

ATLANTA METROPOLITAN COLLEGE



PART-TIME FACULTY HANDBOOK

Revised 2011

INTRODUCTORY STATEMENT

The revised edition of the Atlanta Metropolitan College *Part-Time Faculty Handbook* contains updated information regarding new policies and procedures instituted since the earlier edition of the *Handbook* was published in 1998. It is not intended to be exhaustive, but includes information thought to be pertinent to the needs, interests and concerns of part-time faculty members.

Faculty members are reminded that *the Part-Time Faculty Handbook* is not a governance document; rather it is for informational purposes only, primarily indicating how the policies and procedures of The Board of Regents of the University System of Georgia are to be implemented at Atlanta Metropolitan College.

The *Part-Time Faculty Handbook* is a helpful document in guiding faculty through various aspects of day-to-day procedures about which they should be knowledgeable. The appendix provides a compendium of the latest forms currently in use at the College.

This document is prepared for the purpose of making it easier for part-time faculty to meet all of Atlanta Metropolitan College's requirements and to carry out their teaching assignments with maximum success and satisfaction. It does not, however, replace the catalog, or even summarize it. Accordingly, part-time faculty will need to become familiar with the most current catalog, particularly the section on Academic Regulations.

Please call on the Vice President for Academic Affairs, the Division Deans, and the full-time faculty whenever you have questions or problems.

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I. ORGANIZATION AND ADMINISTRATION

1.1 THE UNIVERSITY SYSTEM OF GEORGIA AND BOARD OF REGENTS

Atlanta Metropolitan College is one of 35 units of the University System of Georgia. It is governed by the Board of Regents, a constitutional entity of the State of Georgia. The Board of Regents is composed of 18 members, one from each Congressional District in Georgia and five from the State-at-Large. All members are appointed for a seven-year term by the Governor of Georgia with the approval of the State Senate. This board has broad jurisdiction over all the units of the University System and is charged with the responsibility for government, control, and management of the system of higher education in Georgia.

1.2 CHANCELLOR OF THE UNIVERSITY SYSTEM

The Chancellor is elected by the Board of Regents and serves as the chief administrative officer of the University System. The Chancellor is also the chief officer of the Board of Regents and recommends the appointment of all presidents. The Chancellor may veto any act of any council, faculty, or committee of any University System institution; such a veto may be appealed to the full Board of Regents.

1.3 ADMINISTRATIVE OFFICERS OF THE COLLEGE

The Administrative Officers of the college, whose responsibilities are described in the Atlanta Metropolitan College *Statutes*, are the President, Vice President for Academic Affairs, Vice President for Student Affairs, Vice President for Fiscal Affairs, Vice President for Institutional Effectiveness, Vice President for Institutional Advancement, and the Deans of the Academic Divisions.

1.4 COLLEGE FACULTY

The Faculty, as defined by Regents' Policies and the *Statutes* of Atlanta Metropolitan College, consists of (1) all full-time teaching personnel with the rank of instructor, assistant professor, associate professor, or professor and (2) the following non-teaching personnel: the President, the Vice President for Academic Affairs, the Vice President for Student Affairs, the Vice President for Fiscal Affairs, the Director of the Library, the Director of Enrollment Management and the Registrar.

1.5 COLLEGE COMMITTEES

The primary channel through which the faculty participates in the governance of the College is through its standing committees. They include the Executive Committee, Educational Policies and Curriculum Committee, Student Affairs Committee, Library Committee, Promotion and Tenure Committee, Academic Progress Committee, Enrollment Management Committee, Alternative Dispute Resolution Committee, Comprehensive Program Review and Academic Assessment Committee, Intellectual Properties Copyright Committee, and the Institutional Effectiveness Committee. The responsibilities of these committees are described in the *Statutes* of Atlanta Metropolitan College.

1.6 COMMUNICATING WITH THE BOARD OF REGENTS

The President shall be the official medium of communication between the faculty and Chancellor and between the council, senate, assembly, or any such body (Bd. Of Regents' Minutes 1993). This procedure does not deny the right of any individual to appeal to the Chancellor and/or the Board of Regents if he feels that his rights have been invaded or ignored and that he or she has not found satisfactory redress in his or her own institution. Should the individual wish to make such an appeal, he or she needs merely to so indicate to the President and present his or her appeal in a sealed envelope, if he or she wishes, for transmittal by the President to the Chancellor.

1.7 ACCREDITATION

Atlanta Metropolitan College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-659-4501) to award Associate degrees.

II. EMPLOYMENT OF PART-TIME FACULTY

2.1 Process For Employing Part-Time Faculty

Candidates for part-time instructional positions at Atlanta Metropolitan College must apply using the College's website www.atlm.edu. Applicants are required to submit a vita outlining educational achievement, previous employment and the names and telephone numbers of references. Each candidate must also submit an **official** transcript of each college or university attended and must complete the New Faculty Information Sheet. In addition to the Master's degree, the part-time candidate must have earned 18 semester hours in the discipline in which he or she wishes to teach. After interviewing with the academic Division Dean, a decision will be made as to whether or not the candidate is qualified to teach in the area. If so, the applicant becomes a part of the pool of candidates from which the Division Dean may select, should the need for course coverage arise.

Agreements between the institution and the part-time instructor prior to registration are tentative. Each potential part-time instructor's class can be finalized only upon sufficient final enrollment. Usually, the Division Dean will contact each part-time instructor shortly after registration to confirm the teaching schedule. The actual semester contract will be offered during the first few days of the semester.

Part-time contracts are semester agreements. The institution attempts to develop a regular core of superior part-time instructors; however, the semester contract does not imply an obligation to renew or to select part-timers to fill full-time faculty positions. Part-time faculty who are interested in being considered for full-time vacancies should so indicate to the Division Dean, and they will be given equitable review and evaluation along with other applicants for the position.

2.2 Termination of Employment

The policies and procedures governing the release or dismissal of faculty members are found in the Policy Manual of the Board of Regents.

