Houston Community College

Department/Division
Faculty Instructional Leader Guidelines

(To include Chairs, Program Directors, Team Captains, and Program Coordinators)

June 29 2012
TABLE OF CONTENTS

Introduction ......................................................................................................................... 3

Background .......................................................................................................................... 4

Questions and Answers Related to Guidelines Changes ................................................. 8

Instructional Chair: Activities and Responsibilities ...................................................... 11

Job Requirements ............................................................................................................. 15

Application and Election Process ...................................................................................... 16

Workload and Chair Levels .............................................................................................. 22

Coleman College Health Services Program Leadership .................................................. 26

  Program Director and Team Leader Selection

Librarian Leadership ........................................................................................................... 36

Division of Extended Learning (DEL) Leadership ............................................................ 37

Faculty Alternative Assignments and Stipends ................................................................. 39

Chair Evaluation Criteria .................................................................................................. 41

Training ............................................................................................................................... 42

Program Committees ........................................................................................................ 43
  A. Introduction
  B. Mission
  C. Duties
  D. Membership
  E. Instructional Conference Day
  F. Election of Program Coordinator
  G. Duties
  H. Oversight and Responsibility
  I. Meetings and Voting
  J. Other Policies
  K. Instructional Roles

Guidelines for Class Sizes ................................................................................................. 55

Guidelines for Faculty Responsibilities for Rosters and Grade Turn-In ....................... 57

June 2012
INTRODUCTION

From its founding in 1971, the growth of Houston Community College (HCC) has paralleled that of the city it serves - now the fourth largest in the nation. Major changes leading to the current structure of HCC began in 1989 with the system's establishment as an entity independent of HISD with its own nine-member Board of Trustees. Changes continued in 1991 with the subsequent restructuring into area colleges, followed by the current tightening of the organization starting in 1996.

The growth of HCC reflects the vital part the community college plays in the way higher education is offered in the United States. The structure of HCC, with its emphasis on the role of the department/division chair, demonstrates the dedication of our college to provide a solid education that meets the needs of a fast-growing urban area in rapidly changing times. This structure places the department/division chair in a position easily accessible to students, faculty, administration, and the community. The department/division chair serves as a vital link among these groups.

THE ROLE OF THE INSTRUCTIONAL CHAIR (and Health Science Program Director)

The role of the instructional chair is central and crucial to carrying out the system's mission and affirming its values. The chair links the college's major constituent groups: students, faculty, administration, and the community.

The chair serves students by providing leadership in developing curriculum and programs that provide them with an education whose excellence prepares them not only for jobs, but also for an enriched quality of life and the pursuit of learning. The chair also serves students by listening to their needs and mediating between students and faculty when the occasion arises. Chairs also make sure good news is communicated, as for example when a student calls to compliment an instructor and ask when that teacher’s classes are scheduled for the next semester.

The chair is a faculty leader selected by peers to provide leadership by modeling good instruction and counseling, evaluating both full-time and part-time faculty, steering the development of new and responsive curriculum, advocating for the department/division in terms of institutional resources, nurturing collaboration and collegiality among peers, and maintaining department/division morale. In a system divided into area colleges, instructional chairs (like all faculty) serve on the system-wide committee for their program. They also ensure faculty participation on program committees, and work with the committees on coordinating curriculum, providing opportunities for professional development, and assuring program excellence across the system. In addition, instructional chairs serve their faculty by involving them in program leadership.
The instructional chair provides liaison between faculty and administration by assuring communication between the two groups. The instructional chair also works with administrators in matters of curriculum, budgeting, scheduling, evaluation, facilities, program review, and program growth. Chairs and administrators work together in committees and task forces to coordinate district goals and objectives with those of the department/division.

The instructional chair serves as a vital link between the programs HCC offers and the community it serves. Chairs work in partnership with business and industry on advisory committees and in the creation of cooperative education opportunities, service learning, and other external learning experiences for our students. Chairs establish and work with advisory committees made up of members from business and industries related to the program to ensure that the program, including curriculum and textbooks, reflects current industry practices. Chairs act as important intermediaries between students and community in helping students to find jobs and prospective employers to find qualified personnel. Chairs also serve as links between the community and other members of the HCC family by working with faculty to establish new and/or support existing service learning opportunities.

Having a perspective that includes the needs of students, faculty, and the community, instructional chairs are in a unique position to bring forward ideas for positive change from the department/division, the classroom, and dialogue with industry when such change would enhance the quality of the education we offer. The role of the instructional chair is to help lead HCC and the city it serves into the twenty-first century.

**Background:** Brief History of the Organization and Management of Department/Division Chairs at Houston Community College (HCC)

1. Under the leadership of Chancellor Ruth Burgos-Sasscer, HCC first instituted a system for the selection and rotation of Department Chairs in 1997. The use of Department Chairs, rather than the previous use of “Coordinators,” was promoted as a means of placing teaching and curriculum responsibilities more directly and correctly under faculty management and reducing the “costs” of administration per se.

2. During the 1999-2000 academic year, Vice Chancellor for Educational Development Charles Cook worked with Helen Orman, HCC President of the Faculty Association, and co-chair Michael Golden to lead a district-wide committee that developed and implemented the first *HCC Department Chair Guidelines* (March 2000). The guidelines included the roles of Department Chairs for academic and workforce (now termed career and technology - CTE) instruction, counselors, and librarians. The guidelines also detailed the qualifications, application and selection processes, stipends, processes for chair removal, chair assistants, formulas and worksheets for calculation of chair workloads, and programs/disciplines supervised by departments by Colleges.
3. The Department Chair Guidelines were subsequently revised in November 2002. Vice Chancellor Cook worked with a committee headed by HCC Faculty Senate representative Michael Golden. The major changes for that edition included the incorporation of Distance Education into chair responsibilities. The overall management of Distance Education was moved from a “hubbed” program at HCC-SE College to the district office and the evaluation and supervision of curriculum and teaching in distance education was integrated into the mainstream processes for instruction at the Colleges. Other edits were made in terms of the selection process, the addition of associate chairs, clarification of overload assignments, and addition of evaluation and training criteria for Chairs.

4. The Department Chair Guidelines remained fairly constant under the tenure of Chancellor Bruce Leslie, receiving only minor tweaks and attempts to ensure that “Colleges to standard” measures were applied across the District (e.g., the number of sections that a Department should supervise). Occasionally, however, Board members or others questioned the rationale and value of “release” time for faculty that was generated as a result of the Guidelines. Faculty called for the renaming of “release” time as “alternative assignment” time to emphasize that while faculty may have been “released” from teaching, they were otherwise charged with instructional responsibilities (e.g., scheduling, staffing, evaluating, etc.)

5. During 2006, Acting Chancellor Norm Nielsen asked Vice Chancellor for Instruction Cook to examine the Department Chair Guidelines to determine whether they resulted in overall effective and efficient academic administration for HCC and whether there was equity and consistency in their application across the Colleges. Dr. Cook worked with President David Ross of the HCC Faculty Senate and Alan Ainsworth, a spokesperson designated by the HCC Department/division Chairs. The committee conducted a thorough review of HCC policies and practices and also reviewed the policies and practices of similar community colleges across the state and nation. In December 2006, Cook delivered a report to Nielsen noting that:

   a. The concept of “release time” had long been misunderstood with critics not fully aware or appreciative of its utility and value. Instructional Department Chairs, while teaching faculty members, take on significant and important administrative duties, ranging from curriculum review and alignment with both public schools and universities; faculty recruitment, supervision, and evaluation; selection of instructional materials; facility, equipment, and software selection, maintenance, and operation; budget development and control; and student recruitment, advisement, and grievances. Without Department Chairs’ “release time” from teaching to perform these vital duties, HCC would incur similar or perhaps even higher costs for employment of full-time administrators.

   b. The HCC formulas to determine the amount of release time allowed to individual Department Chairs were last reviewed in November 2002. Over time and with significant change out of personnel by Fall 2006, it was apparent that the formulas were not uniformly understood or applied across the colleges and
department/divisions. Virtually every Chair in the District, regardless of Department size, was receiving four release times and more. However, there were many large Department that were scrupulous in allowance of release times.

c. A review of the fall 2006 semester in terms of each instructional department numbers revealed that the formulas overall were perhaps too generous. Specifically, the average academic department chair with four release times was managing 46.4 sections, 980 students, 4.7 full-time faculty, and 12.6 adjunct faculty. The average career and technology (CTE) department chair was managing 21 sections, 290 students, 2.8 full-time faculty members, and 5 adjunct faculty members. These average numbers fell far short of previously accepted “college to standards” formulas (e.g., academic departments should supervise at least 90 sections; career and technology (CTE) departments should supervise at least 60 sections).

As a result of these findings, Cook made recommendations for the readjustment of the existing formula in line with state and national standards. Prior to a resolution of the recommendations, however, HCC experienced a change in leadership.

6. Chancellor Mary Spangler began her tenure at HCC in March 2007. One of her first actions was to pose a question to all HCC employees as to how HCC could save money/generate revenue in becoming more effective and efficient in its operations. Numerous responses came in supporting a revision of the department and chair structures.

Deputy Chancellor and Chief Operations Officer Art Tyler was hired in August 2007. Dr. Tyler asked Vice Chancellor Cook to once again work with a district-wide committee to take up the unfinished task or revising the Department Chair Guidelines. In the meantime, questions arose among other HCC leaders as to whether HCC should even maintain a system of elected Chairs and whether the Colleges needed different levels of management, including Division Chairs. Central College was given permission by the Chancellor to pilot a “superchair” program. The Chancellor made a commitment to the Faculty Senate President Linda Koffel, however, to maintain the elected Chair model, in return for which she expected Guidelines that would provide greater emphasis on accountability on the parts of Colleges and Chairs.

Dr. Cook organized a new district wide committee in November 2007 consisting of four administrators (one VC, one President, one Academic Dean, and one Career and Technology (CTE) Dean, and four faculty (the Faculty Senate President, the Chair spokesperson, one Chair, and one teaching faculty member). The 2008 Chair Guidelines were the result of the efforts of this committee with input from the Faculty Senate and Deans.

7. In 2010-2011, a Subcommittee of the Budget Task Force to support efforts to cut costs and increase revenues in response to an unprecedented budget shortfall, a
restructuring of chairs was suggested. Part of the restructuring also lead to an effort to deal with other issues not directly tied to costs. It was agreed that the number of chairs should be approximately 60 across the district. The cuts in numbers of Chairs district-wide and the development of the Health Sciences model to deal with particular credentialing needs lead to a restructuring of departments/divisions/programs across the district in the summer of 2011. The newly revised formulas included in this document reflect those changes. Including the savings from revising the Health Science Program Director model meant that there would be 57 chairs across the district and the Program Directors as listed later in this document.

A. Primarily due to budget constraints, HCC will have fewer, larger instructional departments/divisions at the Colleges beginning Fall 2011. On a positive note, this will present opportunities for more inter-disciplinary communication, including that between academic and workforce Programs. We will also be creating true academic “Programs” with associate degrees recognized and offered in the academic disciplines. Henceforward, we will use the word “Program” rather than “Discipline” (for example, the English Program as opposed to English Discipline).

Student majors will be identified and faculty will have opportunities for academic advising within their fields of expertise. Department/Division chairs will continue to be elected by their peers, receive a 12-month contract and stipend, but have fewer alternative assignments to distribute. Department/Division Chairs will still be responsible for the hiring and supervision of faculty, scheduling of classes, and handling of student issues.

B. Recognizing the need for stronger district-wide Program Committees to address effectively and responsibly the current demands from state, regional, and national agencies for “accountability” in terms of assessing and improving course student learning outcomes (SLOs), HCC will be providing greater resources to support Program Committees and Coordinators. Each Program will have an elected Program Coordinator who will receive a release time each Fall and Spring semester and receive a summer stipend of $400 for those Coordinators with one program and $700 for those Coordinators with multiple programs. The compensation for Program Coordinators should be reviewed every two years with the budget cycle.

