

Faculty Handbook 2025-26



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Faculty,

I want to take a moment to express my deep appreciation for the resourceful, dedicated, and impactful group of educators that make up our faculty—both full-time and adjunct. You are the heart of UA Cossatot, and your work is central not only to the success of our institution, but more importantly, to the success of our students.

The impact you make—both inside and outside the classroom—extends far beyond lesson plans and lectures. Through your role, you have the power to shape lives, influence communities, and leave a lasting imprint on the world around us.

I encourage each of you to continue striving to be the very best version of yourself as an educator. You are role models, mentors, and leaders. Embrace opportunities to collaborate with your colleagues, to innovate within your classrooms, and to challenge yourselves as you refine your curriculum and teaching methods. Let your passion show—it's contagious, and it inspires those around you.

Please know that I will always do my best to support you. And above all, remember: you are the face and spirit of UA Cossatot—wherever you go.

With gratitude,



Dr. Ashley Aylett
Vice Chancellor for Academics

Academic Council

Dr. Ashley Aylett, Vice Chancellor for Academics
Crystal Sims, General Education and Transfer Programs
Denise Hammond, Financial Aid
Eda Lopez, Academics Assistant, non-voting member
Erika Buenroostro, Center for Student Success and Enrichment
Jocelin Galvez, Registrar
Julie Rhodes, High School Programs
Kim Dickerson, Medical Education
Relinda Ruth, Educational Resource Center
Sarah Chesshir, Professional and Technical Programs
Suzanne Ward, Student Services
Tiana Kelly, Perkins Advisor
Shawna Stinnett, Institutional Research
Toni Wartinger, Testing Center
Tammy Walker, Director of Adult Education

Faculty Council

Jennifer Sanderson, Year 2, Chair
Kathy Richards, Year 2
Ron Smith, Year 2
Ashley Dougherty, Year 1, Vice-Chair
Haley Hadaway
Lance Lowrey

MISSION AND GOALS

Introduction

UA Cossatot joined the University of Arkansas System July 1, 2001.

The college governance system consists of:

- The State Legislature and Governor
- The Arkansas Higher Education Coordinating Board
- The University of Arkansas Board of Trustees
- The UA Cossatot Board of Visitors
- Permanent and temporary committees and groups as determined by the Chancellor

UA Cossatot faculty and staff share a commitment to students, providing a continuing opportunity for the development and extension of skills and knowledge as well as an opportunity for students to increase awareness of their role in and responsibility toward society. UA Cossatot fulfills its primary role as students enter the college, find programs compatible with their goals, persist in college until their goals are attained, and subsequently become productive members of society. Continuous improvement of the curriculum is one of the main goals of the college.

UA Cossatot recognizes that increasing numbers of nontraditional students are pursuing further education and UA Cossatot is responsive to their needs. The college strives to offer innovative programs for these students on campus and at off-campus locations throughout the institutional service area. The college is suited to meet the educational needs of a wide age and interest range.

UA Cossatot Mission

UA Cossatot is committed to improving the lives of those in our communities by providing quality education, outstanding service, and relevant industry training.

UA Cossatot Stakeholders

UA Cossatot's stakeholders are those on whom the success or failure of the institution depends. Students, parents of students, employees, legislators, feeder schools, industry partners, the general population, and other two- and four-year universities represent stakeholders.

ACCREDITATION

The college is accredited by the Higher Learning Commission and guided by the Arkansas Department of Higher Education. The college seeks reaffirmation of accreditation every ten years. We received initial accreditation May 1, 1998, and our most recent affirmation was 2019-2020. Our next reaffirmation will be 2029-2030; our most recent mid-cycle review occurred in fall 2023. All areas were MET during the mid-cycle review.

Some individual programs seek specialized accreditation. Information about each is below:

Accreditation Council for Occupational Therapy Education (ACOTE)

Accredited December 2013

Reaffirmation: 2019

Next reaffirmation: 2028/2029

Commission on Accreditation in Physical Therapy Education (CAPTE)

Accreditation Granted: October 2019

Next reaffirmation: 2034

STRATEGIC PRIORITIES

Strategic Goal 1: Enhance the Learning Experience

Improve the quality, accessibility, and relevance of educational services to support student success.

Key Objectives:

- A. Align curricula, credentials, certificates, and degrees with transfer, career, and entrepreneurial opportunities.
- B. Promote faculty professional development to improve teaching practices, including strategies to enhance class participation, integrate technology, and enhance educational assessment.
- C. Offer flexible and innovative scheduling to help learners balance life and education.
- D. Increase real-world learning opportunities through internships, apprenticeships, and shadowing programs.
- E. Use data-driven assessment to continuously improve learning outcomes.
- F. Promote civic, community, and global engagement, with opportunities for students, faculty and staff to participate in volunteer work and community organizations

Strategic Goal 2: Reimagine Enrollment

Goal: Provide a supportive, personalized experience for every student.

Key Objectives:

- A. Build relationships, expand partnerships, and develop pipeline programs with schools, community organizations, and businesses.
- B. Increase affordability and financial resources to alleviate financial challenges for students.
- C. Promote academic success and reduce barriers through personalized advising, mentorships, tutoring, and support services.

Strategic Goal 3: Elevate the Campus Experience

Goal: Create a welcoming, safe, and vibrant campus environment.

