

2020–2021
THIRD EDITION

FACULTY HANDBOOK

2020-2021 Third Edition Faculty Handbook

Summary of Changes

College Expectations of Faculty

Teaching Expectations (p.8)

- Added information about Remote Classes
- Added resource link to Program/Discipline Level Expectations for Remote Instruction Synchronous Activities

Required Trainings and Professional Development (p.9)

- Updated verbiage for New Faculty Orientation, Hybrid Course Development Training and Online Faculty Training

Faculty Work Life

Evaluation (p.13)

- Updated to reflect new verbiage in the 2020 NWCCU accreditation standards

Planning, Preparation, and Instruction

Syllabus (p.20)

- Updated to reflect changes to Grading Policy and Procedure (POL/PRO4070)

Grading and Supporting Student Success

Student Enrollment & Registration (p.25)

- Updated No Show Drop information to align with new Class List and Registration Policy and Procedure (POL/PRO4015)

FERPA/Confidentiality (p.28)

- Added additional FERPA information regarding remote instruction / Zoom
- Added new Faculty Hub resource links

Other General Updates

- Blackboard references updated to Canvas
- Updated various resource links to the new Faculty Hub website
- Additional Resources - updated contact information and resource links

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Chemeketa Community College prohibits unlawful discrimination based on race, color, religion, national origin, sex, marital status, disability, protected veteran status, age, gender, gender identity, sexual orientation, pregnancy, whistleblowing, or any other status protected by federal, state, or local law in any area, activity or operation of the College. The College also prohibits retaliation against an individual for engaging in activity protected under this policy, and interfering with rights or privileges granted under federal, state or local laws.

Under College policies, equal opportunity for employment, admission, and participation in the College’s programs, services, and activities will be extended to all persons, and the College will promote equal opportunity and treatment through application of its policies and other College efforts designed for that purpose.

Persons having questions or concerns about: Title IX, which includes gender-based discrimination, sexual harassment, sexual violence, interpersonal violence, and stalking, contact the Title IX coordinator at 503.584.7323, 4000 Lancaster Dr. NE, Salem, OR 97305, or <http://go.chemeketa.edu/titleix>. Individuals may also contact the U.S. Department of Education, Office for Civil Rights (OCR), 810 3rd Avenue #750, Seattle, WA 98104, 206.607.1600.

Equal Employment Opportunity or Affirmative Action should contact the Affirmative Action Officer at 503.399.2537, 4000 Lancaster Dr NE, Salem OR 97305

To request this publication in an alternative format, please call 503.399.5192.

Welcome Letter

Welcome to Chemeketa Community College! As a faculty member, you play a valuable role in achieving the College mission, vision, and values. You bring with you insights, perspectives, and instructional strategies that will positively impact students and your colleagues.

The Chemeketa Community College commitment to teaching and learning is more than rhetoric. It is the cornerstone of the College's main goal of student success. The success of students is dependent upon your conscientious efforts to teach effectively and to be responsive to their needs.

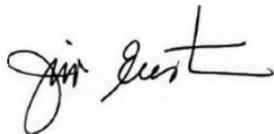
This faculty handbook is your guide to teaching and learning at Chemeketa:

- It defines guiding principles and expectations regarding teaching at Chemeketa
- It is a resource to assist you in the teaching and learning process and fulfill your faculty responsibilities
- It contains the policies, procedures, guidelines and references relevant to your teaching and faculty responsibilities

Every effort has been made to ensure that the information that follows is accurate and complete. However, this handbook should be recognized as only one component of understanding your role. Additional information is available on My Chemeketa, Employee Dashboard and the faculty resource center website. You are also encouraged to seek additional information directly from your program administrator, program chair, and other faculty and staff colleagues.

As a partner in our district-wide campus learning organization, I extend my heartfelt thanks to you for accepting the responsibility of teaching at Chemeketa! I wish you challenging and productive teaching days that honor our college values that affirm we care, collaborate, innovate, and celebrate diversity.

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Eustrom". The signature is fluid and cursive, with a large initial "J" and a long, sweeping tail.

Jim Eustrom
Vice President-Instruction and Student Services
Campus President–Yamhill Valley

Chemeketa Teaching and Learning Community

As an employee of Chemeketa Community College, you are a representative of the College and the community we serve. Chemeketa has deep roots in the community, and it is the responsibility of every employee to maintain that connection and tradition. As a faculty member, you have an important role in modeling the meaning of Chemeketa as a “place of peace” by supporting an inclusive learning environment where respectful dialog is part of the learning experience.

Chemeketa Background

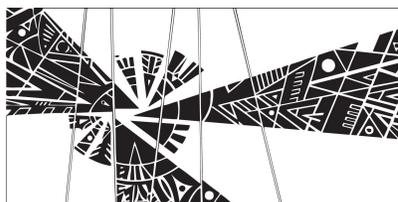
The roots of Chemeketa Community College go back to 1955 when the local school district established Salem Technical Vocational School. In September of 1969, the community college district was formed. Accreditation was granted by the Northwest Commission on Colleges and Universities in 1972.

Chemeketa’s district covers more than 2,600 square miles in Oregon’s Mid-Willamette Valley, including Marion, Polk, most of Yamhill, and a part of Linn counties. The largest campus is located in Salem. Other locations are in downtown and West Salem, Brooks, Dallas (Polk Center), McMinnville (Yamhill Valley Campus) and Woodburn; classes and programs are also held in about 25 other communities and through its extensive online education offerings. In addition, the College operates the Chemeketa Center for Business and Industry in Salem.

The Meaning of “Chemeketa”

The name Chemeketa is a Kalapuya word meaning “place of peace.” Long before settlers came to this area, Willamette Valley Native Americans would gather at a place they called Chemeketa, today known as Salem. There they conducted their councils, renewed friendships, shared old ideas, and cultivated new ones. It is hoped that those who come to Chemeketa today will do the same.

The meaning of Chemeketa is illustrated on the sculptured wall panels which appear on Building 3 on the Salem campus. Designed by graphic artist Arvid Orbeck, the panels symbolize the territorial divisions of the tribes and the movement of the tribes toward the established meeting place.



As the tribes move through the territorial divisions, the carved designs become less linear. Softer curves start to enter into the forms, showing more peaceful attitudes. The final points of the arrow shapes become completely calm upon reaching the center, where the individual chiefs, each indicated with his own form of dress, decoration, and behavior, sit down in a formal circle for peaceful work.

Vision, Mission, Values and Core Themes

Vision

Chemeketa will be a catalyst for individuals, businesses, and communities to excel in diverse and changing environments.

Mission

Chemeketa provides opportunities for students to explore, learn, and succeed through quality educational experiences and workforce training.

Values

- **Collaboration** We collaborate to ensure purposeful, effective programs and services that support all students. We welcome diverse perspectives and encourage the free exchange of ideas.
- **Diversity** We are a college community enriched by the diversity of our students, staff, and community members. Each individual and group has the potential to contribute in our learning environment. Each has dignity. To diminish the dignity of one is to diminish the dignity of us all.

- **Equity** We promote a just and inclusive environment in which all individuals receive equitable support to reach their full potential. We do this through fair treatment, access, opportunity, and advancement for all, aiming to identify and eliminate barriers that have prevented the full participation of some groups.
- **Innovation** We innovate through reflection, analysis, and creativity. We design quality instruction, programs, and services to prepare students to meet the changing needs of our communities in a global society.
- **Stewardship** We act with personal and institutional accountability for the responsible use of environmental, financial, and human resources to meet the needs of current students without compromising the needs of future generations of students.

Core Themes

- **Academic Quality** – Quality programs, instruction, and support services are provided to students.
- **Access** – A broad range of educational opportunities and workforce training is provided to students in pursuit of their goals.
- **Community Collaborations** – Instruction, training, and workforce development are provided through collaboration with education partners, businesses, and community groups.
- **Student Success** – Students progress and complete their educational goals.

Teaching and Learning Values and Responsibilities

Teaching & Learning Values

We will promote Chemeketa’s Teaching and Learning Values in college programs, courses, services, and activities. These values are a shared responsibility at the college. They are important considerations in decision and policy-making arenas. The values are listed below, accompanied by examples of specific actions that put these values into practice. We are a college that . . .

Creates a learning climate of mutual respect and fairness.

- Works collaboratively to establish group norms of interaction.
- Involves participants in decision-making.
- Models active listening and respectful understanding of multiple points of view.
- Evaluates participant performance consistently, according to stated expectations.
- Incorporates inclusive design and provides accessibility accommodations as required.

Encourages creative and critical thinking.

- Models a variety of thinking strategies.
- Employs a range of questioning strategies to enhance thinking skills.
- Asks participants to articulate their thought processes.
- Analyzes assumptions and evaluates evidence.
- Demonstrates the creative use of technology to communicate in multiple modalities.

Engages participants in an active learning process.

- Manages risk within the learning process, allowing for trial and error.
- Manages attention within the learning process, relying on a range of high engagement strategies.
- Incorporates appropriate technology to enhance learning.
- Offers opportunities for participants’ to direct their own learning.
- Offers opportunities for participants’ to self-reflect.

Facilitates learning that applies to and enriches lives.

- Guides participants to connect knowledge and skills to career and life goals.
- Uses materials that incorporate student life experiences.
- Illustrates theory through concrete, real-life examples and case studies.
- Provides learning experiences situated within the community.
- Connects with partners in the workplace and in the community.

Encourages student responsibility for learning.

- Establishes high, but achievable expectations.
- Communicates expectations clearly and verifies understanding.
- Holds students accountable to stated measures and expectations.

- Gives frequent, timely feedback.
- Models responsible behavior.

Promotes learning as a lifelong process.

- Shares personal learning experiences.
- Expresses enthusiasm for learning.
- Highlights the personal and collective benefits of learning.
- Provides avenues for future learning.
- Pursues regular professional development.

Teaching and Learning Responsibilities

Chemeketa faculty members serve as academic leaders who support the College core themes of academic quality, access, community collaboration and student success.

Academic leadership is defined as follows:

- Program representative, advocate, communicator, community/academic liaison
- Expert in subject area including knowledge of current research, and best practices
- Active participant in program review, development, maintenance and assessment
- Contributor to the hiring and professional development of full-time and part-time peers
- Collaborator with academic and administrative colleagues regarding college wide issues

Academic leadership is modeled by demonstrating engagement and competency in the following areas:

- Student Support & Interaction
- General Instructional Responsibilities
- Instructional Design & Delivery
- Subject Matter/Discipline Expertise
- College & Department Responsibilities

College Expectations of Faculty

As an employee at Chemeketa, you are expected to:

- Embrace diversity and actively collaborate with a variety of students, staff and the public from diverse cultural, social, economic and educational backgrounds
- Participate in recruitment and retention of students at an individual and institutional level in promotion of student success
- Embrace, understand and use appropriate technology tools to accomplish job functions
- Provide high quality, effective service to internal and external customers through continuous improvement and adoption of lean office practices
- Keep your contact information current in Human Resources
- Complete all required trainings as needed

As a faculty member at Chemeketa, you are expected to review, understand and adhere to:

- College policies, procedures and guidelines
- The Chemeketa Faculty Association Collective Bargaining Agreement (CBA)
- The Faculty Handbook
- Student Rights and Responsibilities

Teaching Expectations

In addition to duties and responsibilities contained in individual job descriptions, when performing teaching responsibilities, faculty are expected to:

All classes

- Follow college and department policies, procedures and guidelines in regard to maintaining class lists and rosters
- Follow approved course outline and course contact hour requirements
- Develop and maintain effective course materials and activities relevant to course outcomes
- Provide a current course syllabus to students including grading criteria and directions on how to contact the instructor
- Submit a copy of the current course syllabus to the program's administrator
- Post and maintain office hours, if required (full-time and adjunct faculty)
- Create a learning environment that is safe, respectful and inclusive
- Monitor student progress in the class and give feedback throughout the term
- Provide regular and timely feedback on assignments and exams for students to track their progress
- Post grades for all graded assignments, as well as final grades, in the digital gradebook on a regular basis in order for a student to have easy access to current progress
- Make students aware of instructional support services when appropriate
- Collect student feedback for course evaluations (adjunct and part-time faculty)
- Collect student feedback, as applicable
- Submit final grades prior to established deadlines
- Retain final grade records for three years

Face-to-face classes

Face-to-face classes are offered in person at one of the Chemeketa campuses or centers. All required course contact hours must be provided in person; however, instruction may be supplemented with web-based tools as applicable.

In addition to the general responsibilities for all classes, when teaching classes **face-to-face**, faculty are expected to:

- Begin and end classes on time
- Notify supervisors in advance when not able to meet with the class
- Inform both supervisor and students as to the attendance method (web-required, web-optional)
- Notify students of class policy concerning the use of personal electronic devices in the classroom
- Notify students and department office when meeting at an alternate location

Online classes

Online classes are offered completely from a distance and use the College's Canvas learning management system, also known as eLearn.

In addition to the general responsibilities for all classes, when teaching classes **online**, faculty are expected to:

- Develop and maintain instructional content and activities tailored to the online learning environment
- Design and facilitate the course so that the online instruction provides a level of rigor and presence equivalent to a face-to-face course

There are specific expectations for regular and substantial interaction (RSI) in online learning that have been defined by the U.S. Department of Education. When teaching online classes, faculty are expected to have regular and substantial interaction with students that contain the following four elements:

1. Interaction initiated by the instructor
2. Initiation of interaction must be regular and frequent
3. Interaction must be meaningful or of an academic nature
4. Interaction must be initiated by an instructor who meets accrediting body standards

Hybrid classes

Hybrid classes blend classroom activities with online activities. Time online formally replaces seat time in the classroom. For example, a four-credit hybrid course might meet for 2 hours each week in the classroom and then have two hours of mandatory online activities in addition to homework time required for the course. Due to the varied formats in which hybrid classes take place, faculty are expected to determine which activities to place online based on best practices for both face-to-face and online teaching as appropriate.