Though elected by their respective Program Committees, Program Coordinators must be confirmed by the VCIN staff, in consultation with the College Instructional Deans and FAC President (or that person’s designated representative) is required. In cases where confirmation is denied, the Program Committee members will be notified by their College Deans (or Cluster Mentor) that the election of a different choice is necessary. Program Coordinators will have a split responsibility, with 80 percent of their Performance Excellence Program (PEP) evaluation completed by their home College Chair or Dean as appropriate and 20 percent of their PEP evaluation completed by the VCIN staff. Should a Program Coordinator’s (PEP)
evaluation be “Unsatisfactory” in regards to performing Program-related duties and responsibilities, that person will be removed from the position at the conclusion of the Coordinator’s two year term of office, and may not hold it again for at least four years. Much like former Discipline and Regional Program Committees, the new Program Committees will have district-wide responsibilities to: (1) develop and maintain the HCC curriculum; (2) select instructional materials, including textbooks; and (3) conduct program-specific assessment reports, progress reports, and cyclical program reviews.

Questions/Answers related to the Guidelines Changes

Q. Why use Contact Hours as the primary driver to determine Chair/Department release times, stipends, and assistants?
A: Contact hours are the means by which we are funded by the state and should be the primary means by which we distribute internal resources. Once an adequate baseline is established, contact hours grow in proportion to the total amount of work entailed in managing a department/division. Tying “awards” to contact hours will motivate and reward Chairs to grow programs and utilize resources as efficiently as possible. Contact hours are the best single proxy for the amount of work for which a Chair is responsible.

Q. What about department/division/program quality? Shouldn’t that be considered?
A: YES, absolutely – but not in a formula to determine release times, stipends, or assistance. Quality is judged by evaluation processes of both personnel and the program and should be properly reported and attended to through personnel evaluations and program reviews. The state is considering a means of quality measures for funding purposes – e.g., program graduates, transfers, etc. – but until such time as this is clarified by the state, it would be difficult to implement internally.

Q: What about the “messy” and extra details for which departments/divisions often are asked to handle - dual credit, new community requests/demands, special programs/needs, tutoring/mentoring, student clubs, facility management, etc.?
A: We propose that rather than building such details into a formula, that instead all of the Instructional Deans and/or Presidents be given some limited amount of discretionary funds that they may utilize for these purposes. These funds will come from and equal to ten percent of the total release times generated by the College’s departments/divisions. This affords the Deans/Presidents greater flexibility, responsibility, and accountability to devise solutions that impact the College across departments/divisions. The primary academic program required to manage facilities is Fine Arts. Given that fact, we included Fine Arts in the same category as the CTE programs, allowing for smaller numbers of contract hours to generate additional release times. Due to budget constraints for the 2011-2013 budget cycle, there were major cuts in the allocation of alternative assignments and in the number of overall chairs.
Q. Why do the formulas seem to favor the CTE department/divisions, and specifically the Health Sciences, more than the academic ones?
A: The CTE and Health Sciences departments/divisions face more requirements and different challenges in the management of their programs, including mandatory advisory committees, state and federal accountability measures, external learning and clinical requirements, accreditation limits (in health sciences) on the numbers of students served per faculty, etc. The CTE and health sciences programs are business and industry driven and thus tend to be more impacted by technological changes and market conditions. Since CTE and health sciences courses by their nature are self-selected by students and not “required” for a “core curriculum,” CTE departments/divisions must exert extra effort in student recruitment. Finally, the CTE and health sciences programs typically are more equipment intensive and costly and thus generate higher reimbursement rates per contact hours than do the academic programs. There were major cuts in the alternative assignment formulas for Health Sciences in the 2011 revision.

Q. What is the difference between a Department Chair and a Division Chair?
A Department Chair title must be used when the Chair manages a single discipline and/or program. A Division Chair title must be used when the Chair manages multiple disciplines and/or programs. The Guidelines specify two levels of Chairs and the levels apply equally to either Department or Discipline Chairs.

Q. What is the difference between a Department/Division Chair and a Program Coordinator?
A: Chairs and Program Coordinators are FACULTY and ELECTED positions. The difference exists in whether they are College positions or District-wide positions. A Department/Division Chair is a College position, managing faculty, programs and courses at one of the Colleges. A Program Coordinator is a district-wide position, elected by all full-time faculty at all of the Colleges within that Program (formerly Discipline) – e.g., English. A Program Coordinator has no supervisory authority or responsibility, but is assigned district-wide responsibilities as follows: maintenance of the district wide syllabi, curriculum guides, instructional materials/textbook selections, Program Review, Annual Learning Assessment Report and Annual Planning Report. There is a separate set of Program and Program Coordinator Guidelines that detail those responsibilities later in this document. Any disputes/conflicts between Department/Division Chairs and Program Coordinators should be referred to the appropriate Deans’ Council for resolution.

Q. What changes happened with the Health Science Chairs? Why is there a separate formula? Why do they have different titles and procedures?
A. Under the cuts necessary due to budget shortfalls, the formula used for Academic and CTE Chairs if implemented with the Health Science Programs would have meant that those programs would have been out of compliance with the outside agencies and advisory groups that accredit those programs. The Administration of Coleman worked to find similar cost savings for cuts in chairs. Additionally, the titles of faculty in supervisory roles were changed to match those
preferred in the medical field. Finally, there was a change in selection process to have the directors appointed from nominations after set terms.

**Q. What other changes were implemented from older models of management?**

A. When Counselors were moved from Faculty Status to Professional Staff status, the Counseling Chair responsibilities were removed from this document. All faculty except chairs, health science program directors and team leaders, and the faculty president were moved to 10.5 month or 9 month contracts. Librarian faculty were given that option for the first time. Additionally, the Libraries now have a District Director and College Directors on 12 month professional staff schedules. Those positions are posted as vacancies arise and will be selected by the VCIN for the District Director and by the Colleges for the College Director.
INSTRUCTIONAL CHAIR and Health Science Program Director: ACTIVITIES AND RESPONSIBILITIES

The instructional chair oversees instruction in one or more academic or career and technology (CTE) disciplines and maintains active teaching status. If the chair supervises one discipline or program, he/she is called a DEPARTMENT CHAIR. If the chair supervises more than one discipline or program, he/she is called a DIVISION CHAIR. Due to accreditation requirements, this role is filled by Program Directors and Team Captains at Coleman College.

Supervision of Faculty

1. Provide leadership in recruiting, screening, and interviewing faculty, full-time and adjunct. The department/division chair may serve as chair of a screening committee (Refer to HCC Faculty Handbook - Screening Committee Guidelines) and it is recommended that the chair be involved in the final hiring decision.

2. Build schedules and assign faculty.

3. Provide orientation and professional development opportunities for faculty and staff.

4. Encourage professional growth and maintain morale.

5. Evaluate full-time and adjunct faculty performance and make recommendations for retention, improvement, and dismissal.

6. Assign and monitor maintenance of work space, office and facilities.

7. Review and make recommendations regarding complaints and grievances of faculty and students.

8. Involve faculty in decision-making and assign to college committees.

Teaching

The instructional department/division chair will teach a minimum - three equated hours each semester (fall, spring, and summer). In the case of the department/division chair who teaches courses other than the traditional three contact hour/three semester credit hour (SCH) course, or those who teach accelerated, condensed courses, the dean and the chair shall determine appropriate contact hours that will permit chairs to accommodate other duties. Alternatives might include team-teaching, summer assignments, etc. Exact formulas based on contact hours will be provided later in this document.
Student Recruitment, Advisement, Retention, and Completion

1. Recruit students for department/divisional programs and courses.

2. Participate in student advisement and counseling and assign faculty to these services. Ensure that program degree plans and/or career pathways are current, correct, and readily available for students.

3. Assist in course placement for students including academic advisement, diagnostics, and life experience credits.

4. Evaluate and approve transfer credit.

5. Implement and evaluate retention strategies (first-year success courses, orientation, learning communities, bridge courses, etc.) to help students succeed and avoid withdrawal, failure, and course repetition.

6. Prepare student retention, completion, and/or transfer reports as requested.

7. Supervise department/division learning support activities, including tutoring, mentoring, service learning, cooperative education, labs, clubs, honors activities, etc.

8. Collaborate with Student Services to ensure College “early warning” strategies and interventions are successful.

Business Management

1. Prepare and administer the department/divisional budget.

2. Acquire and maintain materials, resources, and equipment for department/divisional programs.

3. Monitor the equipment inventory assigned to the department/division.

4. Prepare Class Size and Class Make Rate reports for the department/division.

5. Prepare annual Contact Hour reports for the department/division.

Supervision of Curriculum and Instruction

1. Supervise the design of new curricular offerings.
2. Ensure adherence to program committee and/or advisory committee curriculum guidelines.

3. Submit all Program Review/Planning Report and/or Coordinating Board/SACS reports to Program Coordinators in a timely manner.

4. Provide leadership for evaluating and improving current department/division offerings.

5. Ensure training and utilization by faculty of current College technologies for teaching and learning.

6. Make recommendations for learning resource center collections based on curricular needs.

7. Coordinate the preparation and maintenance of syllabi. Coordinate the posting of syllabi and CVs on the Learning Web.

8. Articulate courses and programs with four-year or upper-level colleges, universities, and high schools.

9. Lead the relevant textbook/instructional materials selection process for the College and submit materials to Program Committees and the VCIN Office in a timely manner.

10. Maintain samples of department/divisional and curricular materials.

11. Participate in development of department/division or program admission standards and procedures.

12. Initiate partnership agreements with local schools, businesses and industry.

13. Facilitate and implement recommendations of advisory committees.

**General Management**

1. Perform routine paperwork and maintain department/division records.

2. Ensure that department/divisional needs are included in short-and long-range plans.

3. Establish and maintain articulation and communication with internal and external entities, especially program and advisory committees.

4. Hire, supervise and evaluate non-professional personnel.

5. Plan and conduct department/division meetings.
6. Prepare an annual report and other materials for publication as required.

7. Serve as liaison between faculty and administration.

8. Ensure members of the department/division are aware of communication from administrative and district offices.

**Distance Education**

1. Perform evaluations of faculty who teach distance education courses.

2. Enter all distance education courses in the course schedule with assistance from distance education as needed.

3. Plan and work collaboratively with district offices of Distance Education and the Instructional Media Center for the creation of on-line and hybrid courses.

4. Plan and work collaboratively with other Colleges to optimize Distance Education course offerings and sizes.

**Professional Development**

The instructional chair is expected to attend orientation and training activities for professional development.

**Other Tasks**

1. Serve on college committees.

2. Participate in grant development when appropriate.

3. Prepare accreditation materials in an accurate and timely manner.

4. Perform other faculty duties as detailed in the Faculty Workload Guidelines.

5. Coordinate faculty participation in outreach activities, i.e., trade associations, partnerships with high schools, universities, business/industry, etc.

6. Other duties as assigned.
JOB REQUIREMENTS FOR DEPARTMENT/DIVISION CHAIRS

Experience

Academic Chair: Three years (or equivalent) of full-time teaching experience in a post-secondary institution in one of the disciplines to be supervised.

Career and Technology (CTE) Chair: Three years of full-time work experience in one of the disciplines to be supervised AND one year (or equivalent) of teaching experience in a post-secondary institution.

Health Sciences Program Director: Three years of full-time work experience in one of the disciplines to be supervised AND one year (or equivalent) of teaching experience in a post-secondary institution. Specialized experience as needed by accrediting agencies.

Education

Academic Chair: Meet requirements for teaching in a discipline of the department/division to be supervised as specified by the Criteria for Accreditation by the Commission of Colleges, Southern Association of Colleges and Schools (SACS).

Career and Technology (CTE) Chair: Meet SACS requirements for teaching in a discipline of the department/division to be supervised. Possess appropriate degree, licensure and/or certification as required by program accreditation.

Health Sciences Director: Meet SACS requirements for teaching in a discipline of the department/division to be supervised. Possess appropriate degree, licensure and/or certification as required by program accreditation.