Key Objectives:

- A. Develop a plan to modernize classrooms, labs, dining areas, and communal spaces to foster belonging.
- B. Implement advanced security systems and mental health resources for students and staff.

- C. Expand extracurricular and student organization programs for enhanced collaboration and learning.
- D. Strengthen student-athlete support systems to balance academics and sports.

Strategic Goal 4: Achieve Operational Excellence

Goal: Improve institutional effectiveness, accountability, and sustainability through efficient operations and data-driven decisions.

Key Objectives:

- A. Utilize data analytics to track performance and support strategic planning.
- B. Streamline policies and processes to increase efficiency.
- C. Develop a proactive fiscal strategy that aligns revenue growth with program and staffing priorities.
- D. Invest in modern digital infrastructure and cybersecurity to support learning and operations.
- E. Strengthen employee recruitment, retention, and succession planning.
- F. Foster a culture of employee engagement through open communication and collaboration.
- G. Promote eco-friendly practices, including waste reduction and energy-efficient technologies.

NEW EMPLOYEE ONBOARDING PROCESS

1. Blackboard orientation training course
2. Email access
3. Workday orientation
4. Chain of command
5. Beginning of Semester Course Checklist (include items such as: update contact info, ensure course is turned on, check roster, make sure all links are working, deadlines for course roster cert., etc.)
6. Orientation to Ring Central
7. Orientation to Teams
8. Review of COLT Rubric (online courses)
9. Review of OER processes

Workday

All Workday Training can be found within the Workday ERP through the Learning app. This will include viewing rosters, certifying rosters, entering student grades, etc. The new student process was implemented in the fall semester of 2024.



Learning

Faculty can view their teaching schedule and their course section rosters from the Faculty Teaching and Advising application, which is accessible from the menu at the top left of any Workday page. For more detailed instructions, login to Workday and click the links to the training materials below:

- [View My Teaching Schedule](#)
- [View My Course Section Roster](#)

Forms

Academic forms needed by faculty are located in the Microsoft Team titled Academics.

[Academics](#) | [General](#) | [Microsoft Teams](#)

COLLEGE POLICIES

All college policies and procedures can be found on our website at [Policies](#)

100 series of policies guide the Board of Visitors and campus governance. Shared governance, also known as our committee structure, is [Policy 103](#).

200 series of policies relate to the college's administration. Title IX falls under this grouping ([216/217](#)). The process for Institutional Research is [206](#).

300 series of policies outline the business and operations of the college.

400 series of policies outline personal including the Employee Code of Ethics ([401](#)), Instructional Staff ([415](#)), Performance Reviews ([416](#)), Academic Organization, which is the faculty council structure ([419](#)), Educational Assistance ([447](#)), Tuition/Discount Waiver ([448](#)), Grievances (450), Acceptable Computer Use (465), and Drug Free Workplace (479).

500 series of policies are student-related policies, including student attendance ([504](#)), academic integrity ([532](#)),

600 series of policies guide educational programs & instruction including Curriculum ([610](#)), OER ([611](#)), credit hours ([625](#)), grading system ([645](#)) and assessment ([655](#)).

700 series of policies relate to facilities.

E-MAIL ACCOUNTS

Faculty members at UA Cossatot are assigned a UAC e-mail account.

To access your UA Cossatot account:

- Go to our home page and select Office 365 from upper left side of screen OR follow this [link](#).
- Enter your username (email address) and your password
- Select the OUTLOOK icon.
- You will be required to use multifactor authentication, meaning you will enter more than just your password. Many use a text code alert or install the Microsoft Authenticator App on their cell.

It is very important that you log into your Cossatot e-mail account to stay informed and to communicate with your students. Please make sure that all of your correspondence to students comes from your UAC account. All college information will be sent to this account also. Faculty should answer student emails within 48 hours during the week.

WORKDAY

Workday is used for accessing rosters, completing roster certifications (no shows), entering early and final grades, and sending early alert notifications to students.

COURSE SYLLABUS

For each course you teach, you must maintain a current course syllabus that follows the college template. The Vice Chancellor for Academics can email you the most current ADA compliant version or a syllabus from the same course taught by a full-time instructor. The syllabus is the official document for a course. In the event of litigation, it may even become a legal document. The syllabus must be made available to students no later than the second-class meeting.

Be sure to provide a copy of your syllabus to the appropriate division chair and to Ashley Aylett by the 11th class day. **Note: It is possible to change your syllabus during the term. However, any changes in requirements, grading criteria, attendance policy, etc. should be carefully considered, discussed with your division chair or dean, and given to every student in writing.**

CANCELING CLASS

Instructors are expected to meet every class during the term for the full time scheduled. Semester beginning dates, ending dates, and holidays are listed on the semester calendar and on the UA Cossatot website.

However, if you are ill or have an emergency and cannot meet your scheduled class, contact your division chair by phone or email. You can leave a message with the front desk receptionist if you cannot reach your division chair.

If you know in advance that you must miss a class or let class out early, let your division chair know ahead of time. He or she can discuss options with you for covering the class time so that students are not deprived of instruction. Some possible options are finding a substitute instructor or guest speaker, assigning a project or assignment that students can do in class or alone at home, or assigning a test to be taken while you are gone.

MID-TERM GRADES

The college requires you to enter mid-term grades into Workday. The college's semester calendar gives you the dates for these grades to be entered.