III. FACULTY EVALUATION

3.1 EVALUATION OF FACULTY PERFORMANCE

Atlanta Metropolitan College is committed to the concept that effective teaching is at the heart of its mission; consequently, the institution documents institutional quality, beginning with the assessment of faculty performance. Several measures are used to document the quality of instruction.

3.1.1 Performance Evaluation

Part-time faculty members are evaluated by their Division Dean or Department Head using the Atlanta Metropolitan College Evaluation of Part-Time Faculty Performance. This form is found in the appendix of this document and focuses on Preparation for Teaching, Quality of Teaching and Out-of-Class Responsibilities

3.1.2 Student Course Evaluations

Students evaluate every course at Atlanta Metropolitan College at least once each academic year using the Student Instructional Report. (A sample form is contained in the Appendix.) The results of this evaluation help to inform the Division Dean as to the effectiveness of the course.

3.1.3 Classroom Observation

Part-time faculty members should expect that their Division Dean or Department Head will observe classroom performance at least once each term.

IV. ACADEMIC RESPONSIBILITIES

4.1 ATTENDANCE

4.1.1 Faculty Attendance

Because the primary objective of the College is the promotion of learning, faculty members are expected to be prepared for all assigned courses, to arrive promptly and to provide for a full instructional period. In the event of an emergency, such as illness, accident, or family crisis, faculty members should contact their Division Dean and with that dean's assistance make every effort to notify students if the class has to be canceled for that day.

4.1.2 Student Attendance

Scheduled class meetings are a fundamental element in the educational process, and students are expected to attend class regularly. Recognizing that the role of the scheduled class varies with the instructor, the student, the course, and the method of instruction, the following regulations have been established:

The establishment of course attendance requirements for each course is the responsibility of the individual instructor. A written copy of the attendance policy for each course must be given to each student by the instructor at the beginning of each semester. This announcement shall indicate what penalties, if any, the instructor will assess for specified numbers of student absences.

It is recognized that, for personal reasons and approved college activities, students may be required, on occasion, to be absent from class. In such cases the student must assume the responsibility for seeing the instructor and making arrangements for make-up work, if such make-up work is available and possible. Final approval for any class absence remains with the individual instructor.

Students who enter classes after the first scheduled meeting are responsible for making up assignments missed. Days missed during the drop/add period will normally be counted as days absent.

4.2 ATTENDANCE RECORDS

Strict attendance records must be kept by all faculty, since the College is regularly audited by the Veterans Administration, Vocational Rehabilitation and various grant agencies. At the end of each term, faculty members must return to their Division Dean the tri-fold card (or equivalent record form) provided to them at the beginning of the term, with complete and understandable attendance records for each student, for permanent filing. Faculty members should keep a photocopy of the records for their files.

4.3 CLASS ROLLS

Faculty can access their Official Class Roster(s) via the Online Services Portal at www.atlm.edu. Any student whose name is not on the roll must present a "Paid Receipt" indicating enrollment in the course and section, and a stamp by the Business Office in order to remain in the course.

Any student whose name does not appear on the official class roll should be sent to the Office of the Registrar immediately to clear up the discrepancy. A student who is not listed on this roll should **not** be allowed to remain in class except upon written notification from the Registrar.

4.4 CENSUS REPORT

The Census Report should accurately reflect who is attending a class at that point in the semester. This form should reflect any student attending a class but not on a roll, as well as those students whose names appear on the roll, but have never attended.

4.5 SYLLABUS

All faculty members are expected, at the beginning of each course, preferably on the first day of class, but no later than the end of the first week, to present students with an initial syllabus providing basic information about the course. This document **must** include: (a) faculty member's name, office location, office telephone number, office hours, (b) course number and title; (c) description of the course, including co- and pre-requisites; (d) course outcomes; (e) expected results; (f) methods of assessment; (g) textbook(s); (h) attendance policies; (i) course outline; (j) class calendar; (k) instructional techniques. (See checklist in Appendix.)

At the beginning of each term, two copies of the syllabus must be given to the Division Dean who keeps one for Division records and places one in the individual faculty member's file.

4.6 TEXTBOOKS

All part-time faculty must see their Division Dean as to what book was ordered for the course being taught. All books must be bought from the Atlanta Metropolitan Bookstore.

4.7 OFFICE SPACE/OFFICE HOURS

All part-time faculty are required to provide at least two hours per week of office hours for student conferences per three-hour class taught. These office hours may be scheduled in office space provided by the academic division, or may be scheduled in the classroom before and/or after the scheduled class time, if that is possible. Part-time faculty should confer with their academic Division Dean for office space and to make appropriate arrange for scheduled office hours.

4.8 GRADING SYSTEM

Grades are awarded at **two** periods during the fall and spring terms – at mid-term and at the end of the semester. The recording of Mid-Term and Final Grades are submitted via the Faculty Online Services Portal which can be accessed at www.atlm.edu.

4.8.1 Grades

The Atlanta Metropolitan *College Catalog* contains detailed discussion of the College grading system. Briefly, grades in credit classes are the standard "A", "B", C, "D", or "F". In Learning Support the grade of "IP" (In Progress) indicates progress in a course; however, the student is required to repeat the course.

A student withdrawing before midterm will receive a "W" grade. A student withdrawing after midterm will receive a "WF".

4.8.2 Grade of Incomplete

A grade of Incomplete indicates that a student was doing satisfactory work, but for non-academic reasons beyond his or her control was unable to meet the full requirements of the course. The student must arrange with the instructor before the end of the semester for an "I" grade to be awarded. Additionally, the student must make arrangements with his or her instructor for the removal of the "I". The student has one semester to remove the "I". If the "I" is not

removed within the specified time, it will be changed to an “F”. (A sample “Awarding of Incomplete” form can be found in the Appendix.)

4.8.3 Change of Grades

Once grades have been submitted to the Registrar, faculty members may change grades only when: (a) an error was made in computing the grade; or (b) a portion of the student's work, submitted prior to the final semester deadline, was overlooked in evaluating the student's performance in the course. *Change of Grade* Forms are available in the Division Office; a sample form is in the Appendix of this *Handbook*.

