faculty are teaching courses that have more in-person contact hours, using a .67 workload multiplier), minimum office hour expectations may be adjusted accordingly with Department Chair approval.

II.F.2 Advisory Statement 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 must 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 to use 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 School 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 School 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. Required links to University and SAMC policies.
6. 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 and the current Student Code of Conduct published online)
- 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.

Notice on Attendance Policies

The School of Arts, Media, and Communication recognizes that course engagement is essential to students' success, and that *presence* is one important pathway toward actively involving students. The SAMC further recognizes that student presence may manifest and be measured in many ways depending on a variety of informing factors, including student circumstances, course context, modality, disciplinary need, and individual pedagogical goals. This is especially true in an educational landscape that is increasingly digital. The School of Arts, Media, and Communication encourages the adoption of non-punitive attendance policies that simultaneously (1) foreground the value of intrinsic student presence and (2) meet the needs of students and pedagogy alike.

- 6. A listing of necessary supplies in courses, as applicable. This may include information on approximate costs.
- 7. The required and optional texts for the course and any supplementary materials on reserve in the library.

Notice on Digital Accessibility

The School of Arts, Media, and Communication supports the success of all students attending Texas A&M—Corpus Christi. The SAMC acknowledges that digital technologies (e.g., internet, computers, and attendant software) are both ubiquitous in a university setting and essential for engagement with and successful completion of a university degree. The School of Arts, Media, and Communication understands that not all students begin their university education with equal access to digital technologies, and so is committed to providing all students equal access to the resources they need (resources, for example, like the transcription of lectures in on-line courses, the library's on-line databases, or simply access to the internet and word processing software in campus computer labs) to successfully complete their degrees and be competitive in the post-university job market.

8. A course outline, organized by class meeting or topic, indicating relevant reading assignments and significant dates.
9. Current required university statements regarding Disability Accommodations, Student Grade Appeals, Campus Emergencies, and Civil Rights Reporting and current required SAMC statements regarding Academic Advising and Classroom / Professional Behavior.

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.F.3 Reading Day and Final Examinations

- A) Reading Day: The day after the last day of classes during the long semester is designated as a Reading Day. Students should not be given any responsibilities (e.g., assignments, exams, presentations) on Reading Day unless stated in the syllabus and announced to the students.

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 Reading Day. Please keep this in mind when you are constructing your syllabi.

II.F.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 ☐ at least two ☐ student focused ☐ measurable by grading activity ☐ SLOs are the same as other sections of course
	Graded activity ☐ specific dates of assignments ☐ nature of assignments ☐ assignment weight ☐ description of classroom activities and assignments (optional but recommended)
	Policies (Recommended but NOT required) ☐ late work ☐ plagiarism ☐ missed exams ☐ attendance & tardiness ☐ preferred methods of scholarly citations
	Required statements ☐ Disabilities Accommodations ☐ Academic Advising ☐ Student Grade Appeals ☐ Dropping a course (check date to make sure it is correct) ☐ Campus Emergencies ☐ Civil Rights Reporting
	Supplies (if applicable)
	Texts/readings (if applicable)
	Provisional course outline

II.F.5 Course Delivery Changes, Canceling Classes, and Academic Continuity Plan Implementation

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 Faculty Members, 12.01.99.C0.03, 2.4, 2.5)

If the University activates its Academic Continuity Plan, faculty should consider students' individual circumstances and potentially differing abilities to participate in instructional activities during periods of alternate delivery of instruction or shutdown. Faculty are strongly encouraged to be flexible with submission deadlines given students' possible challenges with lack of computers and internet access.

II.F.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 the director 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/school staff members to a course on their behalf.

1.2. Office of the Director

- 1.2.1. The Office of the Director will provide the Office of the Provost with a list of the school'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' and schools' 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 school'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 director.

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 school processes and university procedure *32.01.01.C0.01, Complaint and Appeal Process for Faculty Members* should be followed.

II.F.7 Faculty Workload

1. All full-time faculty are expected to accrue 30 workload credits over the academic year (usually 15 credits each long semester). Each long semester, tenured/tenure-track faculty accrue 12 credits for instruction and 3 credits for research, scholarship, and creative activity (RSCA) to stay current in their field plus an expectation of service. Additional workload credit for RSCA may be granted. Each long semester, fixed-term faculty accrue 15 credits for instruction plus an expectation of service. These workload credits are assigned for instruction, instruction-related activities, librarianship, administrative assignments, and/or non-administrative academic assignments.
2. Tenured/tenure-track faculty receive one additional 3 credit release per long semester per year. For a tenured/tenure-track faculty member to continue receiving this release, that faculty member must remain active in the realm of research,

scholarship, and creative activity (RSCA) as deemed appropriate by the Department Chair, Associate Director, and Director, as measured against the individual departmental criteria for productivity. Tenured/tenure-track faculty receiving this release will then teach the equivalent of nine (9) workload hours per long semester.

3. Faculty may be assigned non-instructional workload credit by the Director 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.
4. Overload is paid at the adjunct rate, and only in cases where the Director explicitly approves overload. 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.
5. 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 graduate 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.
6. Faculty members who do not have assigned substantial workload for MFA thesis supervision as part of their contractual responsibilities will receive a 1-hour workload credit per graduate student for which they are assigned as MFA thesis chair. Such faculty members may receive an equivalent stipend at the appropriate proportion of the university overload. Other faculty members serving as members of an MFA thesis committee will not receive any workload credit or other financial compensation.
7. Guidelines for assigning workload credits for courses are provided in University Procedure *12.03.99.C1.01, Faculty Workload*.
8. Faculty workload assignments are determined term-by-term by department chairs in consultation with the director. Assignments will be based upon department and student needs, course rotations, faculty expertise and abilities. Faculty preferences may be considered, as well.
9. In general, lecture classes are required to have a minimum of 15 undergraduate students or 7 graduate students enrolled prior to the first class day to be offered. Undergraduate studio courses and dance techniques courses, where the instructor receives workload equal to teaching time multiplied by .667, require a minimum enrollment of 10 undergraduate students, or 5 graduate students. Individual study courses, applied music lessons, theses, internships, and applied experiences are

not included in these guidelines. If a course does not meet minimum enrollment thresholds, the course may be canceled, at the Director's discretion.

10. If an under-enrolled course occurs during a term beyond the faculty member's annual contract (e.g., in the summer), the course might be allowed to be offered, but the faculty member's salary will be prorated, based upon course enrollment on the first day of class. The decision whether a course will be canceled or allowed to proceed on a prorated basis rests with the director, in consultation with the relevant Department Chair, but is usually communicated through the Associate Director. Before the class begins, the Chair will ask the faculty member if they are willing to teach at a prorated salary. If they decline, the course will be offered to another faculty member or canceled. Exceptions to this procedure may be allowed on a case-by-case basis and must be approved by the Chair and the Director in advance of the course start date. This practice is allowed by the Provost and may be revoked at any time.