FINAL EXAMINATION WEEK

Except by special arrangement, final examinations are to be administered in all classes you teach. Final examination schedules for daytime classes are distributed around the 12th week of each semester. The final exam session for evening and weekend classes is the last meeting date for the class. Since the final examination schedule is designed to minimize scheduling conflicts and to uniformly distribute student testing, departures from the schedule are to be made only with prior approval of your division chair or Vice Chancellor for Academics.

FINAL GRADES

Near the end of the term, you will receive instructions for final grades. Final grades must be entered in Workday by the due date/time. All grades for all students from all faculty must be turned in before any grades can be processed and made available to students on the Web; probation and suspension status cannot be determined and graduation applications cannot be processed. Late grades delay the entire process.

Due to potential FERPA violations, please do not post grades on class doors or leave graded papers out for other students to go through.

INTERNET COURSE SECTIONS

All internet courses are taught through Blackboard.

To log in to Blackboard:

- Go to our home page and select Blackboard from upper left side of screen (blackboard.cccua.edu)
- Enter your username and your password.

Please reach out to your Division Chair or Cole Jones, Blackboard Administrator, for any Blackboard related issues.

All Internet course sections must have one (1) proctored test. The tests are to be given on one of the UA Cossatot campuses unless the student lives more than 60 miles away. Special arrangements can be made for a proctor under this circumstance. Selection and criteria of proctors should be discussed with the appropriate division chair.

The Testing Center has made available forms to use for sending testing information. These forms are available through your division chair or the testing center.

ADMINISTRATIVE OBSERVATIONS

Both online and traditional courses may be subject to administrative observation at some point during the semester. Please be aware that either a division chair or designated full-time faculty member may conduct such an observation.

PROFESSIONAL ATTIRE

College employees are expected to dress in a manner that is appropriate for their position, as defined by their supervisor and approved by the Chancellor. Employees should be well-groomed and attire should have a clean and sharp appearance and should project a positive, professional impression of the College. Footwear shall adhere to the preceding standards as well. Apparel with the College or Colts logo is encouraged, especially on days when Colts student-athletes are competing. On Fridays, employees may wear College or Colt apparel, or they may choose apparel supporting their favorite college or professional team. When representing the College in a public or professional forum, professional attire is required.

SEMESTER AGREEMENTS

Once your class(es) has (have) sufficient enrollment to make, you will be sent an agreement for each class you are assigned to teach. The agreement will contain pertinent information about your assigned class(es) and the payment for teaching them. Please read it over carefully, sign it, and return one copy to Kelly Plunk in the Human Resources Office. The Business Office cannot issue a paycheck to you until it receives your signed agreement and any additional required paperwork.

FERPA

The Family Educational Rights and Privacy Act is a federal law that governs the release of and access to student education records. Understanding the options available under FERPA empowers school officials to act quickly and decisively when concerns arise. Specifics for FERPA can be found in [College Policy 505](#).

TEXTBOOKS

The text for a course is selected by the division chair or faculty who teach the course. You should consult your division chair about any books you would like to request. The division chair will submit textbook adoption forms to the Director of Educational Resources/ OER specialist. Once a textbook is adopted, it must be used for three years before selecting another textbook or different edition. Questions about the textbook program should be directed to the college's Director of Educational Resources/ OER Specialist Relinda Ruth rruth@cccua.edu or 870.584.1181.

Desk/Instructor Copies

You are entitled to a desk or instructor copy of the text you are using in your class. To procure instructor copies, contact your division chair or consult directly with the textbook publisher. The Director of Educational Resources/ OER specialist does not provide instructor copies.

EDUCATIONAL RESOURCE CENTER

The UA Cossatot Educational Resource Center (ERC) is a fully functioning, media-rich, user-friendly resource center striving to enrich the lives of students through active learning. The ERC merges Kimball Library, the tutoring program, the textbook and Open Educational Resource (OER) program, and the UAC

Gift Shop into a one-stop student center. Working with faculty, we seek to promote higher education and help students achieve their maximum academic potential.

There is an ERC at each UA Cossatot campus with knowledgeable staff available to assist students during hours of operation. The ERC has several computer stations available for studying and a lounging area with comfortable seating. The ERC offers about 10,000 titles in book and media format, as well as nearly 200 online databases. Students may access databases 24/7 after acquiring a student identification card.

Free tutoring is available at the ERC on all three UAC campuses. Tutors provide one-on-one assistance and group study in academic endeavors, clarify information presented in classes, and help students understand concepts and patterns in course curriculum.

Tutors WILL NOT complete a student's homework, help with take-home or open-book tests, solve assigned homework problems, or offer any assistance without direct student involvement, a show of critical thinking, and cooperation in the learning process. The ERC expects students to assume ultimate responsibility for their own academic performance. The ERC also offers workshops, study groups when possible, and online assistance. Hours vary by semester and are posted at the [ERC web page](#) and Facebook page.

[Online tutoring](#) is available 24/7. Contact the ERC for more information. The ERC offers tutorial videos on its [YouTube channel](#). Tutorial guides are available through the ERC website or directly from <https://libguides.cccua.edu>

General merchandise including Colt gear may be purchased and textbook rentals may be picked up at any campus ERC.