The Change of Grade request must be clearly substantiated by class records such as tri-fold cards, students' graded papers and formula or scheme for grade calculations. These should show that an error such as summation, averaging or percentage calculation of grade was, in fact, committed.

4.8.4 Procedure for Appealing a Course/Final Grade

Students have a right to appeal a grade when they believe an error has been made. However, the appeal process must be initiated within the semester (fall, spring) immediately following the one in which the grade was assigned. The following steps should be followed:

Step 1. Within the first semester (fall or spring) immediately following the assignment of a final grade, the student who wishes to appeal the grade must meet with the instructor. At this meeting, the student and instructor must make every effort to resolve the disagreement and arrive at a consensus. (Note, if the instructor is no longer employed by the College, the appropriate Dean will handle the matter.)

Step 2. If, after Step 1, a student wishes to pursue a change of grade, the student must make a written appeal to the appropriate Dean within ten working days of the meeting with the instructor. Supporting documentation must be attached.

Step 3. The Dean may meet with the student and instructor individually or jointly to review the student's appeal and to review any materials needed to form an objective decision.

Step 4. The Dean will make a decision and submit the decision in writing to the faculty member and student within ten working days. If the decision is that a grade change is warranted, the Dean will send appropriate notification to the Registrar.

Step 5. If the grade change is denied by and the student wishes to further appeal the decision of the Dean, he or she may seek redress from the Vice President for Academic Affairs (VPAA). The VPAA will review the student's original written appeal, supporting documentation, and the Dean's decision with rationale before rendering a decision.

Step 6. The VPAA will provide a written decision to the student within ten days of the recommendation. This decision will be final. If the decision is to change the grade, the VPAA will send appropriate notification to the Dean, the student and the Registrar.

4.8.4 The Family Education Rights & Privacy Act

There are many legal considerations involved with grades and grading. The following is a synopsis of these considerations.

According to The Family Education Rights and Privacy Act of 1974 and the Buckley Amendment, the faculty is **not** permitted to release any information about a student or a student's grades. However, upon receipt of a **notarized**

release statement from the student, grade related information may be released.

4.9 CHANGES IN STUDENT'S COURSE SCHEDULE

Changes in students' course schedule are permitted only during the Add/Drop time period. Forms are available in each academic division.

Such changes must have the approval of a Division faculty member and must be executed within the students' advising Division. For Learning Support Division – students should see an LS Counselor.

Students' stamped "Paid Receipt" becomes their official schedule after the Add/Drop period is over. Any courses dropped prior to this time are not shown on the students' official records. Official Add/Drop dates per semester are given in the semester schedule of classes.

4.10 COMPLETE WITHDRAWAL FROM THE COLLEGE

Students wishing to withdraw from the College must obtain a Request to Withdraw form from the Registrar's office.

If circumstances make it impossible for a student to withdraw in person, the student should write a letter to the Registrar who may initiate the Withdrawal on behalf of the student.

4.10.1 Hardship Withdrawal

Students who find it necessary to withdraw from the college for **non-academic** reasons may apply for a Hardship Withdrawal through the Office of Academic Advisement.

4.11 END OF TERM PROCEDURES

At the end of each term, part-time faculty must complete the following activities:

4.11.1 Grade Submission

The Registrar will provide specific instructions concerning grade submissions. Grades must be turned in to the Registrar's office no later than the date specified by the Registrar. Any corrections should be initiated by the instructor. If there is any discrepancy between the printout and students actually attending the course, the Division Dean should be contacted immediately. The grade report for each course should be turned in as soon as it is completed, but no later than the specified date each term.

4.11.2 Final Examination Submissions

Each faculty member is expected to give a final examination in each course taught. A schedule of final examination periods is in the class schedule published each term by the Office of the Vice President for Academic Affairs. All information concerning final examinations should be incorporated into the course syllabus. Any deviation from this schedule should be approved in writing by the Division Dean.

Three copies of each final examination should be submitted to the Division Office; one copy is placed in the individual faculty member's file, one is sent to the Vice President for Academic Affairs, and one is maintained on file in the Division Office.

4.11.3 Course Attendance Records Submissions

Copies of course attendance records should be submitted to the Division Office. These records must contain data regarding how the final grades were determined. Forms for keeping these records will be provided by the Division Office.

4.12 DIVISION RECORDS

Each Division shall maintain the following records:

Updated Faculty Vita

Course Syllabi

Evaluations Completed Division Dean and Students

Final Examinations

Official Attendance and Tri-Fold Cards

4.13 FIELD TRIPS

Faculty members are encouraged to take students on field trips when such trips are an effective means of enhancing student learning and accomplishing the goals of courses. But they should consider that when students miss other classes to go on a field trip, it constitutes an interference with other faculty members' efforts to accomplish the goals of their courses. In recognition of these two conflicting considerations, faculty members should (a) try to arrange field trips so that there is minimum interference with student attendance in other classes; (b) keep the field trips by a particular class to a reasonable number, and (c) complete the designated form for field trips in the Division Office at least one week in advance of the trip. A sample form is in the Appendix of this *Handbook*.

Faculty members taking a class on a field trip should point out to students that they will be excused from any penalties for class absence during the time required for the trip, but will not be excused from doing the work required for the class(es) missed. Sponsors of field trips should be prepared to accept the fact that on occasion individual students have important tests or other requirements in other courses that necessitate their missing the field trip.

If under unusual circumstances a faculty member should wish to arrange an overnight field trip, or a field trip of several days' duration, plans should be discussed in detail with the Division Dean and must be approved by the Vice President for Academic Affairs. If the trip involves a student organization or organizations, details should be approved by the Vice President for Student Affairs. Any financial arrangements should be worked out in advance with the Business Office.

4.14 ASSIGNMENT OF CLASSROOM FACILITIES

Classes must be taught in the classrooms to which they are assigned. If a classroom is unsatisfactory, a request to change the assignment should be made through the dean. Classroom chairs and/or tables should not be moved from one room to another by students or faculty. The classrooms are set up with maximum seating for specific types of classes and cannot be changed without adversely affecting other classes scheduled in the room.