Knowledge, Skills, and Personal Qualifications for All Department/Division Chairs

- Ability to work as a member and manager of a work team.
- Ability to work effectively with a wide variety of community and governmental agencies as an advocate for HCC.
- Knowledge about and ability to implement good personnel and budget management practices.
- Good oral and written communication skills.
- Proven problem-solving and decision-making abilities.
- Ability to follow through to completion on assigned tasks.
- Computer literacy.
APPLICATION PROCESS FOR DEPARTMENT/DIVISION CHAIRS
See Separate Section for Application Process for Health Sciences Program Director and Team Captain

Academic Chair:

- Any eligible faculty member may apply for a position at any of the six colleges.
- Application packets are to be turned in to the office of the appropriate Dean at the college where the position is located on or before the deadline.

Career and Technology (CTE) Chair:

- Any eligible faculty member may apply for a position that will be located at the college where the program is hubbed or regionalized.
- Application packets are to be turned in to the office of the appropriate Dean at the college where the position is located on or before the deadline.

Application Packet

Applicants for department/division chair positions should include the following documents in the application packet submitted to the appropriate dean’s office:

1. Letter of application that directly addresses how the applicant satisfies the job requirements.
2. Resume or vita.

SELECTION PROCESS for Chairs (See separate section for HS Program Directors)

Note: When faculty deem appropriate, the department/division may complete this process in one meeting, if possible. Any meetings necessary in choosing the new chair should be scheduled in the spirit of inclusion.

1. Deans should announce the chair selection process by the first of March. Applications will be received in the appropriate dean's office by April 1. Following the application deadline, the dean will prepare and post a list of applicants for each department/division chair position. The selection process is to be completed by April 30.

2. The dean shall ask a department/division faculty member who is not running for chair to convene a meeting so that the faculty may select by consensus a
full-time faculty member from the department/division to serve as review committee chairperson.

3. Application materials are then transferred to the committee chairperson. This faculty member will review the applicant list and make sure applicants are aware that they may not serve on the review committee.

4. The review committee chairperson must then communicate, via e-mail and other appropriate means, with all full-time faculty in the department/division(s) eligible to serve on the committee and the appropriate dean, and set up a schedule for the review of the applicants. Chairs for career and technology (CTE) programs must contact faculty members in all colleges and locations (including the Harris County Jail) offering the program. The dean must also be notified of the meeting.

5. The committee chair will notify applicants of scheduled appointments with the committee.

6. The dean, or a representative selected by the dean from a department/division other than the one conducting the selection process, will also serve as ex officio members of each department/division chair selection committee. Deans are encouraged to sit in on the meetings, sharing any information relevant to the faculty's decision-making.

Where there is only one applicant, the committee will still interview the candidate to assess goals, strengths, and weaknesses.

7. The committee shall prepare interview questions for the candidates. Previous chair experience should not be required to answer interview questions.

8. Members of the committee must be present for interviews, or they must withdraw from the selection process.

9. The process of selection should be agreement by consensus. Failing that, however, the selection will be made by a majority vote of the department/division's full-time faculty members present.

10. If there is no majority, the president, dean, and committee chair will select an interim department/division chair that will serve for one year. The second year, if a two-thirds majority cannot be reached, the department/division chair will be chosen by majority vote and will serve a three-year term.

11. A finalist MUST make a decision to accept or decline the position within twenty-four hours of notification that he or she is the finalist.

12. When the finalist is selected, the dean submits appropriate paperwork to the president.
13. If there are no applications:

   A. The dean and the president make a temporary appointment, for thirty days or the end of a long semester depending upon when the position becomes vacant, to give department/division members an opportunity to reevaluate.

   B. The dean and the president may make a one-year appointment.

### REVIEW COMMITTEES FOR SELECTION OF DEPARTMENT/DIVISION CHAIRS

1. Every full-time faculty in the department/division (except those who are candidates for the position) should serve on the selection review committee if he or she desires. All faculty members are encouraged to participate.

2. The review committee will include the dean or their appointed representative from outside the discipline. The Dean will serve as "ex officio" member of the committee, and while not allowed to vote is encouraged to attend the selection interviews and meetings.

3. The chairperson of the review committee will be from faculty rank and will be selected by the review committee members. Candidates may not serve as chairperson or committee members.

4. The review committees for career and technology (CTE) programs will be open to faculty from each college offering the program since one regional program chair will be selected to serve all of the colleges; colleges may choose CTE department/division chairs for regionalized program internally.

5. For small department/divisions that have less than three faculty members eligible to serve on the review committee, academic faculty members from a closely related discipline at the same college may be requested to serve on the review committee. For career and technology (CTE) programs, faculty from related programs may be requested to serve.

   Faculty outside the department/division selected to assist with the process should be mutually agreeable to both the dean and the department/division members. If these conditions cannot be met, the faculty and dean shall devise an alternative process that conforms to the spirit of the general selection process.

### TERM OF OFFICE

The term of office for department/division chair is three years, beginning on September 1 in the first year and ending on August 31 of the third year. The Chair term of office does not supersede the yearly contract process. Faculty who are removed from the chair position shall return to 9 month or 10.5 month faculty status as designated in the annual chair contract.
CONTRACT LENGTH AND STIPEND

Department/Division chairs will receive and are expected to serve a 12-month contract. Department/Division chairs will receive a monthly stipend according to the Chair formula and as approved by the HCCS Board of Trustees. During a chair's leave of absence or extended professional leave, the stipend will be paid to the acting chair.

LEAVE OF ABSENCE (TEMPORARY VACANCY)

Chairs are eligible for the various types of leave, which may be granted to any faculty member: sabbatical leaves, leave without pay or family medical leave. Chairs who want to apply for one of these should follow the procedures outlined in the HCCS Faculty Handbook and the HCCS Local Policy Manual. As a faculty member, a chair may also be placed on administrative leave after the HCCS policies have been followed. In this case a temporary vacancy also occurs in the chair's position for the period of leave.

A person meeting the established job requirements must be selected to carry out the duties of the department/division chair during the term of the leave. [See "Selection Process" and "Job Requirements" in these Guidelines]. When the original chair returns from leave, he/she will resume the office of department/division chair and complete his/her term of office. The replacement shall receive the department/division chair stipend during that time.

If the chair goes on leave more than a year before the chair’s term of office is up and does not return from the leave before that term ends, then a chair is chosen for the department/division for the next term following the usual procedure when the term is over. [See "Selection Process" and “Job Requirements” in these Guidelines]. The interim chair and the chair on leave will be eligible for selection by the department/division as the chair if they are both still qualified according to the established job requirements.

If a chair begins a leave with less than a year remaining in his/her term and it is known in advance that the leave will extend beyond the end of the term, then the department/division has the option of declaring that the chair chosen to fulfill the rest of the term will also serve a full term after the partial term is completed. If the department/division wants the option of going through the selection process again at the end of the unfulfilled term, then it may.
INTERRUPTION OF OFFICE (PERMANENT VACANCY)

The chair office may become vacant for a variety of reasons: resignation or dismissal from HCCS, resignation from the chair position, a job change within HCCS, or death. In the event that the chair’s position becomes vacant with more than one year left in the term, the established selection procedure will be undertaken by that department/division to fill the remainder of the term with someone who meets the job requirements. [See “Selection Process” and “Job Requirements” in these Guidelines].

If there is less than one year remaining in the original term of office, then the person selected will hold that office for the remainder of that term plus another full three year term, (or whatever time period constitutes a full term in that department/division.)

TERM LIMITS

There is no limit to the number of terms a chair may serve. At the end of a three-year term an incumbent chair may:

1. upon application, continue as chair provided that the incumbent has served professionally (according to the Dean’s evaluation), met the requirements of the position, and no other candidate is seeking the position,
2. compete for another three year term with other interested candidates, or step down.

SELECTION OF A CHAIR FROM ANOTHER COLLEGE within HCC

On the occasion that a selection committee chooses an applicant from another college to become chair, the following funding options are suggested. Both college presidents involved should mutually agree upon the option.

1. An instructor from the college receiving the chair is willing to transfer to the other college.
2. The receiving college may give up a comparable vacant, funded position to the sending college.
3. The position funds are transferred for the duration of the term.
4. Reorganization of department/divisions.
5. Final appeal to the Chancellor.
6. All efforts should be made to allow the faculty member to serve as chair if selected by another college.

COLLEGE REORGANIZATION OF DEPARTMENTS/DIVISIONS

In the event a college reorganizes and merges departments/divisions, each of which had its own chair, the search for a new chair of the newly merged department/division shall begin as soon as possible. This situation should not require
an Interim Chair, but should be treated in the same manner as a department/division replacing a chair through the normal process.

When colleges reorganize departments/divisions for other reasons or under other circumstances, any new chair or chairs should be selected within a maximum of one year according to the selection process contained in these guidelines. Under all circumstances, however, there should always be a faculty member designated as department/division chair or interim department/division chair.

**REMOVAL OF DEPARTMENT/DIVISION CHAIR FROM OFFICE**

It is possible to be removed from the position of chair without being dismissed from HCC as a faculty member.

In the event that a dean, after an appropriate evaluation process that includes written review, finds the chair's performance unsatisfactory, she or he may submit a letter requesting that the president of the college remove the chair. The president may either accept a dean's recommendation and remove the chair from office, or reject the recommendation and retain the chair in office. In the event of an appeal of the removal by either the chair or the department, the Chancellor shall make the final decision in a timely manner.

In the event that a department/division so chooses, at any point during the chair's term, the department/division members may draft a removal petition, and with two-thirds of the signatures of the full-time department/division members (refers to college department/division for academic disciplines; refers to system-wide program for certain career and technology [CTE] areas), they may submit that petition to the dean. At that time, the dean shall conduct an appropriate evaluation process that includes written review and warnings if needed, and a reasonable amount of time to allow for improvement. Should the evaluation process find the chair's performance unsatisfactory, the dean may submit a letter requesting that the president of the college remove the chair.

**ASSOCIATE CHAIRS AND FACULTY:**

**NOTE: THERE ARE NO LONGER PROVISIONS FOR Associate CHAIRS.**

**Faculty:** Faculty with released time on a semesterly basis will retain the title of faculty. Such duties might include curriculum development or revision, special projects, accreditation preparation, etc. All alternative assignments must be properly documented on PeopleSoft Workload pages, in PEP, and in paper files kept on file in the chair’s office, and available for reporting each semester to the dean, president, and appropriate vice chancellor.

**CHAIRS ability to serve in other roles**

Department/Division Chairs in good standing may serve in other roles in the institution including Program Coordinators.
HCC Chair Levels and Workloads for Instructional Departments/Divisions

HCC utilizes a simplified formula that is driven instead by contact hours taught by the department/division. The Chair will be considered a Department Chair if he/she manages one program/discipline; if the Chair manages multiple programs/disciplines, he/she will be referred to as a Division Chair. The levels below will apply to both titles. Health Sciences will use the term appropriate to each individual teaching field’s accrediting agency. Most use Program Director. A separate chart will follow for A Health Sciences directors.

Level One will constitute the minimum size for Departments/Divisions for both the Academic and Career and Technical Education (CTE) sides of Instruction. There will be two “levels” or sizes of Department/Divisions that will warrant increasing awards to the Chair in terms of release times, stipends, and assistance. The contact hours below are for the prior year – Spring, Summer, and Fall – and will be updated each summer.