In addition to providing multiple student services, the ERC also offers faculty services. An updated Faculty Service Guide is distributed to faculty once or twice per academic year. The ERC staff works closely with faculty as an extension of the classroom. To collaborate with UA Cossatot faculty the ERC offers to visit classrooms upon request, provide ERC tours, procure requested faculty resources, prepare resource lists, handle textbook and OER adoptions, host classes, provide overflow testing, provide workshops, provide information literacy training, provide faculty requested workshops and/or tutorials, assist with research, and much more. The Director of Educational Resources and OER Specialist leads the college's OER initiative. Supplemental open resources are available through ERC research. The OER Specialist is available to help faculty find open resources, as well as training faculty in OER use.

MAILBOXES

Full-time faculty and on-campus adjuncts are provided with a mail slot on a campus of choice. You should check your mailbox prior to each class session. The location of your mailbox depends upon the campus on which you teach.

SUPPLIES & COPYING

Supplies, such as grade books, pens, markers, etc. are located on each campus. Since the supply closet is closed off at night, you may need to contact your division chair to place needed supplies in your classroom. All copiers require an access code. Please ask your division chair for the division code. If you need to purchase office supply materials that are not located in the supply closet, the college has a contract with an office supply company, and all materials must be purchased through this company. You

can contact your division chair with this type of supply need. If you need classroom materials, contact your Division Chair to assist you with this process.

FEEDBACK FOR STUDENTS

A frequent complaint of students on course evaluations is that they did not receive adequate feedback about their progress from the instructor. Please try to let your students know how they are doing at frequent intervals. Feedback can take the form of any (or all) of the following:

- Writing comments on students' work that let them know what they did well and where their work was lacking. Handing back work with nothing but a grade does not help students improve.
- Returning all graded work promptly. Papers and homework should be returned to students while there is still time for them to learn from it and improve their performance.
- Conferencing with students-both formal, scheduled conferences, and informal chats before or after class to let them know how they are doing.
- Requiring a number of kinds of graded work, such as regular quizzes, homework assignments, presentations, and journals. Requiring only a midterm and final examination or final paper does not usually give students the kind of feedback they need in order to learn.
- Asking students to write one-minute notes to you at the end of the class period in which they tell you what questions they still have or what is unclear to them.
- Using Internet resources that could include e-mail, discussion groups or a web page.

Please plan on returning student's papers in class when possible. If you are not able to return papers in person, check with your division chair for help. Do not leave papers out for students to thumb through; it is a violation of the privacy act.

STUDENT APPEALS

STUDENT NON-GRADE APPEAL PROCESS

If a student has a complaint regarding processes or practices at UA Cossatot, he or she should discuss such with an instructor, advisor, program director, or Division Chair. Students have the right to grieve an action by an individual if the complaint relates to improper conduct including, but not limited to, harassment of any kind, bullying, threatening another individual or the college, terroristic threats or behavior and other forms of improper conduct that lowers the existence of another person.

If a formal appeal is submitted, as part of due process, the following steps should be used in any formal complaint or appeal, with the exception of a Title IX complaint, which follow Policy and Procedure 206.

1. The student must present the complaint verbally within five business days of the alleged incident to the Division Chair or program director. The specific complaint and remedies sought should be included.
2. If unsatisfied with the response, the student must present the complaint in written form within five business days following the response from the Chair or director to the Vice Chancellor of Academics and include the specific appeal/complaint and specific remedies sought.
3. The Vice Chancellor of Academics has five business days in which to investigate and respond in written form.

4. If unsatisfied with the response, the student may again appeal within five business days to the Vice Chancellor of Academics who will refer the appeal to the Student Appeals Committee who must respond in writing within five business days.
5. If the student is unsatisfied with this result, an appeal may be made within five business days to the Chancellor, who will hear the complaint and render a decision within ten business days.

The student should continue required coursework during this process. Any penalties normally assessed during a student's absence will also be applied during the appeals process. This includes, but is not limited to, absences, tardies, late exam penalties, etc.

Accommodations for special needs are determined on an as-needed, individual basis. Interpreters, readers, note-takers, etc., are available to assist in the hearing and appeals process. Please contact Disability Services to request accommodations.

FORMAL GRADE APPEAL PROCESS

If a student believes an error in a grade has occurred, the student should formally initiate a review of the grade no later than three business days of grade being posted. If the course is a FLEX the student should initiate a review of the grade within twenty-four hours of the grade being posted.

1. The student should submit the appeal petition form, which is available on the website, within the required timeframe to the Vice Chancellor of Academics. The Vice Chancellor will provide the appeal to the Division Chair and faculty member. The completeness and accuracy of the grade will be reviewed by the Division Chair and faculty. The Division Chair will respond to the student in writing of the appeal status within two business days of receiving the appeal.
2. If the student is unsatisfied with the response, the student must submit a second appeal petition form to the Vice Chancellor of Academics within two business days of receiving the response. All information from the initial petition must be included. The Vice Chancellor of Academics has the responsibility to research the situation and will respond to the student in writing within two business days of receiving the student's request.
3. If the student is unsatisfied and wishes to further appeal, the student should contact the Vice Chancellor of Academics requesting a hearing by the Student Appeals Committee. At the hearing, the instructor and the student may both make individual presentations, and the Student Appeals Committee may ask questions and seek clarification. The committee will make the final decision, and the Vice Chancellor of Academics will provide the final written decision. In the event of a grade change, the final grade will be recorded by the Registrar as directed by the Vice Chancellor of Academics.