V. PROFESSIONAL AND PERSONAL RESPONSIBILITIES

5.1 COMMITMENT TO CRITICAL THINKING, READING AND WRITING ACROSS THE CURRICULUM

Faculty members in all disciplines are expected to provide opportunities for critical thinking and academic writing. Faculty assignments should elicit more than short answers (phrases, multiple-choice, and true-false). Every course should require some academic writing. Helping students to achieve critical thinking, reading and writing competence is the responsibility of all college instructors. Additionally, faculty should provide opportunities for critical reading.

5.2 USE OF THE ACADEMIC SUPPORT CENTER

Academic Support Center (ASC) facilities are available to any Atlanta Metropolitan College faculty or staff member. However, faculty members must **not** send entire classes or groups larger than four students to the lab without the written approval of the ASC director.

- A. All faculty members should become acquainted with Academic Support Center facilities and personnel.
- B. Faculty members must use a Referral Form when sending students to the labs for specialized assistance. Forms are available in the Center and Division offices.
- C. When leaving assignments in the lab, faculty should provide directions for completing assignments (e.g., syllabus, original assignment, specified reference source or style manuals, etc.). Initial instruction or introduction of a topic should take place in the classroom.
- D. Any class activities to be scheduled in conjunction with the ASC must be authorized by the Center supervisor or director.
- E. Faculty may have a single copy of any ASC handout. Division secretaries may reproduce multiple copies for faculty.
- F. Faculty members wishing to have software programs installed on the computers in the ASC labs must forward all requests to their Division Dean. Once approved by the ASC director, the Division Dean will notify the network manager who will coordinate all software installation. Faculty wishing to recommend software purchases should do so through their Division Dean.

5.3 PROCEDURES FOR RESERVING COMPUTER LABORATORIES

Computer laboratories available for all class use are: A226 & L6.

In order to reserve these **electronic classrooms** the following steps should be followed:

1. Pick up form(s) from division office
2. Fill out information and submit to Division Dean for approval/signature
3. Submit form(s) to the Vice-President For Academic Affairs office for availability and approval from the Vice-President

The form(s) will be processed in the Vice President's office with a copy forwarded to Campus Security and to the faculty who requested the room either approving or denying access to the laboratory. A copy of approved request will be kept on file in the Vice President's office.

The AMC Computer Acceptable Use and the Security Policy documents are found in each division office.

5.4 DISABILITY SERVICES

The Office of Academic Advisement and Disability Services coordinates the College's effort to provide accommodations to students with disabilities in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.

Students who are suspected of having a learning disability or who voluntarily disclose to instructors that they have a disability should be referred to the Director of Academic Advisement and Disability Services. The faculty member should not question students about their learning disability, but should inform the students that the Office of Academic Advisement and Disability Services may be able to assist in helping them to achieve academic success. *(For further information and responses to specific questions related to disability services refer to the booklet "Serving Students with Disabilities, Questions and Answers for Faculty and Staff," July 2000)*

5.5 ACADEMIC FREEDOM

Teachers are entitled to freedom in the classroom in discussing issues relevant to their subject. Pedagogical decisions should be made by the faculty in accordance with the policies of that academic unit. Pedagogical decisions should be consistent with university policies, codes of professional ethics and conduct as well as the educational goals of the course and the evaluation standards held in the academic unit.

Teachers are entitled to full freedom in scholarly activities and in dissemination of the results, subject to the adequate performance of their other academic duties.

College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinion of others, and should make every effort to indicate that they are not speaking for the institution.

5.6 FACULTY/DIVISION MEETINGS

Part-time faculty members are warmly encouraged to attend College faculty meetings and Division meetings, if possible. However, they are not required to attend those meetings as a part of their responsibilities, unless there are special meetings called for part-time faculty by their Dean or the Vice President for Academic Affairs.

5.7 FACULTY LIABILITY

From time to time questions arise concerning the liability of faculty members from injuries to students engaged in such activities as laboratory work, physical education activities, or field trips.

The State provides liability coverage; full details are available in the Business Office. Faculty members should, of course, exercise appropriate diligence in the performance of their duties.

To insure liability coverage, faculty members accompanying, supervising or transporting students on college business should be very careful to insure that there is an official record in the Division or other appropriate office. If Student Activity funds are involved, the record should be with the Vice President for Student Affairs.

5.8 UNATTENDED CHILDREN ON CAMPUS

Under its Risk Management Policy, AMC does not assume responsibility and/or liability for unattended minor children of faculty, staff, students and visitors in and around college buildings, grounds and facilities. Because of the possible disruption of business, and for liability reasons, employees are **not** permitted to have children at the workplace. For more detailed information, please refer to the policy on children in the workplace in the policy section of this *Handbook*.

5.9 INVENTORY AND SECURITY OF EQUIPMENT

The college keeps a local inventory showing where all equipment is at all times. Whenever there is a need to move furniture or equipment, the faculty members initiating the move must prepare an Equipment Transfer Report and submit it according to routing shown on the form. All rooms containing valuable removable equipment should be locked after working hours.

If audio-visual equipment is utilized during a class period, the faculty member using the equipment should make certain the equipment is returned to Audio Visual personnel before leaving the area or make sure it is put in a locked room for protection.

VI. LIBRARY/MEDIA SERVICES

6.1 PHILOSOPHY AND GOALS OF THE LIBRARY

The primary goal of the Library is to insure that material is available to faculty and students in a variety of formats. The staff anticipates demands and orders materials requested by students and faculty provided funds are available and the requested materials are obtainable. The Library staff also assists in the production of instructional materials.

The staff of the Library instructs the College community in methods to gain access to information through available technology. Occasionally this instruction may take the form of classroom presentations by staff members. Instruction in how to locate information takes place as a regular activity of the Library.

Through all of its activities, the Library seeks to assist in the educational process by stimulating interest in reading.

Faculty members are encouraged to bring classes to the Library for work sessions. However, a one-week notice is required. Library staff members are available to conduct tours of the Library and to provide instruction on Library use and research methods.