In addition to the general responsibilities for all classes, when teaching **hybrid** classes, faculty are expected to:

- Notify students which class time is replaced with online instruction
- Develop and maintain instructional content and activities tailored to the hybrid learning environment
- Ensure that the combination of classroom and online instruction provides a level of rigor and presence equivalent to a face-to-face course

Remote classes

Remote classes are courses that would normally be offered face to face, but have been moved to virtual delivery; it is a blended delivery of online activity mixed with remote classroom meetings. Synchronous instruction will be offered, or required. Any required synchronous/real-time instruction will be offered during the scheduled course meeting time. Internet access is required. Proctored exams may still be required. Expectations for synchronous activities are developed at the program level, in consultation with the program dean. These expectations will apply to all courses within that program/discipline *district-wide*.

RESOURCES

- Remote Learning Guides & Tutorials: <https://facultyhub.chemeketa.edu/remote-learning/>
- Program/Discipline Level Expectations for Remote Instruction Synchronous Activities - Fall 2020: https://docs.google.com/spreadsheets/d/1T_L7ihNiqq7H-Yy2Tt9pwxIHcV6A78tucGSlq_namxA/edit?usp=sharing

Required Trainings and Professional Development

Faculty new to Chemeketa or those planning to teach in a new instructional modality may be required to complete trainings to prepare for the instructional expectations. All faculty are also required to complete the annual mandatory employee trainings for Title IX in Higher Education, Campus Security Obligations Under Federal Law, Family Educational Rights and Privacy Act (FERPA), and Integrated Pest Management (IPM).

New Faculty Orientation

New full-time faculty members are required to complete the New Employee Orientation (NEO) and the new faculty orientation. Typically, both NEO and new faculty orientation occur during the week prior to fall Inservice. The orientation follows NEO and includes one day of in-person training supported by online informational resources and one day of in-person Difference Power & Responsibility (DPR) training.

New part-time faculty members are required to complete the new faculty orientation prior to or during the first week of their first term teaching. The orientation is a combination of online informational resources, in-person training and networking opportunities.

RESOURCES

- Faculty orientation website: <https://sites.google.com/chemeketa.edu/new-faculty-orientation/>

Hybrid Course Development Training

Hybrid instructors are required to complete the **Hybrid Course Development Training** prior to the first term of teaching a hybrid course.

Online Faculty Training

Online faculty members are required to complete the **eLearn Institute** prior to the first term of teaching a course online. They must complete the Quality Matters training “Improving Your Online Course (IYOC)” within the first year of teaching online and are required to complete a Quality Online Instruction (QOI) review. The timeline for completing the QOI review will be based on faculty, program and department availability.

Difference Power and Responsibility (DPR) Training

Newly hired full-time faculty and current full-time or part-time faculty teaching a DPR designated course, planning to teach a DPR course, or developing a DPR course are required to participate in a DPR professional development seminar.

RESOURCES

- Faculty Training: <https://facultyhub.chemeketa.edu/faculty/training/>
- Difference, Power and Responsibility Training: <https://www.chemeketa.edu/about/mission-vision-values/diversity/diversity-trainings/>

Teaching and Learning Responsibilities

The role of faculty is crucial to the College’s main goal: student success. The teaching and learning responsibilities listed below are incorporated into the faculty evaluation process. Faculty responsibilities include, but are not limited to, the following:

Student Support and Interaction

- Communicate effectively with students both in and out of the classroom
- Monitor student understanding and involvement
- Demonstrate knowledge of student support resources
- Respond to student questions about the subject matter and course with appropriate depth
- Provide feedback to students regarding their progress throughout the term
- Create a safe, inclusive learning and service environment
- Demonstrate enjoyment of teaching and student interaction
- Refer students to resources on campus to support learning
- Encourage a respectful learning environment that values diversity
- Follow policy and procedures related to enrollment in a course
- Ensure a quality education or service experience for students

General Instructional Responsibilities

- Plan effective course materials and activities relevant to learning outcomes
- Follow approved course outlines
- Provide students with a clear, well-defined syllabus that includes a consistently applied grading criteria
- Follow all college policies and procedures
- Fulfill teaching responsibilities as per job description and department expectations
- Follow departmental guidelines and requirements
- Maintain office hours
 - Full-time faculty and 45 ILC adjunct faculty - five (5) office hours per week in their designated office
 - 28 ILC adjunct faculty - one (1) office hour per week
 - Hours will be prorated for faculty with less than full-time work
- Ensure grades/course management/record keeping are maintained and stored
- Document evidence of student learning outcomes
- Meet with classes on time and for the fully scheduled timeframe
- Evaluate student progress and schedule final exams or alternate faculty-led course activity during finals week
- Provide timely feedback to students on their grades/progress
- Maintain and update instructional materials

- Consult with academic support areas (e.g., library, tutoring, student services, etc.)
- Manage resources effectively (e.g., library and collection resources, lab equipment, etc.)
- Refer students to instructional support services

Instructional Design and Delivery

- Present relevant materials in an effective manner leading to learning outcomes
- Engage students in activities that lead to learning outcomes
- Use appropriate technology and tools to accomplish job functions
- Assess learning and give feedback
- Emphasize conceptual understanding
- Present materials in a clear and easily understood manner
- Prepare for lessons
- Design activities that allow students to apply concepts to demonstrate understanding
- Encourage student questions relevant to the course materials
- Use instructional technology appropriate to content and course objectives
- Apply adult learning strategies that fit the context of content and learner
- Engage students in the learning process
- Create safe classroom environments conducive to learning
- Provide experiences, information, speakers and resources that enrich the learning experience
- Encourage critical and creative thinking
- Provide timely, relevant feedback on assignments and exams
- Select appropriate instructional materials
- Use the text and/or instructional materials to support learning
- Demonstrate stewardship of instructional resources
- Provide a quality educational and service experience for students to ensure student success

Discipline/Subject Matter Expertise

- Ensure students receive instruction, information and experiences representative of best practices within the discipline
- Ensure syllabus is aligned with the course outline
- Regularly update course syllabus, course information, instructional materials and activities
- Employ best practices based on discipline standards
- Utilize relevant, current course tools and materials
- Solicit peer feedback and input within the discipline
- Engage in professional development to stay current in the discipline
- Meet clinical, CWE or lab requirements (as applicable)
- Demonstrate content expertise and model professional expectations of the discipline

College & Departmental Responsibilities when applicable for full-time faculty

The faculty role extends beyond classroom teaching and provides essential contributions to the wider college community. Participation may vary based upon program, but includes a combination of:

- Committee work
- Program review
- Special projects
- Scholarly activity/research
- Student success initiative participation
- Peer mentoring
- Community partnership/service activities
- Departmental participation
- Academic advising
- Assistance with professional development of other faculty
- Advisory committees
- Department activities/initiatives
- Community/business and industry achievements, contributions and participation
- Provide assistance/expertise to instructional service areas
- Work in an instructional service area such as tutoring, library resources
- Professional development

Faculty Work Life

Preparing for Your Work

This handbook is designed to guide new and experienced faculty members in preparing for their work - each year, each term, and each day. The handbook outlines expectations, college norms, and provides guidance toward a proactive approach to teaching and interacting with students and the broader college community. The handbook is designed to supplement your work with your program, dean, and colleagues.

Work Week

The normal work week for full-time faculty shall be thirty-five (35) hours per week on campus or at your designated workstation. (Faculty CBA, Article 24.D.1.a). The Faculty Calendar provides the required days and expected work weeks in an academic year.

Faculty presence and engagement drives both student success and the College's success as an academic institution. Interactions on campus promote faculty professional development, connections with peers and informal interactions with students. The college acknowledges the need for flexibility and allows for faculty and dean discretion in collaboratively determining the faculty work week. Although there are a variety of iterations of the 35-hour work week and work station, the guiding principle should be ensuring that student and college priorities are being met.

The College prioritizes the value of faculty presence on campus as a critical component of fulfilling our mission of serving students. As we embark on a variety of initiatives, and address a variety of challenges, we ask that each faculty member consider and recognize that their presence is an essential component of our success. Through spontaneous engagement with students, colleagues and administration, faculty provide academic leadership that drives our curriculum, encourages retention and builds enrollment. Faculty should also consider within their programs and disciplines how to connect, thrive, and share opportunities and responsibilities. Faculty bring creativity, innovation and critical thinking when they actively collaborate as part of the campus community, which is necessary to remain vibrant and responsive as an academic institution.

Office Hours

Instructors must be available to students during office hours except when ill or when unavailable due to approved college related business. Office hours are intended for instructor-student interaction and include activities such as advising and responding to questions related to class expectations, course content, assignments, transfer options, internship opportunities, class schedules, campus events, etc.

- Instructional full-time faculty are expected to post a minimum of five (5) office hours per week and inform students in their classes of these hours. (Faculty CBA, Article 24.D.1.a). This information should be included on the class syllabus and class learning management system site.
- 45 ILC adjunct faculty will be assigned five (5) office hours per week and will be compensated for these office hours (Faculty CBA, Article 1.D.2.a).
- 28 ILC adjunct faculty will be assigned one (1) office hour per week and will be compensated for these office hours (Faculty CBA, Article 1.D.1.b).

Final Exam Week

All faculty are expected to treat final exam week as a work week and fulfill required course contact hours with students.

- Full-time faculty are expected to be at their campus, center or site and available to students for the week of final exams. This time can be used for activities such as completing grades, advising, student consultations, assessment and classroom preparation for next term.
- Adjunct and part-time faculty members shall meet with students in a manner consistent with the program in which the class is taught (Faculty CBA, Article 22.C.2).

Academic Calendars

There are three calendars faculty members shall utilize throughout the academic year:

1. **Academic Year Calendar** - This official, public calendar is adopted by the Board of Education each year and includes the following:
 - Closure days
 - Inservice
 - Holidays
 - Beginning of term
 - End of term
 - Final exam week
 - Grade input period
 - Graduation dates

2. **Internal Academic Calendar** - This internal, operational calendar is developed by Enrollment Services and includes the following:
 - Last day for student actions
 - Drop class with refund
 - Withdraw from classes without responsibility for grade
 - Student registration dates
 - Graduation application dates

3. **Faculty Calendar** - Faculty may be asked to submit this calendar to their dean or designee each academic year. This calendar includes the following information:
 - Contract days
 - Work/Instructional days
 - Inservice days
 - Program project days
 - Holidays

RESOURCES

- Academic Year and Faculty Duty Day Calendars: <https://dashboard.chemeketa.edu/resources/calendars>
- Internal Academic Calendar: <https://dashboard.chemeketa.edu/services/enrollment/>
- Academic Calendar Policy and Procedure 4020: <https://www.chemeketa.edu/faculty-staff/policies-procedures-guidelines/educational>
- Faculty CBA, Article 22 - Calendar

Evaluation

The college will evaluate faculty in accordance with the Chemeketa Faculty Association Collective Bargaining Agreement (Faculty CBA, Article 10) and accreditation standards established by the Northwest Commission on Colleges and Universities (NWCCU).

The primary purpose of evaluation is to improve instruction and to support faculty in ongoing professional development. The evaluation process helps identify strengths and areas for improvement in faculty performance and provides a means of identifying and acknowledging professional growth and service.

According to the new 2020 accreditation standard, "Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement." (NWCCU Accreditation Standard 2.F.4).

The evaluation is a collaborative process where the faculty member and supervisor will agree upon appropriate evidence and methods to assess a standard set of evaluation points (and others as determined by participants) that represent the roles and responsibilities of the faculty member as outlined in the faculty handbook, job description and college policies.

Contact your supervisor with questions about the evaluation process, cycle, timeline and appropriate documentation.

RESOURCES

- HR Dashboard site: <https://dashboard.chemeketa.edu/services/hr/evaluation/default.aspx>
- NWCCU 2020 Standards: <https://www.nwccu.org/accreditation/standards-policies/standards/>
- Faculty CBA, Article 10 - Faculty Member Evaluation

Absences

Faculty are responsible for reporting their absences to the dean's office (Faculty CBA, Article 13.D). The dean will provide the expected method for this report. If the absence includes the faculty member missing a scheduled class, this should be reported prior to the scheduled class time. Students will then be notified and a notice will be posted at the classroom. The faculty member may also email specific instructions for the missed class period to students. If students will be required to complete assignments or other activities in the faculty member's absence, this should be included on the course syllabus. If the faculty member will miss office hours, they should also notify the faculty secretary.

All absences should be recorded on the Absence Reporting Form and submitted to the dean's office prior to the 15th of each month.

RESOURCES

- Electronic Absence & Time Reporting:
<https://sites.google.com/chemeketa.edu/employeehub/payroll-electronic-time-reporting>
- Faculty CBA, Article 13 - Sick Leave
- Faculty CBA, Article 14 - Leaves of Absence - Full-time Faculty

Communication

All faculty are provided a college email address. All communication from the College will be sent to the official college email address. Faculty are responsible for regularly checking their Chemeketa email and responding in a timely manner. Faculty must use Chemeketa systems whenever communicating with students or college employees. Faculty should not use any personal or other email addresses to communicate college-related business.

Professional Development

The college supports and encourages faculty to pursue instructional excellence by using effective instructional methods that promote excitement and engagement in teaching and learning. Faculty are expected to regularly participate in professional development exercises to stay current in their discipline and meet the needs of the continuously changing student population.