**All College Chairs except Health Sciences**

<table>
<thead>
<tr>
<th>Level of Chair</th>
<th>Academic (not including Fine Arts) Contact Hours</th>
<th>CTE (except Health Sciences) and Fine Arts Contact Hours</th>
<th>Compensation and Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>270,000-359,999 contact hours</td>
<td>210,00 – 279,999 contact hours</td>
<td>&gt;12 month contract, &gt;9 EQ Hours release each semester, &gt;$400/month stipend, &gt;24 EQ Hours of annual release time to distribute to other faculty for other duties in department/division</td>
</tr>
<tr>
<td>(formerly 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>360,000 and above</td>
<td>280,000 and above</td>
<td>&gt;12 month contract, &gt;12 EQ Hours of release time each long semester, 9 EQ release in summer &gt;$500/month stipend, &gt;48 EQ Hours of annual release time to distribute to other faculty for other duties in dept/division</td>
</tr>
<tr>
<td>(formerly 5)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Health Science Directors**

<table>
<thead>
<tr>
<th>Level of Director</th>
<th>Contact Hours</th>
<th>Compensation and Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>Fewer than 40,000</td>
<td>&gt;12 month contract, &gt;3 EQ release per year, &gt;$100/month stipend,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D2</td>
<td>40,000-89,999</td>
<td>&gt;12 month contract, &gt;3 EQ release per semester, &gt;$200/month stipend,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D3</td>
<td>90,000-149,999</td>
<td>&gt;12 month contract, &gt;6 EQ release per semester, &gt;$300/month stipend,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4</td>
<td>150,000-199,999</td>
<td>&gt;12 month contract, &gt;9 EQ release per semester, &gt;$400/month stipend,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D5</td>
<td>200,000 and above</td>
<td>&gt;12 month contract, &gt;12 EQ release per semester, &gt;$500/month stipend,</td>
</tr>
</tbody>
</table>

**Health Science Team Captains**

**Team Captains shall receive a 12 month contract, $200/month stipend, and 3 EQ Hours Release per semester.**

The Team Captain of a Self-Directed Health Profession Team has direct access to information and is involved in the planning, expansion and improvement in the operation and quality support of instructional programs. The nature of health care career education and faculty roles in the health sciences lends itself to the natural development of work groups, such as the “Patient Care Team”, “Diagnostic Services Team”, “Therapeutic Services Team”, “Dental Services Team” and “Health Care Support and Administrative Services Team” - all functions within health care. The Self-Directed Health Profession Team structure models the “health care team” concept used in hospitals and many other health care organizations. The Team will address matters such as...
recruiting, program packaging, marketing, scheduling, equipment needs, technology use, simulation development and use, new program development, innovation grant opportunities, other grant/development opportunities, alumni development, student organizations, professional development, strategic planning, and other matters leading to continuous improvement and growth of instructional programs.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** (In general, Team Captain duties and responsibilities fall under the current HCC Department/Division Chair Guidelines for modeling good instruction, advocating for a respective team, collaborating with team members and working closely with administration to coordinate goals and objectives for those programs and faculty, respectively.)

- Facilitate dialogue among all department chairs/program managers within the team while engaging in decision-making;
- Perform routine paperwork and maintain team records/minutes documenting the team’s work;
- Ensure that team needs are included in short and long range strategic plans;
- Plan and conduct team meetings;
- Prepare reports and other materials for publication as required;
- Ensure members of the team are aware of communication from administrative and district offices;
- Promote collegiality and shared-meaning among the team members;
- Coordinate team participation in outreach activities;
- Collaborate with other Team Captains to develop cost-saving strategies, advance integrated learning opportunities across programs, and identify and engage in other synergies across the various teams;

And, perform other duties as assigned.

**IMPORTANT NOTE:** Chairs must work with their Deans and Presidents in the assignment of release times/alternative assignments. Alternative Assignment Forms must be signed by the Deans and Presidents and accompany part-time recommendations to HR. Presidents and Deans have the option of re-directing release times/alternative forms for college-wide purposes. Any District-Wide functions such as Program Coordinators, Grant-related work, the Egalitarian advisor, District-wide Honors work, or any other district-wide work shall not be taken from the pool of alternative assignments assigned to each college based on contact hours.
OVERLOADS

Overloads for Instructional Chairs

Instructional department/division chairs may teach a maximum of 7.5 equated hours per semester which will not conflict with regularly scheduled meetings nor the chair’s prime time duties and responsibilities. For most chairs, the hours of 9:00 AM to 3:00 PM should be considered prime time for chair duties.

As with any faculty member, overloads are not an "automatic" right and are subject to approval from the dean.

There may be extenuating circumstances which require the teaching portion of a chair’s workload to include these prime time hours. The chair should communicate with their dean any such situations.

Chairs should not be expected to teach overloads without additional pay.
Coleman College for Health Sciences
Program Leadership Procedures

HCC Coleman College is unique to the HCC District and to other Community Colleges nationwide, in that Houston Community College health science programs are housed at Coleman College – a single Health Science College within the District. HCC Coleman College for Health Sciences is the HCC Health Science College and program administration is guided by the respective program accrediting organization. The compensation and administration titles are detailed in this document specific for Coleman College. The current compensation and release time for Health Care (HC) Program Directors and Team Captains is the following:

<table>
<thead>
<tr>
<th>Name**</th>
<th>Title</th>
<th>Level</th>
<th>Stipend</th>
<th>Release Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN</td>
<td>HC Program Director Faculty</td>
<td>5</td>
<td>$ 500</td>
<td>12 EQ per Semester</td>
</tr>
<tr>
<td>LVN</td>
<td>HC Program Director Faculty</td>
<td>3</td>
<td>$ 300</td>
<td>6 EQ per Semester</td>
</tr>
<tr>
<td>Surgical Tech</td>
<td>HC Program Director Faculty</td>
<td>2</td>
<td>$ 200</td>
<td>3 EQ per Semester</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>HC Program Director Faculty</td>
<td>2</td>
<td>$ 200</td>
<td>3 EQ per Semester</td>
</tr>
<tr>
<td>Radiography</td>
<td>HC Program Director Faculty</td>
<td>3</td>
<td>$ 300</td>
<td>6 EQ per Semester</td>
</tr>
<tr>
<td>BIO, MLAB, HLAB</td>
<td>HC Program Director Faculty</td>
<td>3</td>
<td>$ 300</td>
<td>6 EQ per Semester</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography</td>
<td>HC Program Director Faculty</td>
<td>1</td>
<td>$ 100</td>
<td>3 EQ per Year</td>
</tr>
<tr>
<td>Physical Therapy Assisting</td>
<td>HC Program Director Faculty</td>
<td>2</td>
<td>$ 200</td>
<td>3 EQ per Semester</td>
</tr>
<tr>
<td>Respiratory Technology</td>
<td>HC Program Director Faculty</td>
<td>2</td>
<td>$ 200</td>
<td>3 EQ per Semester</td>
</tr>
<tr>
<td>Nuclear Medicine Technology</td>
<td>HC Program Director Faculty</td>
<td>1</td>
<td>$ 100</td>
<td>3 EQ per Year</td>
</tr>
<tr>
<td>Occupational Therapy Assisting</td>
<td>HC Program Director Faculty</td>
<td>1</td>
<td>$ 100</td>
<td>3 EQ per Year</td>
</tr>
<tr>
<td>Polysomnography</td>
<td>HC Program Director Faculty</td>
<td>2</td>
<td>$ 200</td>
<td>N/A</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>HC Program Director Faculty</td>
<td>1</td>
<td>$ 100</td>
<td>3 EQ per Year</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>HC Program Director Faculty</td>
<td>1</td>
<td>$ 100</td>
<td>3 EQ per Year</td>
</tr>
<tr>
<td>Human Services Technology Program</td>
<td>HC Program Director Faculty</td>
<td>2</td>
<td>$ 200</td>
<td>3 EQ per Semester</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>HC Program Director Faculty</td>
<td>1</td>
<td>$ 100</td>
<td>3 EQ per Semester</td>
</tr>
</tbody>
</table>
### Pharmacy Technician HC Program Director Faculty

<table>
<thead>
<tr>
<th>Level</th>
<th>Contact Hr.</th>
<th>Release Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5</td>
<td>200,000+</td>
<td>12 Eq Hr per semester</td>
</tr>
<tr>
<td>Level 4</td>
<td>150,000</td>
<td>9 Eq Hr per semester</td>
</tr>
<tr>
<td>Level 3</td>
<td>90,000</td>
<td>6 Eq Hr per semester</td>
</tr>
<tr>
<td>Level 2</td>
<td>40,000</td>
<td>3 Eq Hr per semester</td>
</tr>
<tr>
<td>Level 1</td>
<td>&lt; 40,000</td>
<td>3 Eq Hr per year</td>
</tr>
</tbody>
</table>

Year of program accreditation = 3 EQ Hr additional per semester release time.

### Team Captain **

<table>
<thead>
<tr>
<th>Team Captain **</th>
<th>Proposed Stipend</th>
<th>Equated Hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>$200/month</td>
<td>3 per semester</td>
</tr>
<tr>
<td>Patient Care</td>
<td>$200/month</td>
<td>3 per semester</td>
</tr>
<tr>
<td>Therapeutic Services</td>
<td>$200/month</td>
<td>3 per semester</td>
</tr>
<tr>
<td>Diagnostic Services</td>
<td>$200/month</td>
<td>3 per semester</td>
</tr>
<tr>
<td>Health Care &amp; Administration</td>
<td>$200/month</td>
<td>3 per semester</td>
</tr>
<tr>
<td>Dental Services</td>
<td>$200/month</td>
<td>3 per semester</td>
</tr>
</tbody>
</table>

** 12 month contract
<table>
<thead>
<tr>
<th>Program</th>
<th>Accrediting Organization</th>
<th>Program Administrator</th>
<th>Clinical Education</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Laboratory Technician</td>
<td>National Accrediting Agency for Clinical Laboratory Sciences</td>
<td>Program Director- Masters degree</td>
<td>Not required by standards</td>
<td>The program director must be responsible for the organization, administration, periodic review, planning, development, evaluation and general effectiveness of the program. The program director must have input into budget preparation and must be responsible for maintaining NAACLS approval of the program.</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>Commission on Dental Accreditation of the American Dental Association</td>
<td>Program Administrator: B.S. (CDA)</td>
<td>Not required by standards</td>
<td>Full time commitment to the institution and an appointment which provides time for program operation, evaluation and revision</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>Commission on Dental Accreditation of the American Dental Association</td>
<td>Program Administrator: enrolled in/posses a Masters degree (RDH) or DDS</td>
<td>Not required by standards</td>
<td>Full time commitment to the institution and an appointment which provides time for program operation, evaluation and revision</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography</td>
<td>Commission on Accreditation of Allied Health Programs</td>
<td>Program Director: an academic degree, not lower than an associate degree</td>
<td>Clinical Coordinator-for programs with 8 or more affiliates.</td>
<td>The program director must be responsible for the structure as well as the daily operation of the program, including organization, administration, periodic review and evaluation, continued development, and general effectiveness of program curricula. The program director ensures a schedule of regular visits to all clinical affiliates/clinical education centers is maintained. The responsibilities of the program director must not be adversely affected by educationally unrelated functions</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>Commission on Accreditation for Health Informatics and Information Management Education</td>
<td>Program Director: minimum of a baccalaureate degree</td>
<td>Clinical Coordinator</td>
<td>The program director of the HIM educational program must be responsible for the organization, administration, continuous program</td>
</tr>
<tr>
<td>Field</td>
<td>Accreditation Agency</td>
<td>Program Director/Coordinator</td>
<td>Additional Information</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------------------------------------------------</td>
<td>-----------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Histologic Technician</td>
<td>National Accrediting Agency for Clinical Laboratory Sciences</td>
<td>Program Director- B.S</td>
<td>The program director must be responsible for the administrative tasks associated with the program. The equivalent of a minimum of one 3 credit hour course/per term (quarter/semester) must be devoted to program management, curriculum development and evaluation, counseling and selection of students, and administrative duties within the institution. If a program director is part time, then it is expected that their sole responsibility is program administration, and no teaching responsibilities.</td>
<td></td>
</tr>
<tr>
<td>Massage Therapy</td>
<td>THECB</td>
<td>Program Director- AS degree &amp; three years experience</td>
<td>The program director must have input into budget preparation and must be responsible for maintaining NAACLS approval of the program.</td>
<td></td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>Commission on Accreditation of Allied Health Programs</td>
<td>Program director: minimum of an associate degree.</td>
<td>The program director must be responsible for program effectiveness, including outcomes, organization, administration, continuous review, planning and development.</td>
<td></td>
</tr>
<tr>
<td>Nuclear Medicine Technology</td>
<td>Joint Review Committee on Educational Programs in</td>
<td>Program Director: B.S, with 2 years experience or AS</td>
<td>The sponsor must have a qualified program director, clinical coordinator, and</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Accreditation/Program Director/Qualifications</td>
<td>Responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nuclear Medicine Technology</td>
<td>with 4 yrs. experience.</td>
<td>medical advisor for the nuclear medicine technology program. Primary responsibilities shall include program development, organization, administration, evaluation and revision.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>Texas Board of Nursing</td>
<td>Faculty shall be responsible and accountable for managing clinical learning experiences and observational experiences of students. Each professional nursing educational program shall be administered by a qualified individual who is accountable for the planning, implementation and evaluation of the professional nursing educational program. The dean or director shall: (1) hold a current license or privilege to practice as a registered nurse in the state of Texas; (2) hold a master's degree or a doctorate degree in nursing; (3) hold a doctoral degree, if administering a baccalaureate or master's degree program; (4) have a minimum of three years teaching experience in a professional nursing educational program; (5) have demonstrated knowledge, skills and abilities in administration within a professional nursing educational program; and (6) not carry a teaching load of more than three clock hours per week if required to teach.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>Accreditation Council for Occupational Therapy Education, Program Director: master's degree</td>
<td>Academic Fieldwork coordinator The program must have a director who is assigned to the occupational therapy educational program on a full-time basis. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must ensure that the needs of the program are being met.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>American Society of Health-Systems Pharmacists, Program Director</td>
<td>Not required by standards A program director shall be named whose authority and responsibilities are...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Physical Therapist Assistant
- Commission on Accreditation in Physical Therapy Education
- Program Director: Masters degree
- Academic Coordinator of Clinical Education
- Program Director: Core Faculty member who is designated as and has responsibility for the management of the PTA program. The program director is employed full-time by the institution that houses the PTA program and usually has a faculty appointment. May also be designated as the program coordinator or program head.