6.2. GENERAL INFORMATION

The Library occupies two-and-one-half floors of the three-floor Library/Administration Building.

First Floor: GSAMS Distance Learning.

Second Floor: Audio-Visual Holdings, Audio-Visual Equipment, Circulation Desk, Reference Librarian's Office, OPAC Catalog, reference area, reserve books, periodicals, current newspapers, photocopy machine, microforms, microform reader/printers, librarians' office suites, browsing area, typewriters for student use, computers, restrooms, study carrels and, study tables.

Third Floor: Books (Class A-Z), bound periodicals, restrooms, study carrels and tables, archives, serials/helpdesk and, past newspapers.

6.3 CIRCULATION

When books are checked out by faculty through the automated circulation system, a due date of 65 days is indicated. Except under special circumstances, periodicals and reference books may not be checked out.

6.4 ORDERING BOOKS AND PERIODICALS

The Library supplies faculty members with order cards on which to suggest titles that the Library should purchase. However, any method of requesting materials is acceptable. Copies of advertisements and other book announcements should be attached. All subscriptions to periodicals are approved by the Faculty Library Committee. Each semester the Library Committee meets to review all subscriptions.

6.5 RECREATIONAL READING

Recreational reading is available to the college community through the Library. Each month the college receives best sellers in fiction and popular non-fiction titles.

6.6 RESERVES

Space is available at the circulation desk to place items on reserve so that books which would ordinarily circulate are restricted to in-library use. Faculty may place personal copies of books and documents on reserve.

6.7 HOLDS

If students or faculty members have books checked out which another borrower wants, these books may be held for the requester. The requester will be notified when the books are available.

6.8 INTERLIBRARY LOAN

Items not in the Library collection may be obtained on interlibrary loan. The Library's involvement with SOLINET/OCLC permits us to know who has which books and periodicals and to quickly transmit requests. Libraries within the University System do not charge for interlibrary loans. Faculty members who request interlibrary loans should provide the staff with as much bibliographic information as possible. Through OCLC, interlibrary loans usually arrive in one to two weeks. Faculty are held accountable for all lost books and fines.

6.9 USING OTHER LIBRARIES

Faculty/Staff ID's can be used to participate in the University System of Georgia Universal Borrowing Program. The faculty member's name and mailing location must be in the AMC Library Voyager Database.

Faculty can access the Universal Catalog remotely or in person and have items sent to AMC Library for pick up or visit one of the University of Georgia System libraries. Faculty are responsible for all borrowed materials and fines/fees. The lending college or university will require a valid college identification card.

6.10 AUDIO VISUAL CENTER

Educational tapes and other types of audiovisual hardware and software are housed in the Audio Visual Center. Twenty-four hour notice is necessary for use of the materials and equipment. Audiovisual equipment will be picked up and delivered by Library personnel. Audiovisual equipment belonging to the College cannot be taken off campus.

The Center also has facilities and personnel to assist in the production of audiovisual materials.

A limited amount of materials may be borrowed by computer through the Universal Catalog. These materials may be delivered to the Atlanta Metropolitan College Library or picked up from the lending institution. Faculty are held accountable for all lost books and fines.

VII. STUDENT SERVICES, REGULATIONS, AND ACTIVITIES

7.1 DISRUPTIVE AND OBSTRUCTIVE BEHAVIOR

The Board of Regents stipulates that any student, faculty member, administrator, or employee, acting individually or in concert with others, who clearly obstructs, or disrupts, or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary or public service activity, or any other activity authorized to be discharged or held on any campus of the University System of Georgia is considered by the Board to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in dismissal or termination of employment.

The Board reaffirms its belief that all segments of the academic community are under a strong obligation and have a mutual responsibility to protect the campus community from disorderly, disruptive or obstructive actions which interfere with academic pursuits of teaching, learning and other campus activity.

The Board of Regents understands that this policy is consistent with resolutions adopted by the American Association of the University Professors in April, 1968, and by the Executive Committee of the Association for Higher Education in March, 1969, condemning actions taken to disrupt the operation of institutions of higher education.

If a faculty member senses that a discussion or situation may become volatile or out of control, a student should be sent to a Division Dean's office or the Evening Administrator's office. The Administrator can call Campus Safety if needed. Faculty should not leave the classroom or situation where the incident is occurring.

Campus Safety will contact the Vice President for Student Affairs. Faculty should keep a written log of the incident and send a report to the Vice President for Academic Affairs. Please refer to BOR Policy Manual Section 406.02.

7.2 STUDENT ACTIVITIES

The Student Commission and approved student organizations sponsor many activities, including such events as musical performances, speakers, exhibits, films, and the coronation of Mr. and Miss Atlanta Metropolitan College. Faculty members can make a significant contribution to the students by attending functions sponsored by student groups.

7.3 EMERGENCY HEALTH SERVICES PROCEDURES

The following procedures are approved for emergency health services:

When a medical emergency occurs, faculty members must send a student to the nearest office to telephone Campus Safety at (404) 756-4040. Faculty should not leave students with medical emergencies alone but should remain with them until Campus Safety arrives. Campus Safety will determine if the student should be moved to another location and if Emergency Medical Technicians (EMT) should be called. Students are responsible for paying for emergency health services.

Campus Safety will consult with the Vice President for Student Affairs and will prepare an incident report. A copy of the report will be filed in the Office of the Vice President for Student Affairs. Campus Safety and/or the Vice President for Student Affairs will contact the student's parent(s), spouse, guardian, or any other designated persons to inform them of the student's condition and the hospital to which the student may have been taken.

7.4 FIRE AND OTHER EMERGENCIES

Faculty must become familiar with the campus building exits and the evacuation route that is posted in strategic locations (halls and classrooms) in all buildings. Upon hearing a sounding of an alarm, faculty should maintain a calm atmosphere and follow the evacuation plan, while assisting students to move calmly and quietly to the nearest campus parking lot.