MEDICAL EDUCATION APPEAL PROCESS

Medical Education programs have specific policies and procedures. Students are required to be compliant to ensure each program meets approving bodies and safety standards. When students are in violation of

these policies, disciplinary actions will occur. These actions are specifically outlined in each program student handbook/guide. As a part of due process, a student has a right to appeal program actions taken. The following steps should be used in any formal appeal. The college holds a non-retaliation stance for all parties in the event an appeal is submitted.

1. The student must present the appeal in writing within 24 business hours of the discipline or dismissal to the Program Director and Division Chair. The appeal and remedies sought should be included. The appeal will be reviewed by the Medical Education Ad-Hoc committee with a decision rendered.
2. If unsatisfied with the response, the student must present the appeal in writing within 24 business hours following the response to the Vice Chancellor for Academic Services and include the specific appeal and remedies sought. The appeal will be reviewed by the Vice Chancellor for Academic Services with a decision rendered.
3. If unsatisfied with the response, the student may again appeal within 24 business hours to the Vice Chancellor for Academic Services who will refer the appeal to the Student Appeals committee. The appeal will be reviewed with a decision rendered.
4. If the student is unsatisfied with this result, a final appeal may be made within 24 business hours to the Chancellor, who will hear the appeal and render a decision.

*Interpreters, readers, note-takers, etc., may be requested to assist in the appeals process. Please contact the Disability Services Advisor to request accommodations.

The student should continue required coursework during this process. Any penalties normally assessed during a student's appeal process will be applied. This includes but is not limited to: missed absences, tardiness, late exam penalties, etc. This does not apply to students who have been dismissed due to violation of safety standards.

DISABILITY SUPPORT SERVICES

WHY DISABILITY SERVICES IS IMPORTANT:

Individuals with disabilities have a legal right to have equal access to a college education. The United States' Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act establish that right. The ADA defines "disability" as "having a physical or mental impairment that substantially limits one or more of the major life activities." The ADA protects individuals from discrimination if they have a record of such impairments or if they are regarded as having such impairments. An individual with a disability is someone:

- With a physical or mental impairment that substantially limits one or more major life activity;
- Who has a record of such an impairment;
- Who is regarded as having such an impairment

Section 504 prohibits discriminating on the basis of disability against participants in programs receiving federal funds. Campuses are required to be physically and programmatically accessible. Colleges are required to provide reasonable accommodations for students with disabilities to ensure equal access to college offerings. The ADA defines reasonable accommodation as: "changes or adjustments in a school

site, program, or job that makes it possible for an otherwise qualified student with a disability to perform the duties or tasks required.”

WHAT YOU NEED TO KNOW:

- ***How do students get accommodations?***

1. Students must complete an Application for Disability Support Services. Application Packets are available on each campus and online and may be submitted to the disabilityservices@cccua.edu, or dropped off at any UAC campus.
2. Students must provide valid and current documentation of the disability with information as to how the disability may affect academic progress and any professional recommendations. If no such documentation exists, or documentation cannot be found, information gathered from the student during the initial interview may be sufficient depending on the nature of the disability.
3. Students must make an appointment with Disability Support for initial interview to review documentation, discuss potential academic difficulties, and possible appropriate academic accommodations.
4. Once the application and appropriate documentation are submitted the student and Disability Support may find it necessary to complete an Accommodation Plan.
5. Accommodation Plans are emailed to instructors teaching the courses in which the student is enrolled. The student must make contact with each instructor to review, make any relevant comments, and sign the Accommodation Plan. It is then the student’s responsibility to return the signed plan to Disability Support. The instructor and/or student may contact Disability Support at any time throughout the semester with any questions, concerns, or comments. Accommodation Plans may also be sent to the Director of Testing Services and the Learning Center Coordinator, as deemed appropriate.
6. Accommodation Plans are automatically renewed every consecutive semester that the student enrolls. Students should make an appointment with the Disability Support to review their Accommodation Plan to ensure it continues to meet their academic needs. A new Application for Disability Support Services must be completed upon re-enrollment if a student does not remain enrolled in consecutive semesters. A student may terminate their Accommodation Plan at any time by submitting a signed written request for termination of Disability Support Services to Disability Support.

- ***What are my responsibilities?***

- Initially, none. Accommodation Plans are sent out via email from Disability Services to your @cccua.edu assigned email. If and when you receive an Accommodation Plan, simply acknowledge it by agreeing to send a “read receipt” and wait. You are not required to do anything other than look over the plan and be aware of it. It is the responsibility of the student to contact you regarding his/her Accommodation Plan.
- Once the student contacts you regarding his/her plan, try to schedule a time to meet with him/her in person. If that is not feasible, a phone or email conversation is fine. This meeting is where you and the student will review the plan together and address any questions or concerns that either party may have. You may add notes, additional ideas for appropriate accommodations, explanations, details about how an accommodation will be provided, etc. in the comments section. After you review the plan with the student, you will both need to sign the plan and return the copy with all signatures to Disability Services.
- If the student never contacts you regarding the Accommodation Plan, but you notice that the student is struggling, you may approach the student to express your concern. During the

conversation it is appropriate to bring up their plan to let the student know you received it and ask if they would like to discuss the accommodations and maybe utilize some of them.