This can occur through a number of different avenues, including:

- College Kick-off/ Inservice
- College sponsored events and workshops
- Community based opportunities
- Outreach connections and partnerships
- Professional publications and journals
- Professional organizations and associations
- Internal peer review activities
- Conferences and events
- Innovation projects
- Sabbatical leave

Faculty are expected to work with their dean or designee to develop a plan for professional development and access funding resources. All expenditures must be approved in advance and follow college guidelines.

RESOURCES

- Professional Development funding opportunities:
<https://dashboard.chemeketa.edu/programs/committeesgroups/issmenu/paf/default.aspx>
- Faculty CBA, Article 16 - Professional Development and Educational Improvement

Annual Cycle of Academic Activities

Program Planning

Strategic planning ensures that we as an institution provide the appropriate opportunities and support our students need to achieve their academic and career goals. This type of thoughtful evaluation takes place regularly within a number of different spheres across the college, to include the program level as well. Each academic program and service area annually develops a program plan. The plan is used to analyze data, plan for improvements, and report on progress towards goals.

Annually, curricular areas and departments compile an outline of specific steps they will take during the upcoming year to improve the experience of the students they serve. Program Planning may involve work items such as assessment review, hiring or material requests, textbook initiatives, improved outreach communication, increased community involvement, collaboration with our 4-year partners and connections with industry, or a variety of other productive developments. Faculty take an active role during this process, with Program Chairs and Deans serving as engaged facilitators.

Program plans are due to supervisors by October 31 each year.

Curriculum Development Funding

It is essential that our curricular offerings reflect current trends and standards within our respective academic disciplines. Understanding that the creation of new courses, certificates and degrees requires significant time and planning, funding is available for faculty to engage in this important work. Conversations surrounding the generation of original curriculum involve both faculty and administrators in each department, with input from other areas of the college as needed. Faculty are creative in how they build their material, and review their developed content on a regular basis to make effective edits and revisions.

Fall cycle funding applications are accepted in October each year. Work on approved requests occurs in winter and spring terms. Spring cycle funding applications are accepted in March each year. Work on approved requests occurs in summer and fall terms.

Sabbaticals

The college values the importance of the professional development of its academic staff. Sabbatical allows full-time faculty to pursue a number of different avenues that will directly benefit themselves, their students, and our college community as a whole. Full-time faculty are eligible to apply for sabbatical after seven years of service. Faculty are paid a reduced-rate salary during this time, and may elect to use one term, two terms, or an entire academic year to explore their chosen growth opportunity. When faculty are preparing for sabbatical, a detailed proposal is constructed and taken to the Sabbatical Review Committee for approval. Upon returning from sabbatical, faculty share the outcomes of their experience with their colleagues and peers.

Academic Year Applications are due to supervisors by the third working day of January each year.

One-term Spring Application are due to supervisors October 1 each year

Evaluations

The evaluation process occurs over a 4-year cycle; annual activities vary by department. Refer to the evaluation section in this handbook for additional information.

RESOURCES

- Program Planning: <https://dashboard.chemeketa.edu/institutional/planning/unit/default.aspx>
- Curriculum Development Funding: <https://dashboard.chemeketa.edu/programs/committeesgroups/issmenu/currdevelopment/default.aspx>
- Sabbatical Information: <https://dashboard.chemeketa.edu/programs/committeesgroups/issmenu/paf/default.aspx>
- Faculty CBA, Article 15 - Sabbatical Leave - Full-time Faculty
- Evaluation Information: <https://dashboard.chemeketa.edu/services/hr/evaluation/default.aspx>
- Faculty CBA, Article 10 - Faculty Member Evaluation

Committees, Councils, Groups and Activities

Much of the work of the College is done via committees, councils, groups and activities. Faculty members provide a critical perspective through their participation.

Committees and Councils

Full-time faculty are expected to serve regularly on college committees. This provides an opportunity to collaborate, contribute, network and gain a broader understanding of the College. There are numerous committees and councils that include specific requirements for faculty representation and multiple ad hoc committees on which the faculty member may serve. Many committees and councils have an application period each spring. Academic deans make recommendations for faculty representation on committees and councils.

Other opportunities for engagement or leadership may include program-level projects, search committees and task forces.

Faculty Senate

The Faculty Senate serves the Chemeketa community by:

1. Providing a mechanism for faculty to analyze and discuss academic issues and policies
2. Participating in the development, implementation and evaluation of the educational programs of the College
3. Making recommendations to the College administration and the Board of Education on academic policies and educational standards
4. Promoting collaboration, innovation and excellence in the academic affairs of the College

The Faculty Senate liaises with the Chemeketa Faculty Association (CFA), the Academic Standards Advisory Council (ASAC), the Student Success and Completion Advisory Council (SSCAC), the Diversity Advisory Council (DAC), and the Curriculum Committee.

Faculty senators are elected by their colleagues in the instructional division of the College which they represent (Career & Technical Education (CTE), General Education & Transfer Studies (GETS), Regional Education & Academic Development (READ) and Student Development & Learning Resources (SDLR)). Each senator serves for a 3 year term and service is voluntary.

The Faculty Senate generally meets once per term, and meetings are open to all.

Involvement in Student Clubs

Chemeketa offers many student clubs and organizations for special interests, career fields, cultural diversity, recreation, sports, community service, social events and more. Student clubs provide faculty an opportunity to engage with students outside the classroom by providing guidance as a club advisor or participating as faculty support in club sponsored events such as brown bag lunches, Pizza and Politics, trips, fairs and more.

RESOURCES

- College committees and councils: <https://dashboard.chemeketa.edu/programs/committeesgroups>
- Faculty Senate: <https://sites.google.com/site/cccfacultysenate/>
- Chemeketa student clubs: <https://www.chemeketa.edu/students/get-involved/clubs-organizations/>

Curriculum and Courses

Curriculum Development

Faculty are responsible for the curriculum in their program area. This may include proposing new courses, updating and revising course outlines, eliminating courses, and developing and maintaining a certificate, degree, or pathway. Curriculum development is a collaborative process among faculty within the program, the program dean and other programs that may be affected by curricular changes, additions or revisions.

Faculty must work with their program dean or designee to ensure that curriculum development aligns with department and college priorities and reflects community/industry needs, available funding, enrollment trends and state/federal mandates. CTE program curriculum must be approved by Advisory Committees.

RESOURCES

- Curriculum Resource Center: <https://dashboard.chemeketa.edu/resources/curriculum/default.aspx>
- Curriculum Documents: <https://dashboard.chemeketa.edu/resources/curriculum/default.aspx>
- Advisory Committees: <https://dashboard.chemeketa.edu/programs/advisory/default.aspx>

Course Outlines

Each course taught at the College must have an approved course outline. Course outlines are not only used internally but are used externally by colleges and universities in transfer decisions, in determining the College's accreditation status, and for state and federal credentialing and requirements. Course outlines need to be reviewed and updated every three (3) years.

The course outline reflects the approved content and expectations for the course. Unlike the syllabus, the outline does not change based on who is teaching, the modality or offering, or the location of the class. The outline lists course description, prerequisites, Performance-Based Learner Outcomes, course content, and assessment methods for the course. If a course has a Difference, Power, and Responsibility (DPR) designation, this will be reflected within the course outline. If there is a required assessment for the course, this will also be listed. Changes to the course outline are proposed by faculty, approved by the program dean and, depending on the proposed changes, may also need to be approved by the Curriculum Committee. CTE course outlines must also be approved by Advisory Committees.

RESOURCES

- Current Credit Course Outlines: <https://dashboard.chemeketa.edu/resources/curriculum/Credit%20Course%20Outlines/Forms/AllItems.aspx>
- Current Non-credit Course Outlines: <https://dashboard.chemeketa.edu/resources/curriculum/NonCredit%20Course%20Outlines/Forms/AllItems.aspx>
- Archived Course and Program Documents: <https://dashboard.chemeketa.edu/resources/curriculum/Extra%20/default.aspx>
- Curriculum Committee: <https://dashboard.chemeketa.edu/programs/committeesgroups/curriculum/default.aspx>

Outcomes and Assessment of Student Learning

Both general education and CTE faculty determine performance-based learner outcomes for their courses and programs that emphasize what students learn and are able to demonstrate as a result of instruction. In order to assess this learning, faculty also develop program agreed upon course and program assessments. Learning outcomes assessment is an important part of the College's overall continuous improvement effort and is a valuable component of the College meeting its accreditation obligations.

Every program and discipline is required to assess student course and program learning, report results on an annual basis, and document how the results are used for continuous improvement. This information is used by faculty to:

- Determine course content
- Develop instructional materials and activities
- Re-evaluate pedagogical methods
- Understand alignment of course or program outcomes with student learning
- Ensure student preparation for transfer and entry into industry
- Make program and curricular changes and improvements

Depending on the program, outcomes may be assessed at the culmination of a program, course, or series of courses. Talk with your program administrator or program chair for further information on performance-based learning outcomes and assessment. All CTE certificate or degree outcomes can be found in the College catalog under the program name. Program of Study (AAOT) outcomes (general education) are also in the catalog.

RESOURCES

- Chemeketa Program Learning Outcomes and Assessments:
<https://dashboard.chemeketa.edu/programs/tl/assessment/default.aspx>

Program Review

Academic and service areas at Chemeketa conduct program reviews every six years, with periodic updates. Faculty review and consider purpose, activities, demographics, results, external influences, and assessment approaches, and use this review to make recommendations and plans for the future. The process is intended to promote and support reflection, long-term planning, data-driven improvement, communication, and collaboration. Program review reports are sent to at least three external reviewers, and findings are presented to colleagues from across the College at the conclusion of the review.

RESOURCES

- Program reviews, process description, templates and supplementary materials:
<https://dashboard.chemeketa.edu/programs/tl/programreview/default.aspx>

Difference, Power and Responsibility (DPR)

The Difference, Power, and Responsibility (DPR) curricular initiative focuses on developing and maintaining courses across the curriculum that provide a framework, subject content, and inclusive learning environment in which students develop a critical consciousness of issues of difference and power in the United States and the broader global environment. General education courses with a DPR designation fulfill the cultural literacy requirement of the Associate of Arts Oregon Transfer (AAOT) degree.

DPR seminars provide an opportunity for faculty to share ideas, generate new teaching strategies, and engage in activities and experiences designed to support personal and professional development around the topics of inclusive classrooms, diverse learners, culturally responsive teaching strategies, open dialog, and equality/equity in the learning environment. During the seminar, faculty also have the opportunity to work on applying DPR content to their instructional material, teaching strategies, class activities/assignments or any other aspect of their courses.

All faculty are encouraged to participate in a DPR seminar.

- DPR is open to all full-time and part-time faculty.
- Newly hired full-time faculty, and current full-time or part-time faculty who are teaching a DPR-designated course, plan to teach a DPR course, or are developing a DPR course are required to participate in a DPR professional development seminar.
- Faculty who have not completed a DPR seminar in the last five years are encouraged to participate in a seminar as part of their ongoing professional development.

RESOURCES

- DPR course listing, procedures, guidelines and forms:
<https://dashboard.chemeketa.edu/resources/curriculum/guidelines/default.aspx>

Planning, Preparation and Instruction

Term Preparation Checklist

The following checklist is a tool to help faculty proactively prepare for their term of instruction. Some things may not apply to all classes, so tailor this list to your program and instructional practice.

All Classes

- Class list is accurate
- Correct textbooks/materials are available in the Bookstore for purchase
- Correct textbooks/materials are available in the Library for check-out
- Student accommodations have been reviewed and are understood
- Syllabus reflects current course description, outcomes, resources, etc
- Syllabus has been posted on eLearn and a copy sent to supervisor
- Office hours posted
- Gradebook is set up or updated in eLearn
- All posted web links/resources work correctly in eLearn
- Consideration has been given to the accessibility of all digital course documents and critical issues resolved
- Students contacted by email/eLearn to welcome them to the course
- Student transcripts reviewed to learn where your students come from
- Student roster reviewed to recognize new and familiar names
- All necessary college emails have been responded to

Face to Face Classes

- Class times/location are posted correctly on Chemeketa's public website
- Keys to classrooms operate correctly
- Adequate teaching materials are available in classrooms
- Adequate number of chairs are available in classrooms
- Classroom projector works correctly
- Classroom audio system works correctly
- Classroom computer has working internet access
- Classroom computer can open all required documents
- Needed class handouts for first day are printed

Hybrid, Online and Remote Classes

- Dates have been adjusted for assignments and conditional release of course materials
- Hyperlinks (links to external web pages) have been checked and updated
- External media (such as videos) have been checked and updated
- Discussions and announcements from previous term have been deleted
- Gradebook columns have been updated (or deleted) to match the syllabus
- Course identity (Course name, CRN, class meet times) is clearly defined
- Face to Face meet times for Hybrid classes are clearly defined
- Synchronous times for Remote classes are clearly defined
- Faculty introduction is included

Annual Course Schedule

An annual course schedule is developed during the prior academic year to allow for student and program planning. The scheduling of classes is the outcome of a collaborative process within the discipline/program between the faculty and administrators that keeps the needs of students as its primary focus. The schedule of classes is designed within a variety of parameters such as academic calendar, block schedule, credit hour contact requirements and lecture/lab requirements. Accelerated and late start courses may also be offered.

Class size and capacity are established by the College. Class enrollment caps vary by discipline and division to accommodate pedagogical, philosophical, and workload considerations. Some class sections may be lower in student capacity given physical classroom or equipment limitations (e.g. outreach campuses, lab offerings and required CTE devices).