### Radiography
- Joint Review Committee on Education in Radiologic Technology
- Program Director: Masters degree
- Clinical Coordinator
- Program has more than five (5) active clinical education settings or more than thirty (30) students enrolled in the clinical component.
- A full-time program director is required. Faculty teaching loads and release time must be consistent with those of comparable faculty in other health science programs in the same institution.

### Respiratory Therapist
- National Board for Respiratory Care
- Program Director: B.S degree
- Director of Clinical Education
- The sponsoring institution must appoint, at a minimum, a full-time Program Director, a full-time Director of Clinical Education, and a Medical Director.

### Surgical Technology
- Commission on Accreditation of Allied Health Programs
- Program Director
- Clinical Coordinator
- The sponsor must appoint a full-time Program Director. Full time is defined as the usual and customary time commitment required by the institution for faculty members in equivalent positions in other health educational activities. Under this definition, the Program Director should be sufficiently free from service and other non-educational responsibilities to fulfill the educational and administrative responsibilities of the surgical technology program.

### Vocational Nursing
- Texas Board of Nursing
- Program
- Faculty shall be Each vocational nursing
| Human Service Technology | Council for Standards in Human Service Education | Essential program roles include administration, curriculum development and review, instruction, field supervision, program planning, program evaluation, student advising, and student evaluation. | educational program shall be administered by a qualified individual who is accountable for the planning, implementation and evaluation of the vocational nursing educational program. |
HCC-Coleman College for Health Sciences
Selection Process for HC Program Director Faculty

Health care science program accreditation organizations and licensure boards have specific criteria for program leadership. This criterion is often different from that required to teach in the program, therefore someone could be hired to teach full-time in a program but would not be qualified to serve as HC program director faculty. As an example in the nursing program the program director must have a master of science in nursing. Therefore a master degree in education with a bachelor degree in nursing would not be qualified to serve as program director. The title for program leadership at Coleman College is Health Care (HC) program director faculty. This title is intended to differentiate these program directors from other non-faculty program directors in the district.

The selection process for HC program director faculty at Coleman College will be a collaborative process with faculty providing nominations for the role. The nominations will be evaluated for qualifications and if qualified then forwarded to the Executive Dean for a final decision. The President of Coleman College will then confirm the appointment.

Term of Office and Limits

The term shall be for three years, beginning on September 1 in the first year and ending on August 31 of the third year.

At the end of a three-year term, an incumbent HC program director faculty may:

1. compete for another three year term with other interested candidates, or
2. step down.

Process

Department faculty may make nominations individually and as a department. Self-nominations are allowed. Departments will hold at least one meeting to discuss the nomination process and to select nominees to be submitted to the Dean. Any meetings necessary in choosing the new HC program director faculty should be scheduled in the spirit of inclusion.

1. The Dean will announce the selection process by the first of March.
   Nominations will be received in the dean's office by June 1. Following the submission deadline, the dean will prepare a list of qualified nominees for
each position. The Executive Dean and President will interview the candidates and the Executive Dean will make a final selection to be submitted to the President for confirmation. The selection process is to be completed by July 15.

2. When the finalist is selected, the Executive Dean submits appropriate paperwork to the College President for confirmation.

3. If there are no nominations the Executive Dean and the President may make a one-year appointment.

**Contract Length and Stipend**

HC Program director faculty will receive and are expected to serve a 12-month contract.

HC Program director faculty will receive compensation according to the Coleman College formula and as approved by the HCCS Board of Trustees. During a program director’s leave of absence or extended professional leave, the HC program director faculty compensation will be received by the acting HC program director faculty.

**Leave of Absence (temporary vacancy)**

HC Program director faculty will be eligible for the various types of leave, which may be granted to any faculty member: sabbatical leaves, leave without pay or family medical leave. Program directors who want to apply for one of these should follow the procedures outlined in the *HCCS Faculty Handbook* and the *HCCS Local Policy Manual*. As a faculty member, a program director may also be placed on administrative leave after the HCCS policies have been followed. In this case a temporary vacancy also occurs in the program director’s position for the period of leave.

A person meeting the established job requirements will be selected by the Dean and confirmed by the College President to carry out the duties of the HC program director faculty during the term of the leave. When the original HC program director faculty returns from leave, he/she will resume the office of HC program director faculty and complete his/her term of office. The replacement shall receive the HC program director faculty compensation during that time.

If the HC program director faculty goes on leave more than a year before the term of office is up and does not return from the leave before that term ends, then a HC program director faculty will be selected for the program for the next term following the usual procedure.
**Interruption of Office (permanent vacancy)**

The HC program director faculty office may become vacant for a variety of reasons including but not limited to: resignation or dismissal from HCCS, resignation or dismissal from the position, a job change within HCCS, or death. In the event that the position becomes vacant with more than one year left in the term, the established selection procedure will be undertaken to fill the remainder of the term with someone who meets the job requirements.

If there is less than one year remaining in the original term of office, then the person selected will hold that office for the remainder of that term and may be nominated for the next full term.

**Removal of HC Program Director Faculty from Office**

It is possible to be removed from the position of HC program director faculty without being dismissed from HCC as a faculty member.

In the event that the Dean finds the HC program director faculty performance is unsatisfactory, she or he may submit a letter requesting that the president of the college remove the program director. The president may either accept a dean’s recommendation and remove the HC program director faculty from office, or reject the recommendation and retain HC program director faculty in office. The HC program director faculty serves at the pleasure of the College President.

**Selection of HC Team Captain Faculty:**

The Team Captain is appointed by the Executive Dean of Instruction and the President of Coleman College from the full-time faculty after each team has forwarded nominees from the various programs within that team. The Team Captain serves for one year as point of contact for the team and may be reappointed for additional years. To align with existing organizational structures, the position of Team Captain is aligned with the HCC Department/Division Chair Workload Guidelines as an associate chair and accordingly, receives a $200/mo stipend, 3EQ hours release time each long semester and summer and a 12-mo contract.
Librarians
While Public Service Librarians will remain faculty on the faculty scale, they will be supervised by a District Director, Library Services and College Directors, Library Services, which will be on Professional Staff appointed positions.

District Director, Library Services

This position provides leadership and coordination of HCC library services district-wide to support teaching and learning at multiple college/campus locations and online. The director guides the HCC libraries in supporting the Strategic Plan, mission, vision, and values of the institution. The District Director of Library Resources and Services ensures that HCC Library services remain compliant with all of the standards and requirements of the Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board (THECB), and other relevant organizations.

College Director Library Services

The College Director, Library Services is responsible for the leadership and administration of library services in an assigned HCC college, including supervision of librarians and support staff, oversight and assessment of college library services effectiveness, and other related operational functions. The College Director, Library Services will serve on a district-wide HCC Library Council under the leadership of the District Director, Library Services. The College Director, Library Services will represent the interests and needs of the assigned HCC College library services.
Instructional Structure for the Division of Extended Learning (DEL)

In 2008, HCC created the Division of Extended Learning (DEL) as a comprehensive unit to offer continuing education instruction in partnership with the colleges across the district. DEL reports to the Associate Vice Chancellor for Workforce Instruction. An organizational chart is included to help readers understand the scope of programs and services included.

A. DEL Instructional Departments

The six instructional departments consist of the following: a) School of Continuing Education (SCE), (b) Corporate College, (c) Apprenticeship Program, (d) Corrections Education, (e) Adult Education Program, and (f) Online CE and Accelerated Teacher Education Program. Each of these departments is led by a full-time Director. Further, in two of the departments (Adult Education and the School of Continuing Education), there are program areas that are also administered by full-time staff level Program Managers.

B. DEL Faculty

For the most part, there are few full-time faculty employed by DEL programs and reliance is placed on utilizing part-time faculty and as possible and appropriate, integrating instruction with existing credit (SCH) programs.
Where full-time DEL faculty exist, they will be offered the same opportunity in 2011-2012 for a 10.5 month contract as SCH faculty, although the calendar for DEL faculty will typically vary from that of SCH faculty. Some programs may only have 9 month faculty depending on enrollment and other factors.

The DEL programs result in continuing education units (CEU) as opposed to semester credit hours (SCH). The programs are driven by a variety of needs – legislative mandates, institutional mission, contracts from governmental or business entities, and business and individual learner needs for alternative, flexible options.

While HCC is fortunate in that Texas has traditionally provided some level of state funding for the DEL programs, this area of instruction has been tasked by the institution to not just “break even,” but instead to generate profits to help subsidize other costly areas of instruction. As a result, HCC has decided to keep operations and administrative costs as lean and efficient as possible and the management of these programs tends to resemble that of business more than that of higher education. Thus, management typically consists of hired staff members as opposed to elected “chairs” or “coordinators.”

C. DEL Operational Support

The following DEL operational support units are centralized and support all of the instructional units: (a) Outreach Support Services, (b) Marketing & Communications, (c) Curriculum, Compliance & Assessment, (d) Operations, and (e) Finance. In support of DEL Program Directors and Managers, these units perform many of the tasks of the SCH Department Division Chairs.