VIII. HUMAN RESOURCES

The Office of Human Resources, which functions to serve the best interest of both the employee and the College, is responsible for implementing college personnel policies. The Office of Human Resources also handles employee records, orientation, benefit information, recruiting for vacant positions, position classification, training, and wage and salary administration. If faculty need further details or guidance on any of the following information, unless otherwise stated, they should contact the Office of Human Resources.

The following information about benefits is an overview only. New employees receive detailed benefit information during orientation. Because the benefit environment often changes, employees should always contact the Office of Human Resources for current information regarding rules and rates before making benefit decisions.

8.1 EMPLOYMENT OPPORTUNITIES

The Office of Human Resources maintains current listings of all job vacancies. The listings are posted in all campus buildings and mailed to all units of the College. Faculty members interested in receiving a copy of the available job announcements are encouraged to call the Office of Human Resources at 706/756-4047. The job postings can also be accessed from the web at www.atlm.edu or www.higheredjobs.com.

8.2 PERSONAL CONDUCT

The following examples include, but are not limited to, actions which are unacceptable to the College and which may result in disciplinary action or discharge:

- a. Failure or being unfit to perform assigned duties
- b. Conviction of a felony or crime involving moral turpitude
- c. Bringing discredit to the College
- d. Insubordination
- e. Negligence
- f. Falsifying records, reports, or information
- g. Theft
- h. Misuse of telephone or computer services
- i. Intoxication or drinking on the job
- j. Failure to report an absence or reason for an absence
- k. Taking unauthorized leave
- l. Habitual absence or tardiness
- m. Discourteous or disruptive behavior
- n. Unauthorized absence from assigned work area
- o. Interfering with the work performance of another employee
- p. Wasting material
- q. Willfully damaging equipment or property
- r. Willfully violating safety regulations
- s. Gambling while at work
- t. Sleeping while at work
- u. Using or selling illegal drugs on college premises
- v. Job abandonment

- w. Willfully violating laws or policies prohibiting discrimination on the basis of race, gender, color, religion, national origin, age, disability, or veteran status
- x. Any other misconduct interfering with performance of duties
- y. Any form of harassment

8.3 AFFIRMATIVE ACTION POLICY

Atlanta Metropolitan College is an Equal Opportunity/Affirmative Action Employer. The College provides equal employment opportunities for all faculty, staff, students and applicants without regard to race, color, religion, gender, age, national origin, marital status, physical disability, or military status, in compliance with applicable federal and state laws pertaining to nondiscrimination. Each action shall include, but is not limited to, employment, promotion, advertising, layoff or separation, rates of pay or other forms of compensation, and selection for training programs.

All employment decisions are expected to follow practices that promote equality and fairness. Individuals responsible for making such decisions are to use such practices for employing administrative, professional staff, and faculty personnel. Policies and procedures may be superseded by actions of the Board of Regents. If, for any reason, the information contained in this *Handbook* is not in agreement with policies of the Board of Regents, the Board of Regents Policy will prevail.

It is important to note that under the guidelines established by the Board of Regents of the University System of Georgia and by the United States Department of Labor, “minority”, at AMC, is defined as “non-Black.”

8.4 AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) of 1990 prohibits discrimination against individuals with disabilities in employment, public services, public accommodations, and telecommunications. Employees may self identify any qualified disability as defined under ADA for which assistance is needed in carrying out their assigned duties. Individuals with disabilities are defined under ADA as persons who either have or are regarded as having a record of a physical or mental impairment that substantially limits one or more major life activities. AMC will make every effort possible to accommodate employees requiring assistance within the definitions of the law.

8.5 ORIENTATION

The Office of Human Resources conducts orientation for all newly hired employees. This process provides up-to-date information on policies, procedures, benefits, and the "Right-to-Know" program. Upon receiving and accepting an offer of employment from the Office of the President, new employees will be contacted by a representative of the Office of Human Resources concerning the date and time of his/her scheduled orientation. Supervisors are responsible for acquainting employees with departmental policies and procedures and the job-related duties.

8.6 PERFORMANCE EVALUATIONS

Evaluations of Teaching Performance are conducted each term for part-time faculty by the Division Dean. See section 3.1 for more details.

8.7 TERMINATION PROCEDURES

All employees who are terminating or separating from their employment with the College must participate in an exit interview conducted by the Office of Human Resources. During the exit interview, part-time faculty will receive all pertinent information regarding their separation, complete all necessary paperwork, and receive directions for the return of any identification cards, keys, or other institutional properties to the college. This interview will also give the employee an opportunity to express his/her feelings about their employment experience at AMC.

8.8 CONDITIONS OF EMPLOYMENT

8.8.1 LOYALTY OATH

The State of Georgia requires "all persons who are employed by and are on the payroll of and the recipient of wages, per diem, and/or salary of the State of Georgia, or its departments and agencies" to take a loyalty oath. If a person does not sign the oath, the act then instructs that "such persons shall not be permitted to receive any payment from the State."

8.8.2 SECURITY QUESTIONNAIRE

As a condition of employment, every employee of the College must complete and sign a security questionnaire. The security questionnaire requires an employee to voluntarily disclose information, which establishes that there are no reasonable grounds to believe that he or she is a subversive person. A subversive person is defined as one who commits acts towards, advocates, or teaches the overthrow of the government of the United States or government of the State of Georgia by force or violence or who is knowingly a member of a subversive organization.

8.8.3 EMPLOYMENT ELIGIBILITY VERIFICATION FORM (I-9)

The Immigration Reform and Control Act requires all newly employed individuals to complete the form I-9 and provide documents, which establish identity and employment eligibility. The College will employ only U.S. citizens and aliens authorized to work in the United States. Failure to comply with the provisions of the act will result in immediate termination of employment.

8.8.4 IDENTIFICATION CARD

Identification cards are available for all regular full-time and part-time employees. I.D. cards allow employees access to the Library, Academic Support Center, Student Center, and many campus activities. For further information concerning I.D. cards, contact the Office of Campus Safety.