Individual faculty requests for class scheduling are to be submitted to your program chair/program supervisor as part of the year-long scheduling process. The faculty member will have a specific assignment of classes which may be found in My Chemeketa.

RESOURCES

- Credit Hour Policy and Procedure 4075: <https://www.chemeketa.edu/faculty-staff/policies-procedures-guidelines/educational/>

Course Termination and Cancellation

At times, a course may need to be terminated or cancelled due to factors such as low enrollment, faculty availability, faculty workload, or classroom or lab availability. The dean or designee will make the decision to terminate a course and impacted students will be notified. When possible, the decision will be made early enough to provide students ample time to select alternate course options.

RESOURCES

- Criteria For Retention of Classes Policy and Procedure 4060: <https://www.chemeketa.edu/faculty-staff/policies-procedures-guidelines/educational/>
- Faculty CBA, Article 28 - Assignment of Overload and Non-Contract Term Classes, D.5

Syllabus

The course syllabus provides an opportunity for faculty to organize and structure the learning process and environment to best support the needs of students while maintaining the required performance-based learner outcomes, subject content and assessment processes. The instructor informs students of grading criteria and course expectations through the course syllabus and other materials distributed or available to the student.

The syllabus serves as an agreement between the faculty member and the student. It should clearly describe overall course information and organization, requirements, learning expectations, grading/assessment procedures, and class behavioral guidelines (including cell phone use). The syllabus must contain the required elements identified in the Course Syllabus Checklist. The syllabus should also include instructor contact information, applicable college resources, and any other relevant information to the course and student success. Faculty are encouraged to review the syllabus with their students during the first days of class and include activities in online courses that will engage the student in reading and understanding the syllabus.

Changes to criteria outlined on the syllabus, in particular those pertaining to grades, must be clearly communicated to students and cannot be applied retroactively to completed work or participation expectations.

Faculty are required to provide students and their dean or designee with an updated syllabus for each class they are teaching by the end of the first week of term. Faculty will also post a copy of their syllabus online via eLearn. Faculty members are responsible for ensuring that their syllabus reflects the current course description, prerequisites, outcomes and all college required elements.

RESOURCES

- Syllabus creation and templates: <https://facultyhub.chemeketa.edu/faculty/resources/syllabus/>

Textbooks

The college aspires to offer high quality learning materials that are accessible and affordable for students. Programs and disciplines manage the textbook selection process utilizing faculty input. Program-approved textbooks are listed on the Authorized Textbook List on dashboard and faculty are required to use the textbooks listed.

Courses with more than one textbook option will automatically utilize the default textbook unless the faculty has selected one of the alternate texts listed (via the Alternate Textbook Form). Faculty may seek program approval to add new

selections to the Authorized Textbook List, which must be approved by the program chair and dean prior to use.

Faculty may request review editions (desk copies) of textbooks or access to electronic learning materials for their course directly from the publishing company. Faculty should check with the program chair to determine if they should order copies of new editions or if these will be ordered by the program chair.

Faculty can place student editions of textbooks on reserve for temporary checkout at all Chemeketa library locations.

RESOURCES

- Authorized Textbook List, Alternate Textbook Form and textbook timelines: <https://dashboard.chemeketa.edu/services/bookstore/textbook>
- Bookstore website: <http://bookstore.chemeketa.edu/home.aspx>
- Affordable textbook information: <https://www.chemeketa.edu/students/student-services/student-resources/affordable-textbooks/>
- Textbook and Lending Library: <https://www.chemeketa.edu/students/student-services/student-resources/textbooks-and-supplies/>
- Library course reserves: <https://libraryguides.chemeketa.edu/c.php?g=758202>
- Faculty CBA, Article 26 - Instructional Authority, B. and C.

Copyright Materials

Each faculty member is personally responsible for following copyright law for all instructional content. Although this can be complex and even ambiguous, the College provides numerous resources to help faculty make a determination such as:

- Whether an item can be reproduced as a handout or posted in an online course
- How fair use and educational exception might apply
- How permission for use may be obtained

Faculty attention to copyright and academic integrity also supports an environment in which students properly cite and credit sources.

RESOURCES

- Copyright Manual: <https://dashboard.chemeketa.edu/resources/copyright/default.aspx>
- Use of Copyright Materials Policy and Procedure 4210: <https://www.chemeketa.edu/faculty-staff/policies-procedures-guidelines/educational/>
- Faculty CBA, Article 30 - Ownership of Instructional Materials

Copies

To support Chemeketa's value of sustainability, faculty should engage in thoughtful consideration of the provision of printed materials versus providing digital content. This decision should be driven by student learning needs and best practices.

Faculty will obtain a copy code from their supervisor or designee. Copy codes can be used for small print jobs such as handouts for a class session, committee meeting agendas, etc. Large print jobs (e.g. course syllabi) should be submitted to the Copy Center via the TRAC ordering system. Generally, expect to receive documents from the Copy Center within five (5) working days.

RESOURCES

- Copy Center and TRAC ordering system: <https://www.chemeketa.edu/faculty-staff/copy-center/>

Classroom Assignment

There are a variety of classroom types on campus. Faculty may want to consider the classroom attributes that best support their teaching style. There are standard attributes that faculty can select during the scheduling process. The current classroom attributes that can be entered into Banner include TCOM (teacher computer station), TBLC (tables & chairs), TAC (tablet arm chairs), COMP (computer lab), and ELMO (document camera). For Salem Campus, the only attributes needed

are TBLC, TAC and COMP as all classrooms now have a teacher computer station and document camera.

There are also more specific features such as movable furniture, maps for geography, computer labs, etc., that can be requested for specific courses. All requests should be conveyed to the program chair, coordinator or department technician during the annual scheduling input process.

Classroom assignments are made before the beginning of each term and are available via My Chemeketa. Faculty should check their assigned classroom location, check for key or card access, and may visit the classroom to test instructional equipment and ensure appropriate classroom setup and software.

Faculty who wish to schedule a classroom outside of scheduled course time may do so through the Scheduling Office. Classrooms and labs are primarily to be used for the purpose of learning. A classroom or lab may be utilized for other college business, although priority for classroom or lab space will be given to scheduled courses.

RESOURCES

- Scheduling Office: 503.399.5008, schedule@chemeketa.edu

Classroom Logistics

Media (Electronic Classroom Equipment)

Faculty may request specific media equipment to use in their classes. Faculty should submit requests through the Information Technology Help Center or contact Media Services. Allow 24 hours for equipment delivery. If any electronic classroom equipment needs to be repaired or maintained, please contact Media Services.

RESOURCES

- Media Services: 503.399.7899
- Information Technology Help Center: <https://chemeketa.atlassian.net/servicedesk/customer/portals>

Classroom Supplies

Many faculty find it helpful to visit their classroom before their scheduled class meeting to do a quick inventory of the available classroom supplies (chalk, dry board markers, erasers, etc.). Other faculty may choose to carry basic classroom supplies with them to ensure needed supplies are always available. If faculty need any classroom supplies or instructional material (scantrons, #2 pencils, etc.), they should contact their supervisor's office for information about the specific acquisition process used by the program.

Classroom Relocation

Faculty should check the assigned location for their courses prior to the beginning of the term. If the assigned classroom for your course does not meet student or faculty needs, please communicate concerns to the dean's office as soon as possible. Classroom relocation requests are typically held until the second week of the term, but the dean may determine that an earlier submission is warranted.

Classroom Etiquette

Classrooms, instructional labs and buildings are shared space used by multiple faculty and staff on campus. As such, it is important for the faculty member to be considerate of those who follow them using the classroom and those in the surrounding areas. The shift between users often takes place in a very short amount of time. Faculty should:

- Plan adequate time for smooth transition in and out of classrooms.
- Monitor volume. Be considerate that loud lecturing, videos or class activities may inadvertently disrupt surrounding classrooms and offices.
- Remove trash and instruct students to discard trash in hallway bins.
- Check for personal items or instructional materials left behind.
- Clean boards.
- Return furniture to its original configuration.
- Log off computers, turn off projectors and lights, and lock the door.
- Leave at the end time of class. The class schedule is designed to allow for a 10 minute period between classes. It should be assumed that the incoming instructor will use this time to set up and the instructor leaving the classroom has planned for all housekeeping and wrap-up activity to be completed.

Over the course of the term and year, faculty can help maintain an ideal classroom environment by ensuring that spaces are free of outdated or leftover materials, personal items, equipment, and/or furnishings that detract from the usefulness and appearance of the room.

Report damaged, lost or stolen equipment to the college's Public Safety Office at 503.399.5023 and your dean or designee. Maintenance needs should be referred to your dean, designee or program chair.

Classroom Safety

Faculty members play an important role in student safety, both in routine lab situations and emergencies. Safety must be stressed as an important part of professional preparation, and all students must receive safety instructions relevant to class activities. Faculty are responsible for ensuring students adhere to all safety standards in their classroom or lab (such as procedures and personal protective equipment). Program administrators and program chairs in each area are responsible for ensuring that the Capital Projects and Facilities Department has copies of any Safety Data Sheets (SDS) documentation and that all staff are made aware of hazardous materials in their areas and appropriate responses in case of exposure.

Classrooms have a phone and a placard outlining specific details for various emergency situations such as contacts, medical/first aid, evacuation and lockdown. This placard is attached near the door or instructor's station.

Active threat training is offered at New Employee Orientation (NEO) and refresher trainings are offered throughout the year. All faculty are encouraged to participate.

Faculty are encouraged to discuss emergency responses specific to their classroom with students and plan how they will react in these situations, including bringing cell phones to class with pre-programmed emergency numbers. The college has a variety of emergency response resources and trainings available.

While we cannot predict or control every emergency, faculty members may find themselves in a position to address their safety and the safety of their students. At the same time, the College recognizes that our students are adults and will ultimately make their own decisions about their well being.

RESOURCES

- Threat and disaster resources: <https://www.chemeketa.edu/programs-classes/training-certificates/threat-management/resources/>
- Sign up for Chemeketa emergency notifications: <https://www.chemeketa.edu/about/parking-public-safety/emergency-response/>
- Chemeketa emergency preparedness video: <https://www.youtube.com/watch?v=aEEVX3ZUhb0>
- Emergency Management Tips: https://dashboard.chemeketa.edu/services/riskmgnt/emergency/Emergency%20Procedures%20Salem/salem_emergencyprocedures.pdf

Classroom Visitors

The classroom learning environment can be impacted by the presence of visitors. Individuals not on the course roster may attend class at the discretion of the individual faculty member. While there may be times when a visitor is of benefit to the class, the faculty member should consider the subject matter of the course or lecture, the needs of all students, possible disruptions or distractions, and established group trust, all of which can be impacted by a visitor.

Instructors are not required to permit admittance of those beyond their official class list. If the faculty member has specific classroom expectations regarding visitors (e.g. children, parents, friends, etc.), it should be stated in the syllabus. College policy does not allow pets on campus.

Field Trips

Field trips provide a valuable opportunity for students to explore course content in the real world. However, field trips can be a complex undertaking. Field trips are considered college activities and subject to all college policies, procedures, and contractual agreements. As such, prior to being scheduled, field trips or other educational excursions should be discussed with and approved by the dean or designee.

Faculty have a responsibility to consider the impact field trips may have on students' schedules, transportation, child care, employment responsibilities and/or student accessibility concerns. Faculty should consider equivalent options or assignments if students are unable to participate in the field trip or if it takes place outside of the regularly scheduled class time. Students should be advised of field trip dates and times as early as possible, ideally on the course syllabus.

RESOURCES

- Educational Excursions and Use of College Vehicles Policy and Procedure 4230:
<https://www.chemeketa.edu/faculty-staff/policies-procedures-guidelines/educational/>
- Faculty CBA, Article 23 - Salary, B.9

Final Exams

Classes are expected to run the full assigned term to fulfill required course contact hours. All faculty are required to administer a final exam or activity during finals week. Face-to-face courses are required to meet on campus during their scheduled final exam time. Final work and exams for online and hybrid courses should be due during finals week. In some cases, a faculty member may choose not to hold an exam or to have a final project or essay submitted during the week prior to finals week. In those situations, the class meeting time or online module during finals week can be used for a variety of extended learning opportunities. These may include:

- Providing additional content that the faculty member is excited or passionate about
- Capstone
- Coordinated activity with another instructor
- Extending upon course learning (mock interviews, guest speaker, etc.)
- Field experience
- Individual student meetings
- Service learning project
- Student presentation or project showcase

Grading and Supporting Student Success

Many college policies and the published Student Rights and Responsibilities are directly applicable to faculty and their work with students. Some of these policies that apply directly to the teaching and learning environment will be outlined below. Faculty are responsible to review, understand and adhere to all college policies, procedures and guidelines.

Registration, Grading and Records

Student Enrollment and Registration

Managing processes related to student course enrollment is an important component of the faculty role. It ensures accuracy of student records, fees and grades, and also has course, program and student learning implications.

Each term, information regarding current expectations and processes are emailed to all faculty on behalf of the Executive Dean of Student Development and Learning Resources. There may also be program-specific guidelines related to many of these processes.