Further, in partnership with the DEL Program Directors and Managers, the DEL Curriculum, Compliance and Assessment Coordinator will provide the same services for the DEL programs as the Program Coordinators will provide for the SCH programs. This DEL Coordinator ensures instructional compliance with external agencies and internal policies and procedures. The DEL Coordinator is also tasked with maintenance of DEL curriculum, tracking cyclical program reviews and annual assessments/progress reports, and assisting the instructional areas with professional development opportunities, including the integration of technology into the curriculum.
Faculty Alternative Assignments (Release Times) and Stipends

A Department/Division Chair is only allowed to offer Faculty alternative assignments as available according to the formula in the Department/Division Chair Guidelines. For any alternative assignment or stipend, the Chair must complete with the Faculty member and maintain a copy of the Alternative Assignment Approval Form (available in the Faculty Workload Guidelines) and have it approved by the appropriate Dean and/or College President. If the formula does not generate any release time for a Department/Division, the Chair may write a memo with sufficient justification and the completed Alternative Assignment for approval by the Dean and/or College President. The following list of Faculty Stipends is “pre-approved” for Chairs to spend Department/Divisional budget funds:

A. For Faculty training:
   1. Certificate in Instructional Technology
      a. Part I, 40 hours = one time payment of $250
      b. Part II, 40 hours, plus portfolio = one time payment of $250
      c. Part III, Instructor for a CIT course = one time payment of $128
   2. Certificate in Teaching and Learning Excellence (CTLE)
      a. Part I, 40 hours, including portfolio = one time payment of $250
      b. Part II, Instructor for a TLE course = one time payment of $128

B. Grant Development and Management:
   1. Grant Management: Alternative Assignment or Stipend Award on basis of 30 hours of work = 1 Equated hour of workload or $567 stipend
   2. Grant Writing – Alternative Assignment or Stipend Award on basis of 30 hours of work = 1 Equated hour of workload or $567 stipend training and assistance provided by Grants Office

C. For academic leadership/management/supervision:
   1. Department/Division Chairs and Health Science Directors - 12 month contract/$ stipend/ alternative assignments as computed by formula in Faculty Leader Guidelines
   2. Program Coordinators –annual stipend; 3 equated hours alternative assignment time for each long semester (fall, spring) and $400 for the summer for those with one program and $700 for those with multiple programs. Program Coordinators should choose the 10.5 month contract for the term of their office.
3. Learning Communities — $200/semester for 10 hours of collaboration outside of class on communal syllabi, learning activities, etc. – paid by ATD Grant for 2008-2009

4. Dual Credit course taught at HS location - $300/course

5. P-16 College Liaison – 12 month contract/$200 month stipend/alternative assignments computed by formula approved by HCC Operations Team

D. For curriculum development:

Distance Education
HCC Online Model Courses – developed in conjunction with TLR instructional design services and distributed through the DE Department. *

New HCC Online Model Courses:
  Development team member             up to 3 equated hours

Revision of HCC Online Model Course:
  Revision team member               up to 1 equated hour

* Please see the Distance Education web site for Model Course Letter of Agreement

Teaching & Learning Resources:
Completion of student engagement seminars and a course redesign:
  Instructor for a TL Program seminar (one-time payment) up to .25 equated hours
  New seminar development             up to 3 equated hours
  Revision of existing seminar        up to 1 equated hour
  Special Projects                    up to 1 equated hour
  Faculty Development Coordinator    up to 3 equated hours

E. Individual Service Agreements (ISAs)

Starting in Fall 2008, the Chancellor will have a limited number of Individual Service Agreements (ISAs) in the form of release times/alternative assignments that she may choose to award Faculty members to complete special projects/assignments – e.g., Grant Development, New Program Development, Special Event Planning, etc.

F. Application Process for New Stipend Awards or Release Times outside the Department/Division Chair Guidelines formulas – no other stipends other than the ones detailed above or release times as justified by the Chair formulas are
automatically allowable. If a department/division wishes to create a new and different stipend or release time, the Chair must prepare a detailed memo with the Alternative Assignment Approval Form (available in the Faculty Workload Guidelines) for the appropriate Dean and College President offering justification. The President will then present the request to the Chancellor for approval. Only the Chancellor is authorized by approve new or different stipends.

**INSTRUCTIONAL CHAIR EVALUATION CRITERIA**

In addition to the standard faculty evaluation instrument, the following areas must be evaluated by the Dean.

**Student Recruitment/Enrollment**

Standard: Department/Division duplicated seat count increases by annual strategic goal of HCC (e.g., 5% per year)

**Contact Hour Generation**

Standard: Department/Division contact hours generated increase by annual strategic goal of HCC (e.g., 5%).

**Student Retention and Completion** – Department/Division retention rates in terms of course completion; fall to spring retention of students; fall to fall retention of students; and certificate/degree completion of students as applicable. Department/Divisions will work with IR to determine appropriate reports and standards.

**Course Management -- Make Rates and Class Sizes**

Standard for Make Rates: Make rate of 80 percent; class size of 80 percent of capacity.

Standard for Class Sizes: See Guidelines, pp. 36-37.

**Instructional Materials Management**

Standard: Chair has complied with Guidelines in the timely selection of all instructional materials, including textbooks, other required readings, software, etc.

**Program Review – Planning Reports – CB/SACS Reports**

Standard: Chair has completed and submitted reviews/reports to the appropriate parties in a timely fashion. These include assisting the Program Coordinator(s) with Program Review, Annual Learning Assessment Report, and the Annual Planning Report.

**Budget Management**

Standard: Department/Division activities adequately supported based on resources available; department/division budget managed efficiently; next year’s proposed budget is both realistic and reflective of institutional goals.

**Personnel Management**

June 2012
Standard: All courses staffed and taught by fully qualified instructors; HR paperwork submitted accurately and on time; all faculty and staff evaluations completed effectively and on time.

**Instructional Supervision**
Standard: All student complaints and faculty disputes resolved efficiently and appropriately.

**Academic Standards OR Career and technology (CTE) Standards**
Goals and standards set by each discipline and department/division and/or advisory committee.

**Instruction**
Goals and standards set by each discipline and department/division. Should include use of technology, innovative teaching methodologies, etc.

**Professional Development**
Standard: At least three activities for each employee.

**Curriculum**
Goals and standards set by each discipline, program, and department/division.

**Summary Evaluation**

**TRAINING/Professional Development FOR DEPARTMENT/DIVISION CHAIRS, Program Directors, and other instructional leaders**

The role and responsibilities of a department/division chair are very different from those of a faculty member. These new roles and responsibilities require new knowledge, skills and abilities. In order to help with this transition, the HCCS College Leadership Program (CLP) is provided through the Human Resources (HR) Employee Learning and Organizational Development (ELOD) Department/division and through Instructional Leaders Institute (ILI) of the Teaching and Learning Resources department (TLR). CLP and ILI are required of all chairs and supervisory personnel new to HCCS, whether new to the college or new to the position.

New Chairs and Program Directors should enroll in the CLP and ILI as soon as selected. Enrollment is by application and cohorts begin three times per year. Experienced chairs may also enroll in the program as a refresher, either in its entirety or in selected courses. Application forms and detailed information are available on the HR/ELOD web site and the TLR/ILI site.

**Program Committees**

**A: Introduction**
Academic discipline committees emerged initially in response to the 1992 reorganization of Houston Community College into the Houston Community College System with its six (then five, now six again) colleges. What had once been single academic departments became separate departments located in each of the new colleges. Discipline committees were created to ensure consistency and coherence among departments across the system and to meet the requirements of the Southern Association of Colleges and Schools. Revisions undertaken in August 1998, expanded membership from the original five-member committees to the current system in which all full-time faculty teaching in a discipline are members of its discipline committee. The guidelines were also revised in 1999, 2004 and 2011. The creation of Program Committees further refines the process of faculty developing curriculum and assessing results.

The current Program Committee guidelines reflect what has been learned through the history of discipline committees at HCCS. That history has shown repeatedly that the discipline committee concept will not work effectively unless the following conditions are met:

- Full and active participation in program committee work by full time faculty members at HCCS.
- Respect at every administrative level for the decisions of system program committees.
- A commitment across the system to apply and follow policies and procedures that result from program committee deliberations.

B: Mission

The mission of Program Committees at Houston Community College is to support the institution’s commitment to excellence through the creation, implementation, and maintenance of quality educational programs. At HCCS, Program committees exist to ensure program coherence and excellence across the System, represent program in the larger context of the System, lead the System into new and innovative programs and instructional methodologies, and act as the System’s experts in matters concerning their program curricula. The faculty, through program committees, has primary responsibility for the content, quality, and effectiveness of the curriculum at HCCS in accordance with the Requirements and Standards of the Southern Association of Colleges and Schools.

C: Duties and Responsibilities of the Program Committee

The Program Committee shall meet at least once each semester and perform the following duties and responsibilities:
(1) selection of required curriculum materials assigned by one or more members of the discipline (see I-4)
(2) determination of minimum curriculum, and minimum academic standards of instruction, testing, and materials
(3) creation, review, and maintenance of Program and Course Student Learning Outcomes (SLO), Curriculum Maps, Syllabi, and Curriculum Guides on HCC CurricUNET.

(4) recommendation to the Program Committee of new or revised courses

(5) recommendation to the Executive and Academic Deans of course specific maximum class sizes when required for safety, instructional, or other reasons

(6) initiation and oversight of Program Review, Annual Learning Assessment Report and Annual Planning Report of the program

(7) provision of expert advice to college officials on safety standards in labs and other instructional issues as requested

(8) hearing of instructor certification appeals

(9) participation in HCCS activities relating to the process of evaluation and ranking of faculty (if applicable)

(10) participation in instructional decision-making at the system level

(11) conduct of ongoing reviews of all alternate instructional calendars and instructional delivery systems

(12) Maintain the currency of the program’s web pages.

(13) reporting committee minutes and decisions to VCIN office

D: Membership

All full-time faculty members who are credentialed in and who have taught (or are scheduled to teach) the particular subject at HCCS, identified by the four-letter course prefix (e.g. PSYC), are members of the Program Committees. In addition to those committees with only one program or subject area, there are several committees made up of several programs or subject area as listed below:

Program Committees (30)

Business (2)
1. Business - Accounting, Banking/Finance, International Business/Logistics, Management, Marketing –
2. Business Technology – Bus Tech, Real Estate –

Communication, the Arts, and Art-Related Technologies (3)
1. Speech, Communication, World Languages –
2. Art and Design – Art, Fashion Design, Fashion Merchandising, Interior Design -
3. Performing Arts – Dance, Drama, Music –

Computer Science and Info Technologies (1)
Computer Science, Digital Gaming, GIS, Digital Communication –

Developmental Education/ Language Acquisition (5)
1. Developmental Education Council
2. Dev Math –
3. Dev English –
4. GUST –
5. ESL/Intensive English –

Engineering and Engineering Technologies (1)
Engineering, Biotechnology, Chem Engn, Chem lab, Electronics, Instrumentation,
Petroleum, Process ,
Drafting –

Health Sciences (3)
TBD

Liberal Arts and Humanities (4)
1. English –
2. History, Geography –
3. Philosophy, Humanities-
4. Economics –

Math and Science (4)
1. Biology –
2. Chemistry –
3. Math –
4. Astronomy, Geology, Horticulture, Physics –

Mechanical, Manufacturing and Construction Trades (1)
Construction, HAV, Electricity, Machining, Manufacturing, Welding, Auto
Mechanics, Diesel –

Public Safety (1)
EMS , Fire, Law Enforcement, Paralegal -

Social Sciences, Education, and Human Services (5)
1. Psychology –
2. Government –
3. Teacher Ed, PE, Child Dev, Interpreting/Sign Language, Human Services –
4. Culinary, Hotel/Restaurant, Travel/Tourism, Cosmetology –
5. Anthropology, Sociology –

Permanent administrators who meet the above qualifications are not formally
part of the Program Committee and have no right to vote in decisions.
However, individual Program Committees may choose (by a majority vote) to
allow qualified administrators to attend and otherwise fully participate in the
activities of the Program Committee on a voluntary basis. In no cases shall
administrators vote.
Faculty members who are temporarily serving in interim or Acting positions, or who are temporarily serving as directors or other administrators, but who will be returning to faculty positions, are full members of the Program Committee.

Adjuncts are not formally part of the program committee and have no right to vote in decisions. However, individual program Committees may choose (by a majority vote) to allow adjuncts to attend and otherwise fully participate in the activities of the Program Committee on a voluntary basis. In no cases shall adjuncts vote.

The Vice Chancellor of Instruction (VCI) will send a letter to each faculty member notifying them of the first system-wide meeting each semester of the Program Committee. A complete list of all members of the Program Committee should be compiled by the Program Coordinator at the August meeting of each year. However, it is the responsibility of those members who do not attend the first meeting to contact the Program Coordinator so that the Coordinator may add their names to the list.