8.8.5 AUTOMOBILE REGISTRATION AND PARKING

All AMC employees who park their vehicles in college parking lots must register their vehicles and secure a parking decal each academic year from the Office of Campus Safety. These non-transferable parking decals must be displayed in the window of the vehicle.

IX. PAY PRACTICES

9.1 PAYROLL DEDUCTIONS

Part-time faculty members are paid twice a semester. One half of salary at mid-term, and the remaining at the end of the semester.

9.1.1 FEDERAL (W-4) AND STATE (G-4) INCOME TAX

The College is required to make withholdings of federal and state taxes from salary payments based on the number of allowances claimed on the Forms W-4 and G-4 by the employee. Any change in allowances should be reported to the Office of Human Resources immediately, to ensure proper withholdings.

9.1.2 SOCIAL SECURITY

All eligible employees of the College are required to participate in the Social Security program. Payroll deductions are made for the employee's share of the cost of the insurance, with the college paying a matching share. Work-study students are exempt from Social Security. Non-immigrant aliens may be exempt, in accordance with the provisions of their visas.

9.1.3 UNEMPLOYMENT COMPENSATION

All College employees are covered under the Georgia Employment Security Law, commonly known as Unemployment Compensation. This law was enacted to provide a source of economic security when a person becomes unemployed through no fault of his or her own. Eligibility for benefits is determined by the Georgia Department of Labor.

9.1.4 GARNISHMENT OF WAGES

It is the legal responsibility of the College to make required deductions from an employee's earnings that are within the control of the College upon receipt of a Summons of Garnishment. The College is compelled to file an answer within a restricted time period. The University System considers the acceptance and settlement of just and honest debts to be a mark of personal responsibility. Repeated instances of default in payment by employees, after appropriate counseling, shall be considered sufficient grounds for termination for cause.

9.2 GEORGIA DEFINED CONTRIBUTION

All part-time faculty members are required to enroll in the Georgia Defined Contribution Plan as a condition of employment, unless they are active members of ERS or TRS, retirees of ERS or TRS, persons qualified as bona fide independent contractors, or person working for an institution in which that person is regularly enrolled and attending classes. Details of this plan are provided in all employee orientation packets.

9.3 THE GEORGIA HIGHER EDUCATION SAVINGS PLAN

Atlanta Metropolitan College offers its faculty members the opportunity to invest a portion of their salaries in a tax-deferred 529 savings program. Under this investment program, all contributions and earnings are exempt from federal and state taxes until they are withdrawn. For more information on this program you should contact GHRSP at 1877-424-4377 or www.GAcollegesavings.com.

9.4 WORKERS COMPENSATION

The Federal Workers Compensation Act provides protection for employees in the event of injuries or death while performing services to the College. A listing of our approved Panel of Physicians is posted on at least one bulletin board in each building on the campus. Should an on-the-job injury be incurred, employees must notify their supervisor and the Office of Human Resources as soon as possible, whether medical treatment is required or not. Notification of all injuries must be submitted within five days to ensure that the College complies with the reporting and claim filing requirements established by the Department of Administrative Services (DOAS). In the event of illness or when circumstances arise which make it impossible for a part-time faculty member to meet with his/her class, the Division Dean must be notified so that plans can be made for coverage of the course.

9.5 HOLIDAYS

Atlanta Metropolitan College observes 12 official paid holidays each year, including the following. The dates may vary from year to year, but a schedule of the official holidays is listed below:

New Year's Holiday	Independence Day Holiday
Martin L. King, Jr. Holiday	Labor Day Holiday
Memorial Day Holiday	Thanksgiving Holidays
Christmas Holidays	

A terminating employee shall not be paid for any official holidays occurring after the last working day of his/her employment.

9.6 VOTING

Employees are encouraged to vote in all federal, state and local elections. If the work schedule would otherwise prevent faculty from voting, they may, at the discretion of the immediate supervisor and in compliance with the Georgia State law, be permitted sufficient time off from the job, with pay, in order to vote.

X. OTHER POLICIES and GENERAL INFORMATION

The full-text of College policies are located in the Office of Human Resources. The summation of other important policies and general information with which faculty should become familiar are indicated below:

10.1 HARRASSMENT POLICY

Harassment is defined as verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of race, color, religion, gender, sex, national origin, sexual orientation, age, or disability, or that of their relatives, friends, or associates, and that:

- has the purpose or effect of creating an intimidating, hostile or offensive working environment;
- has the purpose or effect of unreasonably interfering with an individual's work performance; or
- otherwise adversely affects an individual's employment opportunities.

Sexual Harassment is defined as sexual conduct of any nature which is not freely and mutually agreeable to both parties. Examples include, but are not limited to:

- making, as a condition of employment, acceptance of unwelcome sexual advances or requests, requests for sexual favors, or other verbal or physical conduct of a sexual nature;
- Making submission to or rejection of such conduct the basis for employment decisions;
- Creating an intimidating, offensive, or hostile work environment by such conduct.

Employees who believe they have suffered any form of harassment or retaliation may immediately report the alleged conduct to their supervisor or to the supervisor of the person who is behaving objectionably, so that a confidential investigation of the complaint can be undertaken. Alternatively, the employee may report the alleged conduct to the office of Human Resources/Affirmative Action Officer. Further, any employee who observes conduct by another employee which he or she believes to be harassing, retaliatory, or discriminatory must report such conduct as outlined above. All complaints of harassment will be treated confidentially and will be investigated promptly and thoroughly.

10.2 RIGHT TO KNOW PROGRAM

The State of Georgia has enacted legislation to protect its employees from the dangers of hazardous chemicals that may be encountered in the workplace. The College has developed a plan to assure that all employees receive training and information about hazardous chemicals present in their work areas. A copy of the Right-to-Know program can be obtained from the Right-to-Know Office or the AMC Library.

10.3 DRUGS AND ALCOHOL POLICY

The use of alcohol and illegal drugs by employees of the College is strictly prohibited on College premises. AMC abides by the terms and provisions of the Drug Free Workplace Act of 1988. A copy of the complete policy is available in the Office of Human Resources and is provided during the employee's orientation session.