Processes for which faculty are responsible:

- **Class Lists/Rosters**
 - Class lists/rosters are available in My Chemeketa as soon as students begin registering. Accessing the class list at the beginning of term allows the faculty member to plan and prepare for students. Throughout the term, faculty are responsible for maintaining accurate class lists/rosters. This ensures that attending students have properly enrolled in the course and that errors can be corrected. Some faculty may choose to follow up with students who are still enrolled in a course, but have missed multiple classes or have not participated.
- **No Show Drop** (dropping a student for non-attendance during the first week of term)
 - Faculty members must no show drop students who have not met minimum attendance/participation required during the first week.
 - Faculty have the flexibility to determine what requirements must be met in order for students to demonstrate appropriate attendance during the first week of the term. Expectations for attendance and participation should be defined in the course syllabus.
 - If a faculty member does not process the No Show/Drop during the appropriate timeline, the impact on students may be significant. It can affect financial aid, GPA, program standing, outside sources of funding and student accounts.
- **Overrides**
 - Faculty members may grant permission for students to enroll in a course outside of the standard registration restrictions via the registration override process.
 - Course overrides are intended to address special needs and circumstances and are generally offered on an exceptional basis.
 - It is generally up to the faculty to determine if the override request is appropriate. When making these decisions, it is important to consider the impact on the learning environment, the student's ability to be successful in the course, program guidelines that may be in place and classroom capacity. Faculty members are encouraged to consult with the dean and program chair in making this determination and are required to receive permission to receive pay for exceeding large class size (Faculty CBA, Article 24.C).
 - Faculty are not encouraged to grant an override to students to allow them to register for their course after the first week of class, as institutional data argues success rates are significantly lower for these individuals. If a faculty member chooses to grant an override to a student after the first week of the class, they should communicate with that student the requirements of the course and what it will take for that student to move forward successfully.

Processes of which faculty should be aware:

- Adding students to a course
- Schedule modifications
- Auditing courses
- Student withdrawal from class

- 65+ tuition waiver
- Last day to drop with refund and/or without responsibility for grade

There are multiple variations to the standard registration and drop process. Faculty are encouraged to consult with their program chair and dean and direct students to advising, enrollment services and financial aid to explore their options.

RESOURCES

- Chemeketa Guidelines: <https://dashboard.chemeketa.edu/resources/policy/default.aspx>
- Class List and Registration Policy and Procedure 4015: <https://www.chemeketa.edu/faculty-staff/policies-procedures-guidelines/educational/>
- Instructions for Accessing Class lists: <https://dashboard.chemeketa.edu/resources/faculty/Shared%20Documents/Class%20List%20Instructions.pdf>
- Instructions for doing electronic no-show drops: <https://dashboard.chemeketa.edu/services/enrollment/Shared%20Documents/Electronic%20No%20Show%20ODrop.pdf>
- Instructions for Registration overrides: <https://dashboard.chemeketa.edu/resources/faculty/Shared%20Documents/Registration%20Overrides.pdf>
- Tuition waivers: <https://www.chemeketa.edu/cost-aid/tuition-waiver/>

Prerequisites

Mastery of prerequisite material is a vital foundation for successful class completion. In most cases, students are only able to add courses for which they have satisfied any course prerequisites listed in the College catalog. Disciplines and programs may have standardized expectations related to prerequisites that can be obtained from the program chair. CTE program prerequisites can be found in the program information section of the catalog. Students are responsible for completing these requirements before beginning their selected program of study. Beginning summer 2019, a WR090 prerequisite was established for all transfer classes, with some exceptions.

For incoming, degree seeking students, it is in their best interest to have any prior transcripts officially sent to Enrollment Services for evaluation. However, for a one-time situation, while official transcripts are being evaluated, faculty and advisors can use professional judgment and review unofficial transcripts to ensure that the writing prerequisite has been met. If an instructor has determined the student has completed the equivalent required curriculum, and it is allowed by the program, faculty may choose to admit a student to a course via the override process.

If the program believes that a course should be an exception, they should consult with the discipline dean and the Curriculum Resource Center on that process.

RESOURCES

- Prerequisite Standardization Guideline: <https://dashboard.chemeketa.edu/resources/curriculum/guidelines/Documents/Prerequisite%20Standardization%20Guidelines.pdf>
- WR090 Prerequisite Exceptions list: <https://dashboard.chemeketa.edu/resources/curriculum/guidelines/default.aspx>

Student Attendance

Attendance impacts student engagement and success. Faculty are expected to clearly communicate the specific attendance requirements for the course to students and are encouraged to take attendance and facilitate participation. Students should also be advised of processes related to missing class, such as contacting the instructor, making up work or submitting late work and acquiring any missed instructional materials.

Faculty may advise students to consider dropping a class if they are in jeopardy of failing due to poor attendance; however, students should be encouraged to take their own specific circumstances into account.

Grading

It is critical that the faculty member is familiar with the College policies and procedures related to grading. The faculty

member evaluates the student against course outcomes, assigns grades and determines if a student is eligible for an incomplete grade.

The faculty member is responsible for entering all grade information into the digital gradebook for their course in eLearn. All graded assignments, as well as final grades, must be posted in the digital gradebook on a regular basis in order for a student to easily access course progress and grades. Final grades are entered via My Chemeketa. The deadline for submitting final grades each term is 10 a.m. Monday following finals week.

The calculation of the grade should align with the grading criteria provided to the student in the syllabus. Faculty will have the discretion to assign grades based on relevant and **defensible** factors. Any grades that are outside of grading criterion must be documented.

Also addressed in Policy 4070 are the definitions of each grade (A-F and IB-IF), pass/no pass course eligibility, incomplete grades, repeating a course, course audits and course withdrawal.

Students have the right to appeal a grade if they believe they have been given an inappropriate grade. The academic dean is responsible for the review of the appeal and related facts and for making a final determination.

RESOURCES

- eLearn digital gradebook: for more information contact the Tech Hub: <http://facultyhub.chemeketa.edu/>
- Grading documents and instructions: <https://dashboard.chemeketa.edu/resources/grading>
- Grade appeal guidelines: <https://dashboard.chemeketa.edu/resources/policy/default.aspx>
- Grade appeal form: https://cm.maxient.com/reportingform.php?ChemeketaCC&layout_id=5
- Student Rights and Responsibilities/Code of Conduct/Non-Conduct Related Conflict Resolution Process: <https://www.chemeketa.edu/students/student-rights-responsibilities/>
- Grading Policy and Procedure 4070: <https://www.chemeketa.edu/faculty-staff/policies-procedures-guidelines/educational/>
- Faculty CBA, Article 26 - Instructional Authority, D.

Academic Honesty

Learning is built on the fundamental qualities of honesty, fairness, respect and trust. At Chemeketa Community College, academic integrity is a shared endeavor characterized by academic honesty, personal responsibility and high academic standards.

“All faculty, staff, and administrators can aid in creating a culture of academic integrity by sharing their commitment to these values with students. Faculty are encouraged to share the value of academic integrity and the importance of trust and respect on the syllabus for each course they teach. To assist students in choosing ethical behavior, faculty can remind students before major assignments and exams about Chemeketa’s commitment to maintaining a culture of honesty.” (PRO 5020)

The faculty and the Executive Dean of Student Development and Learning Resources office collaborate to strengthen the College’s approach to academic honesty. This includes designating a faculty member as the Academic Integrity Coordinator, who provides training and consultation. The focus of this work is supporting faculty in structuring courses to minimize the potential for academic dishonesty and providing a systematic process for submitting, reviewing and addressing academic honesty concerns.

If an academic honesty infraction does occur, it is critical that faculty participate in this process by submitting an Academic Honesty Concern Form, particularly when the student’s grade will be impacted. This supports students in understanding the seriousness of their actions and can help guide them toward achieving academic integrity.

RESOURCES

- Academic Honesty Concern Form: https://cm.maxient.com/reportingform.php?ChemeketaCC&layout_id=3
- Academic Honesty Policy and Procedure 5020: <https://www.chemeketa.edu/faculty-staff/policies-procedures-guidelines/student-services/>

Records Retention

Students may want to discuss their grade or make a grade appeal after the term. For this reason, faculty must keep unreturned graded student work such as papers, projects, portfolios, exams and other assignments for one term following the conclusion of the course.

eLearn is the official institutional archive of grades for assignments. If desired, faculty may keep a copy of final grade sheets for their own records.

FERPA / Confidentiality

Faculty members have unique responsibilities in protecting student privacy. Through meetings, advising, assignments and class discussions, students will share a wide array of information with faculty. It is important to remember that even within the College community, information about students should only be shared with those who have legitimate educational interests for which the information is necessary, such as instructing, advising, or assisting students. If information the student shares with a faculty member causes concern about the student's safety or the safety of others, this information can and should be shared with the dean, Public Safety or other appropriate office.

All college employees are responsible for protecting the confidentiality of student records in order to comply with the Family Educational Rights & Privacy Act (FERPA) regulations. Only information defined as "directory information" may be released to persons other than the student, so it is important when communicating non-directory information (enrollment, academic progress, grades, etc.) that you are certain you are communicating directly with the student.

Faculty must use Chemeketa systems whenever communicating with students. Electronic communication between instructor and students is easily accessible through Chemeketa Gmail accounts, My Chemeketa, and eLearn. These systems require the student to enter a unique username and password that guarantees information remains secure and private. Computers, phones, and other electronic devices used to access student information or communicate with students should be password protected. When communicating via phone, it is important to verify that you are communicating directly with the student in your course when discussing non-directory information. You can find more detailed information regarding "directory information at Chemeketa" through the resources listed below.

There are additional privacy and FERPA considerations that must be addressed when using Zoom for remote instruction. A Student Zoom Disclosure Statement should be included in each class syllabus that addresses audio and visual recording and class protocols for Zoom instruction. See the resources box below for additional information.

RESOURCES

- FERPA on public website: <https://www.chemeketa.edu/students/student-rights-responsibilities/ferpa/>
- FERPA on dashboard: <https://dashboard.chemeketa.edu/resources/ferpa>
- Guidelines for public records requests:
https://www.chemeketa.edu/media/content-assets/documents/pdf/community-and-partners/PublicRecordsRequestsNOTStudentRecords_02072020.pdf
- Zoom, Privacy & FERPA: <https://facultyhub.chemeketa.edu/remote-learning/remote-teaching-toolkit/>
- Zoom & FERPA Compliance: <https://zoom.us/docs/doc/FERPA%20Guide.pdf>
- Faculty Resources for Syllabus Development: <https://facultyhub.chemeketa.edu/faculty/resources/syllabus/>

Supporting Student Success

Faculty Advising

Student advising is an important component of student success and retention. Faculty advising supports students in developing their future academic and career goals.

Faculty are expected to advise students both formally and informally and may provide information about:

- Courses in their discipline
- Prerequisites
- Career opportunities

- Internships
- Transfer pathways
- Programs of study
- Other requirements

Faculty also play an important role in connecting students with other areas of the College that may be able to provide additional information, including Advising and Counseling, Graduation Services, Financial Aid and Student Accessibility Services.

Faculty in the career and technical areas will be assigned a group of advisees who have indicated interest in their program. These faculty members may have specific responsibilities to use ChemekNet to provide a registration release for students who have earned fewer than 30 credits.

Curriculum Substitutions / Course Deviations

Students, with appropriate supporting arguments, may be permitted to fulfill some of their associate of applied science degree requirements through completion of alternative courses or courses transferred from another institution. Curriculum Substitution forms are available via Enrollment Services. Requests must be approved by departmental faculty and their respective dean.

RESOURCES

- Curriculum Deviations Procedure 4030:
<https://www.chemeketa.edu/faculty-staff/policies-procedures-guidelines/educational/>

Letters of Recommendation

Faculty are frequently contacted to write letters of recommendation that support students as they transition to the next step on their academic or career path. These letters may be for academic program admission, admission to another college, employment, scholarship opportunities, internship applications, etc.

Many faculty begin the process by asking the student what they need, finding out if there is a specific form to complete, reviewing lists of required elements, and requesting a copy of the student's resume. Faculty should inform students of the details they are able to provide within the letter or form.

Letters of recommendation should be factual, accurate depictions of student performance witnessed by the authoring faculty member. If the faculty member is concerned the letter will not meet the student's need or be in their best interest, they should inform the student and/or decline to write the letter.

Faculty who provide letters of recommendation or references are acting as representatives of the College and must have a signed Student Reference Request form on file. Please contact the Registrar's office for the current form.

RESOURCES

- Registrar's office: 503.399.5001, registrar@chemeketa.edu

Student Accommodations

Chemeketa Community College is committed to providing accessible educational opportunities for all students and does so in accordance with college policy and in compliance with the Rehabilitation Act of 1973 and the Americans with Disability Act as Amended (2008). The Students with Disabilities statement is a required component of all syllabi.

Student accommodations are determined through the Student Accessibility Services (SAS) department on a case-by-case basis. Faculty members will receive a Letter of Accommodation via email from the SAS office for all students approved for disability related accommodations. The faculty member has a responsibility to implement the accommodations for which the student is eligible. The faculty member should not ask the student for information about their disability, as this information has already been provided to Student Accessibility Services. Common accommodations include alternative or extended testing and flexibility for deadlines, but each student's accommodation is unique to their specific need and diagnosis. If a faculty member has a question or concern about the accommodation, they should contact SAS or their dean at the earliest opportunity. The faculty member should provide the accommodation as outlined until questions or concerns are resolved.

While some students have received specific accommodations, all students may benefit from materials and teaching strategies that incorporate elements of universal design. Faculty should consider broad-based physical and learning accommodation strategies for face-to-face, hybrid and online students.

RESOURCES

- Student Accessibility Services - Faculty FAQs: <https://www.chemeketa.edu/students/student-services/student-accessibility-services/accessibility-services-faqs/>
- Students with Disabilities Policy and Procedure 1725: <https://www.chemeketa.edu/faculty-staff/policies-procedures-guidelines/board-of-education/>

Service Animals

Faculty members may have students with service animals in their classroom.