Participation in the activities of the Program Committee is a part of every full-time faculty member’s duties, and as such, will be incorporated into their yearly evaluation.

E: Instructional Conference Days: On the first Friday following the Fall and Spring semesters’ reporting dates of the full-time faculty, a system-wide meeting known as the Instructional Conference Day shall be convened. On both the Fall Instructional Conference Day and the Spring Instructional Conference Day, each Program committee will meet according to a schedule that best allows faculty who belong to more than one Program Committee the opportunity to attend two of them. After these meetings are concluded, there will be one joint meeting of the VCI, the Executive and Academic Deans, the Program Coordinators, and the Department/Division Chairs, for the purpose of discussing Program issues generally. No other meetings, events, speakers, shall be convened on Instructional Conference Day unless they directly pertain to program committees or workforce programs and in this case only upon the conclusion of the above meetings.

F: Selection and Term of the Program Committee Coordinator or other Officers

The Program Committee Coordinator, and any other officers that the committee chooses to create, are selected by a simple majority of the full Program Committee, for a two year term. The election shall take place on the system-wide Spring Instructional Conference Day preceding the new term. When there is no vacancy in the office, newly elected officers will take office on the Fall Instructional Conference Day. No e-mail or proxy voting will be allowed during either the Fall or the Spring Instructional Conference Days, except in the rare case when it conflicts with an instructor’s mini-term class.
Elections to fill vacancies may be held at any Program Committee meeting. When vacant offices are filled with no more than one long semester remaining in the term, the newly elected officer shall serve the remainder of that term plus two additional years. If more than one long semester remains, the newly elected officer shall serve the remainder of that term plus one additional year.

In the rare case that no program faculty member wishes to be elected Program Coordinator, the VCI, in consultation with the deans, will appoint a temporary Coordinator, until such time as which a permanent (and willing) Coordinator is elected.

Votes to remove an officer must be made by an absolute majority (a majority of the membership list on file at the VCI’s office, regardless of how many members are in attendance). If an officer resigns, the members should vote for a replacement at the next meeting if possible. If an officer is removed, the members should vote for a replacement at the same meeting if possible. In the case of the Coordinator’s removal, the old Coordinator (and the new one, if one exists) shall notify the VCI. If the new Coordinator has not yet been elected, the members should call another meeting (see Section I-1) to elect a replacement who will finish the term.

Regardless of what officers, subcommittees, or assignments a Program Committee chooses to create, the Coordinator shall in all cases be the official reporting officer to the office of the VCI. This means that decisions, once reached by the committee, should be transmitted and represented by the Coordinator. It should not be construed to mean that other members may not argue different positions or lobby for alternatives or changes to administrators or others. Open dialogue and respectful professional debate are at the essence of these rules, and was the very reason for the democratization of Program Committee in 1998.

G: Duties and Responsibilities of the Program Committee Coordinator

(1) The Coordinator shall compile a complete list of all members at each Program meeting. However, because those attending the meeting may not be aware of all qualified members, it is the responsibility of those members who do not attend this first meeting of the semester to contact the Coordinator so that the Coordinator may add their name to the list. The membership list should be forwarded to the VCI.

(2) The Coordinator shall serve as the primary communicator of the Program Committee to all committee members, all department chairs in the Program, the VCI, and book publishers and representatives. The Coordinator’s reporting duties include but are not limited to the following:

   To Program members: agendas, dates, times, and sites of meetings; minutes of prior meetings (minimally, minutes should include the date, members present, members absent, and all specific Program Committee policies decided
by vote); notification of the formation of subcommittees or other groups relevant to the Program

**To Department/Division Chairs***: program instructional policy decisions that require enforcement or support of the department chair, “Member’s Participation Checklist” reports (see Section J-2), textbook information (title and adoption cycle), book representatives’ names and phone numbers, curriculum, syllabi, system-wide discipline exams (when applicable), approval of new or revised courses

*Department/Division Chairs have a corollary duty to report their college’s new course offerings, or substantial changes in delivery or methodology to Program Committee Coordinators so that they are well-informed. The five department chairs who oversee a discipline are also strongly encouraged to jointly meet each semester with the Program Coordinator to facilitate healthy communication.

**To the VCI:** agendas and minutes of meetings, textbook information, membership list, officer election results, requests for new or revised course approval; Program Review, Annual Learning Assessment Report and Annual Planning Report.

**To the Executive and Academic Deans:** agendas and minutes of meetings, requests for support

**To the Librarian Chairs:** faculty requests for new purchases or uses of library materials and equipment

**To the Instructional Technology Directors:** recommendations for appropriate new instructional technologies

3) The Coordinator shall convene and facilitate at least one meeting per semester of the committee.

4) The Coordinator shall receive agenda items from committee members and compile an agenda for each meeting.

5) The Coordinator shall keep and hold all records for the committee, including minutes from meetings. These records shall be sent to the VCIN office for publication online and transferred to the new Coordinator at the beginning of his/her term.

6) The Coordinator shall represent the program in matters of curriculum (catalog, Curriculum Committee, etc.)

7) The Coordinator shall act as instructional liaison between the faculty and system administrators.

8) The Coordinator shall submit a draft of the Program Review, Annual Learning Assessment Report and Annual Planning Report Reports to the District Assessment Committee for their approval (a simple majority of those responding). Upon approval, the Program Review, Annual Learning Assessment Report and Annual Planning Report forms (including each college’s dean’s and Coordinator’s adherence to appropriate guidelines shall be sent to the members, the departmental chair, the academic deans, and the VCI.

**H: Oversight and Accountability**

---

June 2012
In order to facilitate communication and consensus-building, the Executive and Academic Deans’ Council will provide oversight for those issues which have system-wide implications and issues related to non-performance of tasks. Similarly, the Planning Committee will act to ensure system-wide instructional quality and compliance with its policies, the system’s policies, and accrediting and regulatory agencies’ guidelines. Forums between the Chancellor’s Executive Team, the Deans’ Council, and the Program Committee can be called by any of the three parties to jointly meet and resolve issues by consensus. Other relevant participants may be invited by any of the three parties. Decisions reached by this forum will be recorded for implementation.

I: Meetings and Voting

(1) Meetings: Meetings are called by the Planning Committee Coordinator or by the members’ petition. Members are advised to first request a meeting from the Coordinator. If the Coordinator is unwilling to call a meeting when the member requests, petitions may be made via intercampus mail or email to the Coordinator (with a copy sent in each case to the VCI) of 50% + 1 of the total committee membership. The Coordinator, or the VCI in the case of a petition, should verify the members’ proper notification to the fullest extent reasonably possible.

(2) Subcommittees: Subcommittees may be established by the full committee for delegated purposes. These subcommittees may be given the power to make decisions for the full committee or simply do preliminary preparations for later referral to the full committee. In either case, the full committee may choose to override subcommittee decisions.

(3) Proxy Voting: Once the semester is underway, large Program Committee will no doubt find it hard to schedule meetings that do not conflict with any member’s schedule. For this reason, proxy voting is allowed for all decisions of the committee except all voting that occurs on the semestery system-wide Instructional Conference Day defined above (see exception in Section F). In order to give one’s proxy, the member must sign a document that allows the designee to vote for him/her, and personally inform the Program Coordinator prior to the meeting (preferably by e-mail because it is verifiable). The designee should present this document to the other members at the meeting. A proxy gives the recipient the right to vote for the giver of the proxy in all circumstances at that specified meeting.

(4) E-Mail Voting: Program Committees may, at their discretion, conduct deliberations and votes entirely via e-mail. Additionally, in cases where a ballot has been created and circulated before an in-person meeting, members shall always have the option of e-mailing their ballot to the Program Coordinator if they cannot attend. E-mailing is not allowed (see exception in Section F) for the meetings of the Instructional Conference Days, which will always be held in person. Ballots carried in hand by another member to a meeting shall not be accepted.

(5) Meeting Agendas: Members should forward to the Coordinator items they wish to be placed on upcoming meeting agendas. Items raised at the meeting that require votes of the full Program committee and are not on the agenda
may be discussed but not voted on until they are placed on the agenda for the following meeting, or submitted to the full membership for a vote via e-mail. (This limitation may be suspended by unanimous consent.) Agendas should be sent to members at least one week prior to the meeting unless an emergency situation makes this impossible. (For this reason, members are encouraged to send items to the Coordinator at their earliest opportunity, rather than after the meeting is called and the agenda is distributed.)

6 Absence from Meetings: Members may be appointed to subcommittees, delegated tasks, or even elected Coordinator (with their consent, in this case) even if not present at meetings. The intent of this rule is not to unfairly punish their absence, but rather prevent it from interfering with the normal division of labor and timely functioning of the committee.

J: Other Policies

1 Screening Committees: Division/Department Chairs must notify in writing the Program Committee Coordinator that a Screening Committee is being formed to select new a full-time faculty member of that discipline. Notification must be made as soon as the department in which the position will be filled has been given approval to begin the process. The Program Coordinator must then notify all members of the Program Committee.

In all possible cases, a majority of the members of full-time Faculty Screening Committees must be full-time members of the HCCS discipline. In cases where there is not enough full-time discipline members available within the system to meet this requirement, the hiring authority and Screening Committee Chair are encouraged to consult with the available members as to which related disciplines are most appropriate for screening committee representation. (See the Screening Committee Guidelines as maintained by the HCCS Human Resources Department.)

2 Selection of Instructional Materials: All program committee members are required to follow Board policies (E.2.5) and HCC Guidelines in the selection of instructional materials, including textbooks. Only two titles are allowed across the district for adoption for any book/materials required for purchase by students. Disciplines may have unlimited adoption of open source materials.

3 Member’s Checklist Report: Program Coordinators should provide the following report for each member of the Program Committee to the appropriate department/division chair no later than March 1 of each year so that it may be used in the evaluation process. In the case of reports on Program Committee members who are chairs, the report should be given to the chair’s dean. Program Coordinators may add additional categories. (NA= not applicable)

<table>
<thead>
<tr>
<th>Full-Time Faculty member</th>
<th>__________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes  No</td>
<td>Attended Fall meeting?</td>
</tr>
<tr>
<td>Yes  No</td>
<td>Attended Spring meeting?</td>
</tr>
<tr>
<td>Yes  No</td>
<td>Attended ____ meeting?</td>
</tr>
</tbody>
</table>

June 2012
### Faculty Instructional Leader Guidelines

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Attended _____ meeting?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Participated in Program Review, Annual Learning Assessment Report and Annual Planning Report?</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Assisted with Program Committee duties?</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Responded to Program Coordinator requests via email?</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Adheres to all Program Committee instructional policies</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Adheres to district instructional materials guidelines</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Reported textbook orders promptly?</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Participated in textbook adoption process?</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>(Program Committee specific)</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>(Program Committee specific--as many as are needed)</td>
</tr>
</tbody>
</table>

**Additional Comments:** _______________________________________

In the interests of fairness, supervisors are urged to carefully weigh the contributions of those members whose duties include service on more than one Program Committee.

(4) **Compensation:** The Committee Coordinator should choose the 10.5 month contract option for his/her term of office. The Program Committee Coordinator shall receive an alternative assignment time for each long semester (fall, spring) a stipend of $400 per summer semester ($700 if Coordinator of more than one committee) The compensation shall be provided by the Vice Chancellor for Instruction and be separately computed from the release times allocated to the colleges in the Faculty Instructional Leader Guidelines.

(5) **Ethics:** The Program Committee must approve of all instructional materials, whether used by all of the discipline, only one college, or only one member, including self-authored texts and supplements. Additionally, in cases in which one or more members of the committee is an author, and in cases in which one or more members of the committee will realize a personal financial gain from the adoption of materials, these members must inform the committee of why they want to use it. They should explain why it is pedagogically better--more tailored to their students, unique, special, less expensive, more applicable, more appropriate, etc.--i.e. what educational purpose is served by the instructor's (or the discipline's) use of this material, rather than other available materials.