- ***What do I do if I think a student may need accommodations?***

If you believe a student in your course may need accommodations, it is best for you to discuss your concerns with the student before referring to the Disability Counselor. Students often get confused or embarrassed when they are contacted by the Disability Counselor without being told ahead of time. It makes them feel that their instructor thinks they are “stupid” or “slow.” Here are some examples of how to approach the conversation:

- I’ve noticed that you are struggling with your exams, but you seem to grasp the material in class and do very well on your homework. I’m just worried that the exams are not accurately reflecting your knowledge and are negatively impacting your grade. Is there anything I might be able to do to help?
- I can’t help but notice that you often transpose your numbers or misspell words because you rearrange the letters. I’m concerned that it is starting to negatively impact your grade. Have you always had trouble with this?
- I can tell you really understand the content when we discuss it in class and during class discussion you always have insightful comments and relevant input, but I can tell by your essays you can’t really seem to get those thoughts down on paper. How have you done on essays in the past? Has this always been something you have a hard time with?

- ***What are some of the most common accommodations?***

- Audio Recording Lectures – It may be appropriate for some students with disabilities to request to audio record class lectures. Students with learning disabilities or cognitive impairments usually benefit from recording lectures as repetition is typically a crucial part of their learning process. Students with physical impairments may not have the dexterity to take notes on the lecture and are not comfortable depending on a classmate’s note taking ability.
- Instructor Notes – Some students with disabilities may request lecture and/or presentation notes, such as copies of PowerPoint presentations, from instructors. This accommodation would be most appropriate for visual learners, students with auditory processing disorders, physical conditions which affect dexterity, and some learning disabilities. Instructors may be asked to compile their notes for the student or provide the student with a copy of basic ideas and key concepts for the class.
- Assignments Broken into Smaller Sections – This will prevent the students from becoming overwhelmed and confused by lengthy assignments with many complex steps. Smaller sections will force “check-in” points while working on the overall larger assignment. and will assist in determining if extra time will be warranted.
- Extra Time on Assignments – In some instances it may be a reasonable accommodation for a student to request extra time on assignments. The request may be due to anything from a specific learning disability to anxiety disorder to a medical condition. Accommodation Plans only indicated that extra time is an appropriate accommodation and do not specify the maximum appropriate length of time for the extension, as this may vary depending on the nature of the assignment. The amount of time allowed will be determined on a case-by-case basis by the instructor and student with the Disability Support Counselor assisting as needed. The Accommodation Plan may, however, specify circumstances in which extra time is warranted.
- Alternative Testing Environment – Some students may require testing in a least distracting environment or in an alternative environment conducive to special testing needs such as answering

essay questions aloud or having an exam read aloud to them. Depending on circumstances, there may be times when the student will need to schedule an appointment with the Disability Counselor, the ERC, or instructor to complete an exam.

- **Untimed Exams** – Students with ADD, certain learning disabilities, or processing difficulties may need untimed exams to ensure the exam will be an accurate reflection of their knowledge and not a reflection of their disability.

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Best Practices in Workplace Regarding Conflict Management

(developed by Faculty Council)

Identify The Source

It's difficult to deal with workplace conflict when you don't know the source of the conflict. Determine who or what is really causing the problem. The first place to look is always within. Examine yourself to determine if your behaviors are contributing to the conflict. If your behavior is not causing the conflict, determine whose behavior is.

Attempt To Resolve

Attempt to resolve the conflict by going directly to the source. Don't talk to the employee in front of co-workers; you don't want to appear confrontational. Keep the matter low-key by meeting with the individual one-on-one. Tell him or her that you feel there may be conflict or tension between the two of you and that you would like to resolve the situation peaceably. Don't make accusations. Ask them if you have done anything to offend. If something offended you, politely explain what it was; they may not be aware of the offense.

Chain Of Command

If you are unable to resolve the conflict on your own, decide if the conflict is severe enough to discuss with management. If the issue is starting to negatively affect your morale or job performance, it's OK to tell management, but follow the chain of command. If the situation remains unresolved after speaking with your supervisor, you may follow chain of command but inform your supervisor that you are going to the next person in the chain of command.

Have Your Facts Together

When meeting with your supervisor or other members of management have your facts together. It is a good idea to keep a journal that documents all of the incidents that have happened between you and the perpetrator. The documentation should mention what happened, the date and time, where the incident happened and names of witnesses. This documentation is proof of the conflict; otherwise, it becomes your word against the perpetrator's. Once you disclose all of the facts to your supervisor, trust them to take over and resolve the issue.

Know Your Chain of Command

If you're unsure of who your direct supervisor is or who the next person is in the chain of command, ask. This information is also available in Workday.

When You Have Multiple Supervisors

Some faculty and employees will have more than one supervisor or division chair they collaborate with. When this occurs it may be difficult to know who to go to when questions or conflict arises. Your direct supervisor is always a good starting point, but if unsure, reaching out to the division chair in charge of the area of concern is also appropriate.

When Concerns or Conflict Involves Your Supervisor or Division Chair

At times an employee or faculty member may have a concern or question that may involve their supervisor or that they may be uncomfortable bringing to their supervisor. In these cases, the Vice Chancellor or Chancellor may be a good resource.

Summary

The main thing to remember is that conflicts do not resolve themselves. They should be addressed in a timely manner, professionally and with open communication. It is always ok to seek assistance following the chain of command.