- In general, if a student arrives in class with an animal that meets the qualifications as a service animal (puppy, dog, or miniature horse), the faculty member should assume that it is a service animal, rather than asking if it is. One way to think of this is that one would not ask someone in a wheelchair if that individual actually needed the wheelchair.
- The faculty member can expect that the animal will not disrupt the learning environment. The animal should be quiet and under the control of the handler at all times. If the animal is creating a distraction, this may be addressed discreetly with the student as one might with other types of distractions. If the distraction is that other students are interested in the animal, help the class understand expectations without putting the student in the position of answering questions about their animal or disability.
- If other students have concerns about the animal that the faculty member does not feel comfortable addressing, please advise them to contact the dean's office.
- If the animal is aggressive or out of control, call Public Safety immediately. Our Public Safety officers have been trained in the legalities of working with service animals.

RESOURCES

- Animals/Pets on College Facilities Policy and Procedure 2230: <https://www.chemeketa.edu/faculty-staff/policies-procedures-guidelines/administrative/>

Student Conduct

Student Conflict Resolution / Appeals Process

In the course of working with students, faculty may be the subject of a concern or complaint. The faculty member and the dean or designee will work together to ensure both the student's and faculty member's rights and responsibilities are addressed.

Concerns are often related to understanding expectations of being a college student and are addressed by the dean or designee. An issue that rises to the level of a formal complaint is resolved in accordance with the Faculty Collective Bargaining Agreement and the Chemeketa Student Rights and Responsibilities guidelines. A faculty member may have an interaction with a student in which a concern is indicated or the faculty member believes an issue may come forward as a complaint. In these cases, faculty are encouraged to be proactive in informing their dean or designee with relevant information to resolve the concern.

If a grade appeal is submitted, grade calculation and any other relevant information that may be helpful for the dean to understand how the grade was determined will be requested.

RESOURCES

- Student Rights and Responsibilities: <https://www.chemeketa.edu/students/student-rights-responsibilities/>
- Faculty CBA, Article 29 - Faculty Rights, G.

Harassment / Sexual Harassment

Faculty members are responsible for treating every person within the College community with dignity and respect. Faculty members must take actions to create a learning environment for students that is free from all forms of discrimination and harassment. This includes having an awareness of their role as an educator, and the importance of taking actions to support respectful dialogue in and outside of the classroom.

Faculty members are responsible for following and responding to student concerns or complaints about harassment, sexual harassment and misconduct in accordance with college policy. It is particularly important to be aware that some concerns may need to be addressed by the Title IX Coordinator. Faculty members will complete mandatory training related to this and other policies, but should always feel comfortable to ask questions of their dean and other college administration to ensure the appropriate response to these concerns.

RESOURCES

- Title IX: <https://www.chemeketa.edu/complaints-and-concerns/report/>
- Harassment/Discrimination Policy and Procedure 1750 and Sexual Harassment, Discrimination and Misconduct Policy and Procedure 1751: <https://www.chemeketa.edu/faculty-staff/policies-procedures-guidelines/board-of-education/>
- Faculty CBA, Article 6 - Unlawful Harassment or Discrimination

Student Behavior Concerns

Faculty members are responsible for creating and maintaining a safe learning environment. This includes taking intentional steps to address language, manner or physical behavior that disrupts student learning. This may include addressing student behavior during class, privately outside of class time or even utilizing Public Safety services. Faculty are always encouraged to access support from their dean in addressing student behavior. Professional development resources related to classroom management are also available through the Center for Academic Innovation Dashboard site.

Faculty should also determine a response based upon the situation and severity of the student behavior. Many situations can be remedied by addressing them directly in the classroom or online environment. Faculty can respectfully ask students to use appropriate language, take turns speaking, stop disruptive behaviors and adhere to established classroom guidelines.

If the behavior continues or escalates, faculty may choose to ask the student to meet in person or electronically in order to communicate and establish expectations. If this does not feel safe or productive, the student issue may be referred to the dean or designee.

There may be other types of specific, concerning behaviors that while not emergencies, seem to require a more urgent response. Such behaviors could include indications that a student may be at-risk for self-injury or harm to others, extreme changes in behavior or indications of substance abuse. In these circumstances, the faculty member may choose to talk to the dean or designee, submit a Student Concern Reporting Form, refer the student to appropriate college resources or even walk the student directly to the Advising and Counseling office, where there is an on-call counselor.

A classroom situation may occasionally be determined by the faculty member to be unsafe if allowed to continue. The faculty member may direct a student to leave the classroom or area. If this occurs, the faculty member should close and lock the classroom door and contact Public Safety or the dean's office. These processes are also outlined in PRO 4220 - Removal of a Student from Classroom/Office/Site.

If at any time the faculty member needs support in the classroom, contact Public Safety or other campus support.

If the faculty member feels there is a dangerous situation, contact 911 immediately.

Student Concern Referral/Reporting Form

The Student Concern Reporting Form is available for staff and faculty who have a concern about a student's welfare or behavior. If a faculty member is concerned about a student who may need support services or believe a student has violated the student code of conduct, you can submit the Student Concern Reporting Form (link below in resources), which is automatically routed to the Office of the Executive Dean of Students. The link to the form is also located on the "faculty" section on My Chemeketa.

Threat Assessment Team (TAT)

The Chemeketa Community College Threat Assessment Team is an internal, multidisciplinary team dedicated to the prevention of targeted acts of violence. Through the cooperative sharing of information, resources and the knowledge gained through training with leading experts in the field of threat assessment/management, the team endeavors to identify, assess, advise, and/or manage situations where there is a perceived risk of violence. If a faculty member has concerns regarding a possible threat assessment issue, please contact the Executive Dean of Students office at 503.399.5076 or Public Safety at 503.399.5023.

Chemeketa Care Team - formerly the Behavioral Intervention Team (BIT)

The Chemeketa Care Team is an internal group of staff and faculty focused on prevention and early intervention in situations involving students experiencing distress or engaging in harmful or disruptive behaviors. The team will develop strategies and offer case coordination to manage disruptive behavior in order to protect the welfare and rights of both the individual(s) and the College community. If a faculty member has concerns regarding a student's behavior that is disruptive to the learning environment, please submit the Student Concern Reporting Form (link below) or contact the Executive Dean of Students office at 503.399.5076.

RESOURCES

- Center for Academic Innovation Dashboard site:
<https://dashboard.chemeketa.edu/resources/innovation/default.aspx>
- Student Concern Reporting Form: <https://cm.maxient.com/reportingform.php?ChemeketaCC>
- Threat Assessment Team: <https://www.chemeketa.edu/about/parking-public-safety/threat-assessment/>
- Removal of a Student from a Classroom/Office/Site Policy and Procedure 4220:
<https://www.chemeketa.edu/faculty-staff/policies-procedures-guidelines/educational/>

College Operations

Organizational Structure

The college is governed by seven volunteers who are elected to the Chemeketa Community College Board of Education. Chemeketa Board of Education members serve the college and our community in a number of ways:

- Approve the college vision and mission statements
- Hire and supervise the college president
- Approve policies
- Approve major expenditures
- Approve the annual budget in cooperation with the college Budget Committee
- Represent the college at hundreds of events each year

The college is organized into three divisions: College Support Services, Governance & Administration, and Instruction & Student Services. The divisions are overseen by the President. Please refer to the college's organizational chart for additional information.

RESOURCES

- Chemeketa Board of Education: <https://www.chemeketa.edu/about/board-of-education/>
- Chemeketa Organizational Chart: <https://dashboard.chemeketa.edu/resources/org/default.aspx>

College Policies and Procedures

As a faculty member at Chemeketa, you are expected to review, understand and adhere to college policies, procedures and guidelines.

Chemeketa's **policies** clarify the official college position on a variety of issues and provide direction for the operation of the College. Policies are approved by the Chemeketa Board of Education.

Chemeketa's **procedures** are designed to carry out corresponding college policies. Procedures are developed by college workgroups and committees and reviewed by the Board of Education.

Chemeketa **guidelines** provide information that outline internal college processes or requirements. Guidelines are located on Dashboard.

RESOURCES

- Chemeketa Policies and Procedures: <https://www.chemeketa.edu/faculty-staff/policies-procedures-guidelines/>
- Chemeketa Guidelines: <https://dashboard.chemeketa.edu/resources/policy>

Office Space

Office space is a sanctuary where faculty can do their work, organize materials and access resources. This space provides an opportunity to work with students and peers in a professional and private setting.

Full-time faculty are provided an office at their main campus location that is furnished with a phone, computer, desk, chair, side chair, file cabinet and bookshelf. Office space and furnishings are coordinated through the dean's office. Offices are subject to entry by college staff, fire marshal codes and inspection by the Safety Committee.

The college provides space for adjunct/part-time faculty to work and meet with students in a shared office space. Part-time faculty will be assigned to a specific building with access to secretarial support, office equipment and supplies. Adjunct/part-time faculty are generally able to reserve time in private meeting spaces if needed.

Keys

Keys may be obtained by filling out a Key Request form (available in the dean's office), complete with the dean or designee signature, and taking the form to the Public Safety Office in Building 2. For outreach or off-campus sites, discuss key or access card requests with your direct supervisor. Access cards and keys are issued to an individual and may not be loaned or transferred to others. Public Safety may charge a fee for replacement of lost or stolen keys and/or access cards.

Phones

Full-time faculty are provided a telephone, with a direct phone number and voicemail, in their assigned office upon hire. Adjunct/part-time faculty have access to telephones in the identified shared adjunct/part-time faculty space. If adjunct/part-time faculty wish to provide a telephone contact number to students on their syllabus, they may use their dean's office phone number.

An employee directory is available on Dashboard. The expanded employee directory includes phone, email, office location, division and department information for both full-time and adjunct/part-time faculty.

Mailboxes

Faculty have assigned mailboxes in their respective departmental offices. All faculty are expected to check their mailboxes frequently. If a faculty member has questions about the mailbox, please contact the dean's office staff. Faculty teaching at multiple sites may have more than one mailbox.

Supplies

Basic office supplies can be purchased at the bookstore using an assigned account. Faculty need to contact their supervisor's office for any department or program purchasing guidelines and account number information.

Equipment and Software

Faculty may request equipment or software by contacting their dean or designee. Although some requests may be able to be fulfilled immediately, others may need to be requested via the program's annual budget process. Examples of requests that may need to go through the lengthy process include capital or Perkins-eligible equipment, and software that is not presently being used by the college.

Some faculty may need specialized equipment and/or software to more effectively teach toward the course/program outcomes. When a faculty member identifies this need, speak with the program chair and/or the dean or designee to assess the feasibility and initiate the process when applicable.

RESOURCES

- Keys and Access Card Policies and Procedures 2460:
<https://www.chemeketa.edu/faculty-staff/policies-procedures-guidelines/administrative/Dashboard>
- Employee Directory:
<https://dashboard.chemeketa.edu/directory/employees/SitePages/Employee%20Directory.aspx>

College Closures / Delays

The college places high importance on the safety of faculty, staff and students. Due to external or unexpected factors, it may be necessary to close the College. If a complete, partial or early closure occurs, faculty will be excused with pay until the College reopens.

If a faculty member cannot safely travel to the College due to inclement weather, but the College remains open, they should contact their dean or designee.

Faculty should subscribe to the Chemeketa Alerts system to receive updates on college closures and delays. Additional sources such as media notifications, social media updates, or other sources may also provide details as to what actions to take. Closure details may be different at the various college campuses, centers, or locations.

If possible, faculty are encouraged to post information for their students in eLearn about any schedule or assignment changes in the event of a college closure.

RESOURCES

- Sign up for Chemeketa emergency notifications:
<https://www.chemeketa.edu/about/parking-public-safety/emergency-response/>
- Closure/Delayed Openings Policy and Procedure 2310:
<https://www.chemeketa.edu/faculty-staff/policies-procedures-guidelines/administrative/>

Public / Personal Safety

Chemeketa takes its responsibility to provide a safe and secure learning environment very seriously. Chemeketa uses a range of communication channels in an emergency, including alarms, public address announcements, Chemeketa alerts, <http://flashalert.net>, phone messages and staff who act as building evacuation coordinators.

Many departments have a “Department/Area Specific Emergency Response Plan;” please check with your department administrator to see if this document applies to you.

Faculty members may be the first person on the scene of an injury or sudden illness, or the witness of a criminal act that could result in injury. The following procedural guidelines are offered to assist you.

Life Threatening Situations

Call 911

Non-life Threatening Situations

For general first aid or medical assistance, call the Public Safety Office at 503.399.5023. Certain phones located around the campus are a direct line to the Public Safety Office; simply pick up the receiver to be connected.

The Public Safety Office on the Salem campus provides a variety of services; officers are on duty 24-hours a day, seven days a week. In addition, personal safety tips are available on the College public website.

Please contact the Public Safety Office for information and assistance in any of the follow areas:

- Student accident, injury or serious medical issue
- Theft or vandalism reports regarding personal or college property
- Fires on campus
- Persons displaying violent or unusual behavior
- Persons involved in disrupting normal classroom activity
- Accidents on college property
- Requests for law enforcement, fire and emergency agencies
- Battery jump requests
- Escort to cars after evening classes

Fire Alarm or Other Alerts

If a fire alarm or signal activates, leave the building or buildings in which the alarms are sounding until you are at least 100 feet away or in a building where the alarm is not sounding. If the faculty member is conducting a class when the alarm sounds, immediately direct the students to leave the building. Each classroom and/or college area has a fire route plan posted; be familiar with the route for each classroom assigned.

If the faculty member receives a text or classroom phone alert, follow the instructions provided. If a lockdown alert sounds, follow the placard instructions or the procedure outlined by the department.

Accidents or Illnesses

Work related accidents or illnesses **must** be reported to the Risk Management Office immediately. Contact the Risk Manager at 503.399.8634, Bldg. 2, Rm. 215 for additional information on accidents or illnesses.