None of the above statements should be construed as to imply a presumption of unethical behavior on the part of HCCS's community of authors and scholars. HCCS should encourage publications and good scholarship by its employees at all levels. There are many legitimate educational purposes served by a faculty member's use of self-authored educational materials--which often enrich the instructor's classroom and the institution in general.

(6) **College Adherence to Policies:** The following statement should be included and answered in each Program Committee’s Academic Program Review document as well as its Annual Planning Report form, in order to document
adherence to Program Committee policies by deans and department/division chairs at the college level: “Cite any instances of problems or concerns with the enforcement of program committee policies.”

K. Instructional Roles within the Program Committee Structure

1. Role of Individual Faculty Members: All full-time faculty members are automatically members of a district-wide Program Committee with the following responsibilities: (If a Program Committee has multiple Programs, the individual faculty member is only expected to participate in those activities related to the Program of his/her expertise):
   - Attend Program and or “Bundle Committee” meetings as required
   - Participate in the creation and maintenance of Program curriculum, including appropriate course and program student learning outcomes (SLOs and PSLOs) that support both the missions of the program and the institution.
   - Participate in the development and maintenance of HCC official course syllabi and curriculum guides
   - Participate in the selection of required instructional materials, including textbooks
   - Participate in the annual assessment and report of SLOs and PSLOs
   - Participate in the cyclical Program Review, Annual Learning Assessment Report and Annual Planning Report
   - Participate in the development of Program-specific procedures as needed
   - Provide feedback on Program Coordinator’s performance for inclusion in that person’s annual PEP
   - Cooperate with the Program Coordinator as requested for timely completion of all Program tasks

2. Role of Program Coordinators: All full-time faculty members will elect one member of their Program to serve as Program Coordinator with the following responsibilities:
   - Conduct Program committee meetings as needed (at least one per semester)
   - Serve as the district advocate and spokesperson for the Program
   - Facilitate Program Committee development and maintenance of Program curriculum, including appropriate course and program student learning outcomes (SLOs and PSLOs) that support both the missions of the program and the institution
   - Work with faculty to complete cyclical Program Review, Annual Learning Assessment Report and Annual Planning Report. Program Coordinator is responsible for submitting all required Program reports in a timely manner
   - Facilitate Program-specific operational procedures as warranted
   - Gather updates and maintain Program web-pages
• If WF Programs have been regionalized (taught at more than one college), convene WF Program advisory committee meetings and work with District staff on all curriculum revisions and approvals.

• Work with faculty to select and submit instructional materials (textbook) orders on a timely basis. The Program Coordinator will oversee requests for additions or changes to authorized course textbooks, readers, and supplemental material.

• Serve as primary liaison between VCIN staff and Programs for which that person is Coordinator and keep faculty members informed of any and all changes in district policies and procedures regarding curriculum and assessment.

• Maintain and submit copies of agendas and minutes for all Program meetings, reports of sub-committees, and record of individual fulltime faculty participation in Program affairs for PEP purposes, to be reported to Department/Program Chairs on or about April 1st every year.

• Work with faculty and Department/Program Chairs to facilitate the inclusion of adjunct faculty in meeting Program mission and goals, including but not limited to Program-specific faculty development.

• Work with faculty, Department/Program Chairs, and fellow Program Coordinators to facilitate the formation of innovative learning initiatives across the curriculum, e.g. learning communities, etc.

• Work with other Program Coordinators, Department/Program Chairs, Deans, and District Personnel to facilitate cross-disciplinary learning initiatives and faculty development opportunities, etc.

• The term of the Program Coordinator will be two years, running concurrently with program reviews.

3. Role of Department Chairs/Program Directors: Although Department Chairs/Program Directors are primarily occupied by the day-to-day tasks of instructional leadership – hiring and supervising faculty, scheduling classes, handling student issues, etc. – these Chairs must also interact with the Program Coordinators in the following positive and productive ways:

• Assume responsibility for College data as requested and required of the Program Coordinators to complete that person’s reporting tasks, e.g. Assessment and Progress Reports, Program reviews, selection of instructional materials, etc.

• Assume responsibility for faculty adherence to Program Committee procedures, guidelines, and textbook adoptions as required.

• Participate actively in the Program Committee or sub-committee in the Chairs’ fields of study (or Chair’s field of study).

• Work with Program Coordinators to implement the standards, adhere to the SLOs, and uphold the curriculum of each discrete Program Committee. Department/Program Chairs will have no authority to
overrule, overturn, or in any way modify any Program Committee's standards, policies, or procedures.

4. Role of Instructional Deans: The Instructional Deans must interact with the Program Coordinators in the following ways:
   - Facilitate/moderate a designated Bundle of Programs. As Facilitator, the Dean will assist the Program Coordinators in gathering information from the Colleges as needed and will moderate resolution of Program disagreements.
   - Serve as a primary reader of the bundle reports and report to the respective Deans’ Council on Program strengths, weaknesses, and plans for improvement.
   - Assist with calling Advisory Committee meetings and providing minutes as needed.
   - Facilitate interactions between Program Committee members and Coordinators, and District Personnel on needed curriculum development, revisions, and improvements.

Specific Assignments for Instructional Deans will be made by the Vice Chancellor of Instruction or the Associate Vice Chancellors and shall be reviewed on an annual basis based on personnel and instructional reasons.

6. Role of District Personnel:
   - Confirm election of Program Coordinators
   - Evaluate cyclical Program Review, Annual Learning Assessment Report and Annual Planning Report
   - Provide 20 percent of their PEP for Program Coordinator duties
   - Assist the Program Coordinators in the following ways:
     - Provide professional development
     - Provide grant writing and other professional and funding assistance
     - Provide program and institutional data
Guidelines for Class Sizes

A. Purpose – to establish guidelines that will help increase class size averages by setting:
   1. Minimum and cap sizes for different categories of classes.

B. Methodology:
   1. A diverse committee composed of four faculty members and four administrators met three times during November and December 2007 to formulate the Guidelines.
   2. Research was conducted as to practices at other similar colleges and input was solicited and considered from additional faculty, Chairs, Deans, and the Presidents.

C. Class Categories - To achieve the stated purpose, ALL SECTIONS MUST STRIVE TO ACHIEVE THE HIGHEST POSSIBLE ENROLLMENT thus serving the most students and using resources in the most effective and efficient way. While okay but not desirable, the minimum class size standard specifies the smallest possible enrollment, unless there is an exceptional situation to justify lower enrollment. Minimum and Cap sizes have thus been set for the following categories of classes:
   1. Academic lecture classes – 16/32
   2. Academic lecture/lab or lab only – 16/25
   3. Developmental education and Freshman Comp classes – 16/25
   4. Distance education classes - unless noted below, every DE course is 16/32.
      Exceptions include:
      a. Developmental education and freshman composition DE classes – 16/25
      b. DE classes with a scheduled, required on-campus lab that has a limited capacity of under 32 students – 16/X (with “X” equaling the capacity of physical, on-campus lab)

   Exceptions to these class caps must be approved by the Office of the Vice Chancellor for Instruction.
   5. Career and technology (CTE) lecture classes – 12/32
   6. Career and technology (CTE) lecture/lab or lab only – 12/25
   7. Coop/Internship/Practicum courses - defined in the Chair Guidelines and/or the Faculty Workload Guidelines (GL)
   8. Clinicals - defined in GL
   9. Private Music Lessons - defined in GL
   10. "Higher sequence" and specialty courses needed by students for graduation (e.g., the second semester of second year foreign language; the third course in the calculus sequence; a WF capstone course; etc.) - 8/25
   11. Priority courses - (it is recommended that each college be allowed a limited number of courses - 5% of total number of courses to be made/staffed - for which they can set their own criteria - e.g., new program that needs lead time to develop market; a dual credit course in a new partner high school; etc.)
D. Criteria for "good practice:"

1. HCC resources (budget, faculty, etc.) should follow students.
2. Resources saved or generated by good practice should be returned to the College.
3. A course should have 75% of the minimum needed by the "cut date" for staffing the class - typically the Wednesday before the Monday of class start, but no later than Thursday (or 4-5 registration days prior to start of class).
4. Full-time faculty should be staffed first and utilized to teach the most students possible whenever possible; marginal and smaller classes in general should be staffed with part-time faculty with colleges ensuring at least a "break even" (8 students) in terms of tuition revenue covering the adjunct faculty salary.
5. Any exceptions to the criteria should be documented by the President/Dean/Chair in terms of physical constraints, equipment limitations, safety issues, faculty expertise, special student populations, and/or accreditation requirements.
6. Linked courses should collectively meet criteria (i.e., if two small enrollment ARTS courses are "linked" - taught in one section by an instruction - the collective enrollment should fall within the minimum/cap range).

E. Evaluation/Accountability:

1. A base line of data will be established in terms of the classes that were made/staffed during the 2006-2007 academic year (fall and spring semesters) by subject and number (e.g., HIST 1301) and by location.
2. Another base line will be established for all career and technology (CTE) programs and academic disciplines in terms of contact hour production by location.
3. Each college will be expected to make 80 percent of the classes scheduled.
4. Following the Official Day of Census (12th class day in long semester), a list of classes not meeting guidelines will be generated for all Colleges. The Colleges will be asked to justify the exceptions and to provide plans for future improvements.

F. Special Requirements for Summer courses

For summer sessions, the minimum class size should be 20 students. Presidents are authorized to make exceptions on a limited basis to accommodate classes needed by students for graduation.
Guidelines related to Faculty Responsibilities with Rosters and Grade Turn In

E.5.1.11 Guidelines Related to Faculty Responsibilities Concerning Class Rosters/Grades

Purpose:

The timely submission of grades and rosters by faculty is extremely important to HCC in that failure to timely submit grades and rosters result in the delay of students' financial aid, loss of revenue by the institution for disbursing financial aid to students. Additionally, the extra expense to the college for personnel to “work around” late information has severe financial consequences for the College. These guidelines provide instruction to the faculty members as well as those in academic and administrative roles.

General Information:

1. Admission and Records (Student Services), under the direction of the Vice Chancellor of Student Services, will establish an Intranet site within MyHCC with clear instructions/directions as to faculty responsibilities for the timely submission of class rosters and grades. The Vice Chancellor of Instruction or his or her designee will determine the date and times for timely submission of rosters and grades for all sessions.

2. The Instructional Support web site managed by the Vice Chancellor of Instruction will contain a link to the Admissions and Records page.

3. The HCC Administration, with the support of the Faculty Association and Senate, require that these guidelines and procedures be consistently applied for all faculty throughout the District.

Monitoring of Due Dates and Compliance

4. A district-wide list of all faculty members who do not timely submit rosters and grades information “on-time” as specified above will be published by district Admissions and Records and e-mailed to all College Presidents and Deans.

Controlling Procedures and Documents:

5. The current faculty contract is the primary document that controls and determines what the duties and responsibilities are for HCC contracted
faculty. Paragraphs 6, 7 and 12 are the relevant paragraphs which specify the discipline that may occur for noncompliant faculty.

6. HCC Procedure C. 21.2, Progressive Discipline, C. 21.3, Terminations and Non Renewals, and 21.4, Employee Evaluations are current HCC procedures that relate to the disciplinary action and evaluations that may result from non-compliant faculty.

7. For faculty who miss on-time submission for the first time, but submit the roster/grade information within one additional week, the following consequences may occur: a written warning that becomes a part of their employee personnel file in addition to receiving an unsatisfactory mark on a specified PEP goal or objective.

8. Any subsequent violations for a faculty’s non-submission of rosters or grades may result in further discipline up to and including termination or non-renewal pursuant to and in compliance with the faculty contract (if applicable) and HCC’s Policies and Procedures.

Adjunct Faculty:

9. Adjunct Faculty members are held to the same standard as contracted faculty with regard to the timely submission of rosters and grades. Adjunct Faculty who fail to timely-submit grades may be subject to “non-hire” for subsequent semester(s).

***This statement in no way creates a property right in any adjunct position at HCC.