What should be avoided is hashing and rehashing conflict with co-workers not involved with the situation. Additionally, once a situation is resolved to the satisfaction of all parties, it should be left in the past with all parties moving forward.

YOU at College for Employees and Students

YOU at College plays a vital role in supporting students' mental health by combining various disciplines to offer comprehensive and effective solutions tailored to the college experience like mental health support and personal assessment and insight for personal growth. All students have a free account to access this tool.

Annual Full-Time Faculty Job Description/Evaluation

(completed by supervisor)

Employee Name:	
Position:	
Supervisor:	

Minimum Qualifications: Master's degree in subject area, or Master's degree + 18 hours in subject area, or equivalent experience in subject area being taught

General Description of the Position:

Teach courses within an educational setting that support the mission and vision of the College; ***Instruct*** to outcomes in area of instruction; ***engage*** students in learning activities in classroom; ***use*** relevant and appropriate instructional aids ; ***arrange*** for speakers or special demonstrations to enhance classroom work as appropriate; ***provide*** individual instruction as needed; ***complete*** classroom records and reports, such as absences, schedules, and grade records in a *timely manner*; ***evaluate*** student performance by grading classroom work and by observing demonstrated skills in a *timely manner*; ***act*** in an advisory capacity for student organizations when needed; ***perform*** other duties as assigned.

College Purpose(s) related to Position:

To provide education for students to gain competence in subject areas for transfer to a university or for entry into the workforce.

Key Result Areas and Performance Indicators

Key Result Area #1:

Adheres to institutional policies and follows proper procedures as established by the college.

Performance Indicators	YES	SOME TIMES	NO	Points	Supervisor Comments	Faculty Comments
1. Submit student no shows in Campus Connect by deadline	2	1	0			
2. Keep accurate attendance records and submit weekly. Submit non-	2	1	0			

attendance drops according to proper policy in a timely manner.						
3. Submit course materials by required deadline	2	1	0			
4. Submit accurate syllabi information in proper format each semester to Chair and Vice Chancellor of Academics office	2	1	0			
5. Submit early and final grades through Campus Connect prior to deadline	2	1	0			
6. Submit required assessment data to the Chair	2	1	0			
7. Submit leave through Workday in a timely manner. If absent, contact Chair and students in timely manner.	2	1	0			
8. Maintain highest level of confidentiality with students and other faculty (FERPA)	2	1	0			
9. Participate regularly and constructively on college standing committees by attending regular meetings and active participation	2	1	0			
SCORE: (possible 18)						

Key Result Area #2:

Provide an instructional delivery system that prepares the students with the necessary skills and knowledge to be successful as a transfer student or employable in their chosen career field.

Performance Indicators:	YES	SOME TIMES	NO	Points	Supervisor Comments
1. Plan, maintain, and update courses that support the mission of the college and curricular needs of certificate and degree programs offered at the college	2	1	0		
2. Strive for continuous improvement	2	1	0		
3. Teach needed courses	2	1	0		
4. Maintain a classroom that is conducive to learning	2	1	0		
5. Review and identify both accomplishments and areas for improvement from student evaluations, classroom observations, peer evaluations, and administrative observations for the current and/or previous years	2	1	0		
6. Use course assessment data to improve instruction	2	1	0		
7. Indicate professional development opportunities and/or activities and organizations to the chair on the annual evaluation (i.e. courses taken, websites and magazines subscribed to, memberships, conferences or webinars attended)	2	1	0		
8. Evaluate course materials for effectiveness and cost efficiency. If using Open Educational Resources, ensure resources are compliant with policies outlined by the OER Board	2	1	0		
SCORE: (possible 16)					

Key Result Area #3:

Support the student in order to encourage positive educational outcomes.

Performance Indicators:	YES	SOME TIMES	NO	Points	Supervisor Comments
1. Schedule office hours at times that are appropriate for students. Post schedules on office door, Blackboard courses, and submits to Division Chair, Vice Chancellor of Academics, Assistant to Vice Chancellor of Academics, and front desk receptionists	2	1	0		
2. Work with Chair to meet the needs of students	2	1	0		
3. Respond to email and phone messages within 24 hours during the week and 48 hours on weekends	2	1	0		
4. Demonstrate a positive student rapport	2	1	0		
SCORE: (possible 8)					

Key Result Area #4: (add Key result area 4 here if applicable-skip if N/A)

SCORE		RATING
35 -- 42	Exceeds Standards	5
22 -- 34	Above Average	4
16 -- 21	Satisfactory	3
8 -- 15	Needs Improvement	2
1 -- 7	Unsatisfactory	1

SUPERVISOR COMPLETES:	
Discuss Any Position Specific Tasks/Duties/Areas not included in general faculty job description here:	
Discuss results from Student Evaluation of Instructor here:	
List any final comments:	
TOTAL SCORE:	RATING:

Faculty Comments:
SIGNATURES
Faculty:
Program Director (if applicable):
Division Chair:
Vice Chancellor for Academics:
Chancellor

ANNUAL FACULTY DEVELOPMENT SUMMARY AND REFLECTION

(completed by faculty)

Name _____

Area of Teaching Specialization _____

Full-time/Part-time Status _____

Calendar Year of Summary _____

Purpose: The purpose of a faculty development plan is to enhance faculty expertise and to reflect on previous and required learning. This plan should be submitted with the annual evaluation and should include all professional development activities completed over the past year along with a brief plan to meet ongoing needs.