If you experience any of these events, please contact the dean’s office as soon as possible.

RESOURCES

- Public Safety Office: 503.399.5023, Bldg. 2, Rm. 173
- Chemeketa Emergency & Risk Management Office: 503.399.8635, Bldg. 40, Rm. 202
- Public Safety website: <https://www.chemeketa.edu/about/parking-public-safety/>

- Sign up for Chemeketa Emergency Notifications: <https://www.chemeketa.edu/about/parking-public-safety/emergency-response/>
- College Safety and Security Policy and Procedure 2410: <https://www.chemeketa.edu/faculty-staff/policies-procedures-guidelines/administrative/>
- Emergency Management Tips: https://dashboard.chemeketa.edu/services/riskmgnt/emergency/Emergency%20Procedures%20Salem/salem_emergencyprocedures.pdf

Professional Conduct

Since Chemeketa Community College is a public community college, all employees are considered “public officials” for the purpose of Oregon Revised Statutes Chapter 244 and are subject to the jurisdiction of the Oregon Government Ethics Commission. It is important to note that all college employees, including faculty, are personally responsible for abiding by state laws, administrative rules and the Oregon Government Ethics Commission rules. The following areas can be of particular concern to faculty as follows:

Gifts

The term “gifts” means something of economic value that is given to a college employee or a relative or member of the household of that college employee. Gifts may:

- Be given without payment in return from the employee or at a discount,
- Be forgiveness of all or part of employee debt,
- Be something which may not be extended to members of the general public under the same terms and conditions,
- Not exceed \$50.00 value for the calendar year.

For additional information, refer to ORS Chapter 244.

Conflict of Interest

A college employee has a conflict of interest when, in the normal course of their employment, a decision they make would or could result in a financial benefit or detriment to that employee or a member of that individual’s family or household or a business associated with the employee. Employees finding themselves in a conflict of interest situation should disclose the conflict and remove themselves from the decision making process.

Use of Position for Financial Gain

College employees are prohibited from using their position/office to obtain a financial benefit which would not otherwise be available but for the position held by the College employee.

Since compliance is the personal responsibility of each college employee, it is recommended that each individual familiarize themselves with the resources cited at the end of this section. Chemeketa’s general counsel is another resource if faculty want to discuss questions and concerns regarding compliance matters and ethics laws.

Retaliation

Faculty may receive complaints or perceived criticism from students or colleagues. Faculty will not retaliate against an employee or student. In these situations, faculty are expected to maintain appropriate behavior associated with a respectful workplace and teaching and learning environment.

Consensual Relationships

A power differential exists between the role of faculty and student. As such, faculty are in a position to make or influence decisions about students. Faculty should never engage in a non-consensual relationship or activity with a student. Faculty involved in, or in what appears to be, a consensual relationship with a student are prohibited from making grading decisions or engaging in other actions or decisions that influence the student’s educational experience and access.

RESOURCES

- Business Services Reference Guide: <https://dashboard.chemeketa.edu/services/business>
- Conflict of Interest and Ethics Policy 1710: <https://www.chemeketa.edu/faculty-staff/policies-procedures-guidelines/board-of-education/>
- Consensual Relationships Policy and Procedure 1753: <https://www.chemeketa.edu/faculty-staff/policies-procedures-guidelines/board-of-education/>
- ORS Chapter 244 - Government Ethics: https://www.oregonlegislature.gov/bills_laws/ors/ors244.html

Chemeketa Faculty Association

The Chemeketa Faculty Association (CFA) is your union. We represent all full-time, adjunct, and part-time educators working at Chemeketa Community College. CFA members are affiliated with the Oregon Education Association (OEA) and also belong to the 3.2 million members of the National Education Association (NEA).

The CFA negotiates bargaining agreements that set the basic working conditions and compensation for all full-time, adjunct, and part-time faculty at Chemeketa. This includes workload, professional rights, compensation, and benefits.

In addition, the CFA advocates for faculty when professional issues arise. In many cases, CFA advocacy can resolve issues quickly and informally. For more difficult issues, the CFA provides support in the filing of a grievance to protect a faculty member's professional rights.

The CFA is here to answer any question you might have concerning your employment at the College. We are your colleagues and want to assist you in any way possible. More particularly, if you feel that your professional rights may have been challenged, the CFA will investigate and inform you of your rights.

For more information, you can contact CFA President Steve Wolfe. You can also find the full list of CFA leaders at <http://chemeketafaculty.org/leadership/>

Our website, <http://chemeketafaculty.org/>, contains a great deal of additional information, as well as a copy of the current collective bargaining agreement.

RESOURCES

- List of CFA leaders: <http://chemeketafaculty.org/leadership/>
- CFA website: <http://chemeketafaculty.org/>

Glossary & Acronyms

AAOT

Associate of Arts Oregon Transfer degree

ABE/GED

Adult Basic Education / General Education Development

Adjunct Faculty

Part-time faculty that may be scheduled up to 28 ILCs or 45 ILCs in the academic year.

ASAC

Academic Standards Advisory Council

CBA

Collective Bargaining Agreement between the Chemeketa Faculty Association and Chemeketa Community College.

Collective Bargaining Agreements are posted on the public website:

<https://www.chemeketa.edu/about/human-resources/employee-resources/>

Course Cancellation

Cancellation occurs seven (7) calendar days or less prior to the initial class and the faculty member will be compensated according to the Faculty CBA, Article 28.D.5.

Course Termination

Termination occurs eight (8) days or more prior to the initial class meeting and the faculty member is not compensated.

CTE

Career and Technical Education division

DAC

Diversity Advisory Council

Dashboard

The Employee Dashboard is an internal website, accessible only to the employees of the college. The Dashboard website includes information for upcoming events, links to important college resources and access to official college documents. In order to access Dashboard, you must enter your college network credentials (username/password used to log into a computer on the college campus).

DPR

Difference, Power and Responsibility

ESOL

English for Speakers of Other Languages

FERPA

Family Educational Rights and Privacy Act

GETS

General Education and Transfer Studies division

HEP

High School Equivalency Program

Hybrid Attendance Method (HY)

Face to face course with some face to face time replaced with equivalent online activities. Internet access is required. Online activity is mixed with classroom meetings, replacing a significant percentage of, but not all required face-to-face instructional activities.

ISS

Instruction and Student Services division

NEA

National Education Association

NEO

New Employee Orientation

NSD

No Show Drop

NWCCU

Northwest Commission on Colleges and Universities. NWCCU is the College's accrediting body.

OEA

Oregon Education Association

Online Attendance Method (OL)

A course that requires Internet access where all instruction and interaction between instructor and student is done online. Proctored exams may still be required. There are no required face-to-face sessions within the course and no requirements for on-campus activity.

PAC

President's Advisory Council

Part-time Faculty

Faculty that are employed for the equivalent of 3 ILCs or more in a given term, but not more than 26 ILCs in an academic year.

Remote Attendance Method (RM)

A course that would normally be offered face to face, but has been moved to virtual delivery; it is a blended delivery of online activity mixed with remote classroom meetings. Synchronous instruction will be offered, or required. Any required synchronous/real-time instruction will be offered during the scheduled course meeting time. Internet access is required. Proctored exams may still be required. Expectations for synchronous activities are developed at the program level, in consultation with the program dean. These expectations will apply to all courses within that program/discipline district-wide.

READ

Regional Education and Academic Development division

SAS

Student Accessibility Services

SDLR

Student Development and Learning Resources division

SSCAC

Student Success and Completion Advisory Council

TAT

Threat Assessment Team

Web-based Tools

Internet tools as a medium in which the interactive experience, in the form of blogs, wikis, forums, publisher websites, etc., plays an important role in course activities. Examples of web-based tools: Instructor requires all reading to be done on public websites; MyMathLabs; MyITLabs; Content on faculty.chemeketa.edu - faculty webpages, Info on YouTube; etc.

Web-optional Attendance Method (WO)

Face to face course which does not require Internet access. Traditional campus-based course with no additional online course activity required.

Web-required Attendance Method (WR)

Face to face course which requires Internet access. Online course activity complements class sessions without reducing the number of required class meetings.

RESOURCES

- Acronyms & Abbreviations dashboard site:
<https://dashboard.chemeketa.edu/resources/acronyms/Lists/Acronyms%20%20Abbreviations/AllItems.aspx>

Additional Resources

Academic Development – Developmental Reading, Writing and Study Skills; ESOL, ABE/GED, HEP

The Developmental Reading, Writing and Study Skills programs at Chemeketa help underprepared, pre-college students develop their college-level reading and writing skills as well as enhance the success of all students through study skill courses and workshops. The ABE/GED and Spanish GED programs provide basic skills development in support of career and college transition and specific academic preparation for students pursuing the General Test of Education Development (GED); The High School Equivalency Program (HEP) serves, educates, and empowers farmworkers who are pursuing that same goal. The English for Speakers of Other Languages (ESOL) program provides high quality, rigorous instruction to adults who need to improve their English proficiency to attain their goals of employment, advancement in employment, transition to post-secondary education, or technical training. All programs in the department work with a range of degree/certificate-seeking students focused on college transfer or Career Technical Education. Performance-based learning outcomes are assessed at the culmination of specific courses in each program.

Contact Information

Chris Kato, Dean
Adam Mennig, Director
Laura Leon-Cipriano, Coordinator
Salem Bldg. 22, Rm. 100
503.399.5224

RESOURCES

- Dashboard site: <https://dashboard.chemeketa.edu/programs/academictransitions/default.aspx>

Academic Effectiveness

The Curriculum, Instruction, and Accreditation office facilitates program review, curriculum development, and assessment. They also produce the college catalog, manage campus scheduling, and serve as a liaison between Chemeketa Community College and the Northwest Commission on Colleges and Universities.

Contact Information

Julie Peters, Interim Dean
Program Review: Mary Ellen Scofield, Program Review and Accreditation Specialist
Curriculum Development: Tim Pierce, Curriculum Coordinator
Scheduling: Amanda Patrick, Scheduling Coordinator
Salem Bldg. 9, Rm. 104
503.399.5232

RESOURCES

- Dashboard site: <https://dashboard.chemeketa.edu/programs/tl/default.aspx>

Bookstore

The Salem Campus Bookstore provides textbooks, reference books, school/office supplies, art supplies, Chemeketa logo items, phone accessories, batteries, headphones, flash drives, and computer accessories for purchase. A 25% discount is given on most items for staff supplies purchased using a department charge account (authorized by the budget manager). The Bookstore also issues student IDs and provides mail services and faxing.

The bookstore oversees the adoption and ordering of course materials for all courses. Please see the textbooks section for more information. Students may view and order materials via the bookstore website. Orders may be picked up at the Salem store, and at Woodburn, Polk Center and YVC or shipped. Shipping is only available during remote operations.

Up-to-date Bookstore information can be found on the website: <http://bookstore.chemeketa.edu/home.aspx>

Contact Information

Meredith Schreiber, Director
Salem Bldg. 1, lower level
503.399.5131

RESOURCES

- Website: <http://bookstore.chemeketa.edu/home.aspx>
- Dashboard site: <https://dashboard.chemeketa.edu/services/bookstore/default.aspx>

Budget & Finance

The Budget & Finance department is responsible for compiling the college budget for all funds. The staff are responsible for cash management, investments, budget & position control, and financial analysis at the college.

Contact Information

Rich McDonald, Director
Brian Knowles, Management Analyst
Salem Bldg. 2, Rm. 215
503.399.2334

RESOURCES

- Website: <https://www.chemeketa.edu/about/financial-management/budget-finance/>
- Dashboard site: <https://dashboard.chemeketa.edu/institutional/budget/default.aspx>

Business Services

The Business Services department manages accounting, accounts receivable, accounts payable, cashiering and procurement services for the college.

Accounting - responsible for monitoring, reconciling and reporting on all college funds, including state and federal grants; produces the annual comprehensive annual financial report; acts as a liaison with external auditors and maintains the college's chart of accounts.

Accounts Receivable - responsible for invoicing, monitoring and reporting of funds owed to the College. Funds could be owed by students, staff, community members, outside agencies or governmental entities.

Accounts Payable - responsible for the payment of invoices for products and services as well check requests, travel reimbursement forms, advances, and procurement card management.

Cashiering - responsible for cash handling at the college, accepting and posting payments directly to student accounts and resolving payment issues for students. The cashiering team co-staffs the Enrollment Center, the first line of student contact for registration and payment questions and assistance.

Procurement Services - assists with the acquisition of goods and services that represent "best value" to the college by promoting open and impartial competition.

Contact Information

Katie Bunch, Director of Business Services
Brad Tedrow, Manager of Accounts Payable and Grant Accounting
Michele Hill, Cashiering Supervisor and Accounts Receivable Analyst
General Questions: businessservices@chemeketa.edu
Accounts Receivable: accountsreceivable@chemeketa.edu
Accounts Payable: accountspayable@chemeketa.edu
Procurement Services: procurement@chemeketa.edu
Salem Bldg. 2, Rm. 215
503.399.5011

RESOURCES

- Website: <https://www.chemeketa.edu/about/financial-management/business-services/>
- Dashboard site: <https://dashboard.chemeketa.edu/services/business/default.aspx>

Center for Academic Innovation

The Center for Academic Innovation provides professional development and classroom resources to faculty in all modalities of teaching. We support Chemeketa's mission as it advances the art of teaching and learning by initiating and facilitating a wide array of professional development learning opportunities and resources for Chemeketa faculty.

Contact Information

Layli Liss, Associate Dean
Salem Bldg. 9, Rm. 106
503.589.7710
academicinnovation@chemeketa.edu

RESOURCES

- Faculty Resource Center Website: <http://facultyhub.chemeketa.edu>
- Dashboard site: <https://dashboard.chemeketa.edu/resources/oppcenter/default.aspx>
- New Faculty Orientation: <https://sites.google.com/chemeketa.edu/new-faculty-orientation/home>

Chemeketa Online

Chemeketa Online serves as a "virtual" outreach center to support both students and faculty who engage in courses offered online. We offer over 400 online courses and have fully online degrees and certificates. We provide comprehensive student services that are specific to the unique needs of the online student.

Chemeketa Online supports the college's Learning Management System (LMS) which is known as eLearn and/or Canvas. It is our purpose to ensure that students and faculty have a quality learning experience in this alternative delivery format.

Contact Information

Kellie Schellenberg, Dean
Salem Bldg. 9, Rm. 106
503.399.7378
online@chemeketa.edu

RESOURCES

- Website: <https://online.chemeketa.edu>
- eLearn Support: <https://online.chemeketa.edu/support/>

Chemeketa Press

Chemeketa Press began in 2015 as part of a college-wide student success initiative to lower the cost of textbooks. The Press works with faculty in every step of the development process: planning a book project, outlining and creating a manuscript, designing and publishing a printed book, and using the feedback of teaching faculty and students to revise the book. This initiative has increased savings for students, at an astonishing — \$2.5 million over four years — but the greatest impact comes from improved classes for students and professional development for faculty.

Please visit ChemeketaPress.org for more detailed information about the mission and history of the Press.

Contact Information

Abbey Gaterud, Director
Salem Bldg. 9, Rm. 105
503.399.2323
info@chemeketapress.org
collegepress@chemeketa.edu

RESOURCES

- Website: <https://chemeketapress.org/>

Copy Center

Copy Center provides printing services for students, staff and faculty. For ten or more copies, staff and faculty requests are submitted through the Ricoh Trac system. Please allow at least five days for material to be reproduced and returned to you. Routing from the Copy Center is also available to local outreach campuses. Student requests are managed through the library print center website.

Contact Information

Stephanie Arritola, Supervisor
Salem Bldg. 43
503.399.5166
copycenter@chemeketa.edu

RESOURCES

- Website: <https://www.chemeketa.edu/faculty-staff/copy-center/>
- Dashboard site: <https://dashboard.chemeketa.edu/services/copycenter/default.aspx>

Emergency & Risk Management

The Emergency & Risk Management department manages the college's Emergency Operations Plan, OSHA compliance, risk management, liability insurance, workers compensation and Environmental Health and Safety programs.

Contact Information

John McIlvain, Manager
Emergency & Risk Management Office
Salem Bldg. 40, Rm. 202
503.399.8635

RESOURCES

- Dashboard site: <https://dashboard.chemeketa.edu/services/riskmgnt/default.aspx>

Enrollment Services

Enrollment Services provides the functions of Admissions, Registration, Grading, Records Graduation Services, and Transcript Evaluation. Our staff can assist faculty with any questions related to registration or grading including incomplete grades, no show drop, overrides, waitlisting, petitions for exception to college policy, audit and pass/no pass grading, grade changes, FERPA or student record retention. We send a number of communications to faculty each term such as final wait lists, grading, and missing grades.

Contact Information

Melissa Frey, Dean/Registrar
Eme Smith, Coordinator
Admissions & Registration: 503.399.5001, registrar@chemeketa.edu
Graduation Services and Transcript Evaluation: 503.399.6588, graduation@chemeketa.edu or evaluation@chemeketa.edu
Salem Bldg. 2, Rm. 201
503.399.5001

RESOURCES

- Website: <https://www.chemeketa.edu/students/student-services/enrollment-services/>
- Dashboard site: <https://dashboard.chemeketa.edu/services/enrollment/default.aspx>
- Faculty Resources: <https://dashboard.chemeketa.edu/resources/faculty/default.aspx>
- FERPA: <https://dashboard.chemeketa.edu/resources/ferpa/default.aspx>
- Grading: <https://dashboard.chemeketa.edu/resources/grading/default.aspx>

- Student forms public website: <https://www.chemeketa.edu/students/student-forms/>

Financial Aid

The Financial Aid Office assists students with obtaining federal and state assistance for paying for educational expenses and administers all the federal and state financial aid programs for students at Chemeketa Community College.

Contact Information

Ryan West, Director
Kate Hoerauf, Assistant Director
Salem Bldg. 2, Rm. 200
503.399.5018

RESOURCES

- Website: <https://www.chemeketa.edu/cost-aid/financial-aid/>

High School Partnerships

The Office of High School Partnerships (HSP) offers High School Completion, GED Options, and college classes for both Early College High School Students and general students on South campus: building 49, 49A, 49B, 50, 51 and 51A. HSP also sponsors college classes and a GED program at the Woodburn Center.

Contact Information

Sara Hastings, Dean
Peggy Senger Morrison, Coordinator
Salem Bldg. 50, Rm. 102
503.399.5293

RESOURCES

- Website: <https://www.chemeketa.edu/programs-classes/high-school-programs/>

Information Technology

The Chemeketa Community College Information Technology (IT) department works to create a technology-rich and relevant environment that not only supports our campus, but also enriches the academic experience. Chemeketa IT strives to provide the college with exceptional resources and support that are essential in achieving academic and professional goals for you and your students. Some of these technologies include: Banner, Wi-Fi, the employee portal, the college's phone system, technology in the classrooms and labs, email/calendar, internet access, cloud storage (Google Drive), office computers, mobile devices, the college's network infrastructure, help desk support, computer upgrades and replacements, on-site technology support, and information security.

Contact Information

Grisha Alpernas, Director
Craig Saunders, Manager
Jeff Moore, Manager
Doug Moxley, Manager
IT Help Center
Salem Bldg. 9, Rm. 128
503.399.7899

RESOURCES

- Website: <https://www.chemeketa.edu/faculty-staff/information-technology/>
- Dashboard site: <https://dashboard.chemeketa.edu/services/itservices/default.aspx>
- Help Center Ticket System: <https://dashboard.chemeketa.edu/helpcenter/default.aspx>

Library Services

Chemeketa library services exist as a major resource for the college and community. The main library is located on the Salem campus, with a branch library and tutoring center at the Yamhill Valley campus. Both locations offer a full range of circulation and reference services, including 24/7 access to a librarian via chat reference service. The library collection in all formats supports the teaching and learning needs of all Chemeketa programs (pre-college, career/technical, and academic transfer). Partnerships with other libraries provide access to extensive resources in support of lifelong learning and academic inquiry and help to supplement the local collection located in the main library in Salem.

The library offers many other services including:

- Circulation Services - oversees borrower services, which includes circulation of library materials, maintenance of patron accounts, course reserves and textbook lending library, resource sharing/interlibrary loan, equipment checkout, and study room reservations.
- Digital Assets program – provides direct support for instructors in using and creating digital instructional content.
- Library Research & Information Literacy Instruction – librarians collaborate with classroom faculty to develop course-integrated, assignment-specific lesson plans. Librarians tailor instruction to fit each instructor’s assignments and student needs. They offer assignment consultations and are happy to work with faculty on integrating research components into existing courses.
- Student Computer Center - libraries at the Salem and Yamhill Valley campuses provide computers for student use. Enrolled students are welcome to drop-in to use a computer. Computers run the Windows operating system and many common software applications used in Chemeketa courses. Instructional technicians and tutors are available to help students with the software applications in Salem. General computer and wifi support is available at the Yamhill Valley campus. Printing and photocopying are available for a small charge.

Remote Operations

Please consult the Library website for service updates during remote operation: <https://library.chemeketa.edu>

Contact Information

Natalie Beach, Dean

Circulation: Angie Miller, Manager

Reserves (Evening & Weekend): Heather Simpson-Howell, Lead

YVC Library: Jennifer Silkey, Lead / libraryyamhill@chemeketa.edu

Library Research & Information Literacy Instruction: reference@chemeketa.edu

Salem Bldg. 9, Rm. 200

503.399.5043

library@chemeketa.edu

RESOURCES

- Website: <https://library.chemeketa.edu>
- Library Services Directory: <https://library.chemeketa.edu/about-the-library/directory/>
- Student Computer Center: <https://library.chemeketa.edu/library-services/computer-services/>
- Textbooks & Lending Library: <https://www.chemeketa.edu/students/student-services/student-resources/textbooks-and-supplies/>

Mail Services

The Mail Services department offers inter-department and U.S. mail pick up and delivery on a once-a-day basis. From the Salem campus, any materials to be distributed to other Chemeketa departments or staff can be left in the mail depository in any office area. Personal mail service is available to staff and students by dropping the mail in one of three collection boxes or bringing it to the service counter at the Bookstore. Postage stamps, wrapping and shipping supplies are available for purchase at the bookstore. Additionally, UPS and USPS services are available at the Bookstore.

Contact Information

Stephanie Arritola, Supervisor

Salem Bldg. 43

503.399.5060

Public Safety

The Public Safety Office on the Salem campus provides a variety of services; officers are on duty 24-hours a day, seven days a week. The Public Safety office can provide assistance in any of the follow areas:

- Access to locked rooms for authorized individuals
- Theft reports regarding personal or college property
- Fires on campus
- Persons displaying unusual behavior
- Persons involved in disrupting normal classroom activity
- Accidents on college property
- Requests for law enforcement, fire, and emergency agencies
- Battery jump requests
- Escort to cars, classrooms or to and from buildings upon request if there are safety concerns

Contact Information

Sheila Lorance, Interim Director
Salem Bldg. 2, Rm. 173
503.399.5023

RESOURCES

- Website: <https://www.chemeketa.edu/about/parking-public-safety/>

Student Accessibility Services

Student Accessibility Services (SAS) provides resources and tools for effectively navigating specific student access needs including mobility, vision, Deaf/Hard of Hearing, mental health, and learning disabilities within the classroom environment and sponsored activities. SAS welcomes faculty input and is committed to an interactive resolution approach in providing accessible program supports. Specific classroom supports may include:

- Video captioning
- Alternate formats for classroom materials (e.g., enlarged materials, Braille, electronic media)
- Accessible furniture placement
- Sign language interpreters
- Access communication (Typewell/CART)
- Proctored testing

Contact Information

Karen Alexander, Director
Salem Bldg. 2, Rm. 174
503.399. 5192
accessibility@chemeketa.edu

RESOURCES

- Website: <https://www.chemeketa.edu/students/student-services/student-accessibility-services/>
- Dashboard site: <https://dashboard.chemeketa.edu/services/accessibility/default.aspx>

Student Retention and College Life

The Student Retention and College Life department supports student success, multicultural competence and leadership with programs outside the classroom. Student Retention and College Life programs are designed to promote students' co-curricular education, community engagement, and social justice interests, including student government, clubs and service learning and community engagement opportunities. Student Retention and College Life also provides resources for students including the lending library, food pantry and referrals to emergency funds.

Contact Information

Student Retention & College Life Main Office
Salem Bldg. 2, Rm. 176

RESOURCES

- Student Resources Website: <https://www.chemeketa.edu/students/student-services/student-resources/>
- Opportunities for students to get involved: <https://www.chemeketa.edu/students/get-involved/>

Tech Hub

The Tech Hub provides guidance for faculty and staff in effective design and implementation of elearning and instructional technologies. The Tech Hub faculty are content experts in educational technology as well as online instruction and course design. They provide a wide range of training and professional development opportunities for all Chemeketa faculty and staff teaching online, hybrid and campus courses.

Contact Information

Kellie Schellenberg, Dean
Salem Bldg. 9, Rm. 106
503.399.5191

RESOURCES

- Website: <http://facultyhub.chemeketa.edu/>

TRIO

TRIO offers federally-funded grant programs that help low-income, first-generation, and students with disabilities succeed in college. TRIO serves 309 students a year by providing individualized services and support to help them succeed at Chemeketa and transfer to a university. The TRIO program also provides an array of educational opportunities including career, cultural and personal growth. We partner with the institutionally funded Chemeketa Completion Program (CCP) to help as many students as possible succeed at Chemeketa and beyond.

Contact Information

Angela Archer, Coordinator
Salem Bldg. 2, Rm. 230
503.315.4293
trio@chemeketa.edu

RESOURCES

- Website: <https://www.chemeketa.edu/students/student-services/academic-support/trio/>

Tutoring and Study Skills Center

Tutoring and Study Skills offers free drop-in, appointment-based, and online tutoring; study skills and writing workshops; and academic consulting. Tutors are certified by our College Reading and Learning Association (CRLA) certified training program to guide students through their materials to encourage resourceful learning. Subjects include math, writing, reading, sciences, accounting, and languages. Workshops assist students with developing essential skills and strategies for academic success. The Tutoring and Study Skills Center provides an additional location to hold office hours or faculty-led study sessions. Faculty can request a visit to their classroom to orient students to tutorial support services, for in-class presentations on any study skills topic, or to recommend ways to apply study skills to the course content.

Remote Learning Update: All tutoring is conducted online via Zoom by appointment with a Chemeketa tutor or drop-in through eTutoring. Workshops and consultations are also conducted via Zoom. Contact us to schedule a virtual class visit!

Contact Information

Natalie Beach, Dean
Aspen Padilla, Coordinator
Salem Bldg. 2, Rms. 210 & 212

503.399.5190
tutor@chemeketa.edu
503.399.5162
studyskillscenter@chemeketa.edu

RESOURCES

- Website: <http://go.chemeketa.edu/tutoring>
- MyChemeketa - Study Tab: <https://newportal.chemeketa.edu/studying/index.html>