Policy 415 states that full time faculty are to complete a minimum of four professional development items per calendar year. Adjunct faculty are to complete a minimum of two professional development items per calendar year. College related activities are not considered part of professional development.

In this box, each employee should reflect on the plan established during the last performance review process.

Date activity completed	Professional Growth Activity (include documentation as attachment if you have)	Relationship to identified goal from last year	Explain briefly what you learned/gained (personally and/or professionally) from attending/completing this activity	How did this activity benefit you in your role at UAC?	Completed or ongoing need

College Related Activities (i.e. Safe Colleges Trainings, Committees Serving On, In-Services, etc.):

Type of Activity	Additional Comments (meeting dates, dates attended or complete, committee role, items completed)

Faculty and Staff, Monthly Meetings	
Committee Assigned	
Additional Committees or Teams Serving On	
Safe College Trainings	
Other	
Other	

Membership & Participation (Professional Organizations/Volunteer, etc on campus and within the community.):

Type of Activity	What is your role in this activity?	Additional Comments

Self-Reflection

In this box each employee should express areas they have improved upon and areas they need to further develop.

This box should be completed prior to performance review meeting with supervisor.

List one strength:

List at least two areas for new or ongoing personal/professional growth (This can include areas of previous learning that need further refinement or new areas):

List four potential activities that could be used to address/progress in these areas that could be completed in the next year:

What support do you need to achieve your opportunity or growth area? (This area should be discussed as part of performance review process to plan for the educational opportunities for the upcoming year)

Collaborative Plan for Professional Development for Upcoming Year

In this box, each employee and supervisor should collaborate during the performance review process and create a potential plan for learning for the upcoming year.

Signature (Faculty)

Date

Signature (Supervisor)

Date

CAO Signature _____

FACULTY PERFORMANCE REVIEW PROCEDURE

1. In advance of annual meeting, supervisors should compile review material for each faculty member to include:
 - a. Employee job description
 - b. Faculty professional development summary with complete professional development and progress towards goals completed by employee
 - c. Participation in committee meetings from committee chair
 - d. Student end of course surveys
2. Review job description
 - a. If employee has an additional key result area on job description (Key result area #4) due to “other duties as assigned” or specific accreditation duties, these should be added to this review after Key result area #3.
 - b. Supervisor should review each objective area and mark a score rating applicable to yes, sometimes, or no providing both positive and constructive feedback throughout.
 - c. When rating employees, supervisors should consider how results are specifically applicable to the individual in order to provide effective feedback.
 - d. Supervisor should mark feedback on each objective in this key result area but no points should be assigned.
 - e. Once each area is completed, the supervisor tally scores each of the Key result areas 1-3 and total at bottom and assign a rating of 1-5. This rating will be assigned in Workday.
3. Upon completion of job description review, the supervisor will schedule a review meeting with the employee to complete the performance review process.
4. During the review meeting the supervisor and employee should:
 - a. Review annual performance
 - b. Review annual professional development
 - c. Review progress towards annual professional development goals from prior year
 - d. Establish goals for professional development for upcoming year
5. Copies of completed performance review should be sent to HR and numeric rating entered into Workday by deadline.

ADJUNCT EVALUATION

Adjunct Name:	
Course(s) Taught:	
Year:	
Faculty/Mentor:	
Division Chair:	

Did the Adjunct submit or complete the following items on time:

	SPRING SEMESTER		FALL SEMESTER	
Syllabus submittal to Vice Chancellor's Office	YES	NO	YES	NO
Class Available on First Day	YES	NO	YES	NO
No-Shows @ 11 th class day	YES	NO	YES	NO
Midterm Grades	YES	NO	YES	NO
Final Grades	YES	NO	YES	NO
Attendance (weekly)	YES	NO	YES	NO

Chair Comments from Student Evaluation of Instructor:

Chair Comments from Classroom Observation:

Tech Review Comments (if applicable):

Additional Comments or Observations:

Outstanding Opportunities or Suggested Training:

Adjunct Signature:	
Division Chair Signature:	
Recommended for Future Teaching Assignments:	
Vice Chancellor for Academic Services Signature:	

CONTACT NUMBERS

De Queen Campus

Police—Monte Stringfellow 870-582-5639
Front Desk—870-584-1100
Vice Chancellor—Ashley Aylett 903-490-4979
Chancellor—Steve Cole 870-582-2192

Nashville Campus

Police—Lakisha Jones 870-582-5743
Front Desk—870-584-1321
Vice Chancellor—Ashley Aylett 903-490-4979
Chancellor—Steve Cole 870-582-2192

Ashdown Campus

Police—Jason Curtis 870-582-5609
Front Desk—870-584-1460
Campus Director—Barry Reed 870-279-0580
Vice Chancellor—Ashley Aylett 903-490-4979
Chancellor—Steve Cole 870-582-2192

Lockesburg

Campus Director—Barry Reed 870-279-0580

DISS (for internet, Ring Central rooms, etc.)

DISS@cccua.edu

Tony Hargrove 870-584-1165
Ryan Kesterson 870-584-1130
Cole Jones 870-584-1161

TurnItIn

Tabetha Nguyen

Workday

workday@cccua.edu