10.4 SMOKING

Smoking is strictly prohibited in all campus buildings. AMC's policy on smoking within the workplace is in accordance with the College's obligations as an employer for the health of its employees and to protect the College against compensation damages under the Occupational Health Safety and Welfare Act (1986).

10.5 GEORGIA OPEN RECORDS ACT

Certain information maintained by the College about an employee and the employee's employment record is considered to be a matter of public record and is subject to the Open Records Act of the State of Georgia. This means that any citizen of Georgia may request access to certain information contained in an employee's personnel file without the employee's knowledge or consent. Open records requests are filed with the Office of Legal Affairs at the Board of Regents and, by law, the office must provide access to requested information within a stipulated timeframe. Although some information is excluded by law and cannot be accessed under the provisions of the Open Records Act, employment and salary history as well as performance evaluations are among the information that may be made available for review.

10.6 LEGAL MATTERS, STATE LAW ENFORCEMENT

The State Law Department has ruled that all requests for opinions of the Attorney General, drafting of legal instruments, lawsuits, garnishments, and similar matters concerning institutions of the University System come to the office only upon request of the Chancellor. Therefore, any inquiry or request to be made of the State Law Department should be directed initially to the President of the Institution for endorsement to the Chancellor.

10.7 SURPLUS PROPERTY DISPOSAL

There are specific procedures governing the disposal of surplus state property. Since the penalties for non-compliance are severe, the procedures should be noted. Further information is available from the Vice President for Fiscal Affairs.

10.8 SOLICITATION OF GIFTS

No faculty member is permitted to solicit funds for scholarships, loans, grants, equipment, or supplies, without prior approval by the proper College officials. Further, the soliciting of prizes or awards either in merchandise or money and the selling of advertising are not permitted.

10.9 GRATUITIES

The Board of Regents' policy regarding gratuities reads as follows: An employee of the University System shall not accept gratuities, courtesies, or gifts in any form whatsoever from any person or persons, corporations, or associations that directly or indirectly, may seek to use the connection thus formed for securing favorable comment or consideration on any commercial commodity, process or undertaking.

10.10 CANVASSING AND SOLICITING

Canvassing, placing of signs and posters for solicitation purpose, collections for any purpose, and sale of tickets or merchandise are prohibited on the College premises.

10.11 TELECOMMUNICATIONS & UTILIZATION

All telephone charges are the responsibility of divisions or units. When faculty have problems with telephone service they should notify the appropriate divisional personnel. All requests for changes in service must be channeled through the division or unit. It is state law that only job-related long distance calls are to be made from institutional telecommunications equipment. This limitation includes calls made on the state long-distance network known as GIST (Georgia Code annotated section S-16-8-5). College telephone lines must be kept clear for business use. Personal long distance calls may not be charged to the college, as this constitutes a misuse of state funds. Other university equipment, such as fax machines and photocopiers, are also for college business only.

10.11.1 COMPUTER UTILIZATION

Employees are reminded and encouraged to use their assigned electronic mail account as well as Internet access responsibly and in compliance with state and federal laws and College policies and procedures. All employees shall use software only in accordance with the AMC license agreements. Any duplication of copyrighted software is a violation of federal law and AMC policy. Questions regarding software, Internet, and email policies may be directed to the Office of Management Information Systems.

10.11.2 UTILIZATION OF COLLEGE EQUIPMENT

It is against the state law to use college equipment, such as telephones, photocopiers, and facsimile machines, for personal use or gain.

10.12 ALTERNATIVE DISPUTE RESOLUTION (ADR) POLICY

As part of its commitment to the prompt and fair resolution of the concerns of its students, faculty and classified employees, AMC has established and implemented the Alternative Dispute Resolution process. The procedures ensure that any individual within the college community who has a grievance will have access to an internal process which provides elemental fairness to the parties involved and which has as its objective the resolution of the grievance. The procedures may be used as one of many options for grievances. (See attached policies.) Alternative Dispute Resolution includes those mechanisms usually involving a third party or neutral intervener to facilitate agreement between two parties outside the judicial forum.

XI. SERVICES AND SUPPLIES

11.1 ENTERING BUILDINGS AFTER HOURS AND WEEKENDS

Buildings on campus are secured after classes each day; however, faculty and staff may enter the buildings by presenting an Atlanta Metropolitan College identification card to security personnel and by meeting security requirements which include signing in and out on the security log. Students must have prior approval and must be accompanied by a faculty or staff member.

11.2 MAIL

Mail to faculty is distributed to boxes, by division, in the mailroom. Delivery is usually made about 11:00 AM. Outgoing mail is deposited in U.S. Mail window located on the 1st floor of the Academic Building; it is dispatched daily at 4:00 p.m.

All outgoing mail requiring college postage and utilizing college stationery must bear in the upper left-hand corner the appropriate department name in addition to the College's return address. When large clasp (manila or kraft) envelopes are used, the return address, name of sender and Atlanta Metropolitan College departmental name must be placed in the upper left-hand corner. These envelopes must be sealed. Only regular envelopes (#10 size) can be sealed by the postage machine. All mail utilizing college stationery is regarded as official and is subject to the above requirements. College stationery and postage must not be used for unofficial personal matters.

11.3 KEYS

The College provides faculty and staff members with keys to their offices, and other keys as needed. Requests are made on the key request form found in the division office and must bear the approval of the appropriate Division Dean and Vice President. This request should be forwarded to the Department of Campus Safety. Original keys will be issued by the Department of Campus Safety. Full information may be found in Key Control Policies and Procedures, given to all faculty members when they are hired. Should a faculty member lose or misplace a key, the Department of Campus Safety should be notified immediately. Faculty will be assessed a fee for missing keys. Terminating employees must turn in all keys to Campus Safety prior to the employee's exit interview, and failure to do so may result in a delay of final payment of wages.

11.4 SECRETARIAL SERVICES

The Secretary of each Division will provide basic clerical assistance to the Division Dean. Since all faculty have access to a computer, division secretaries are not responsible for typing or providing word processing for individual faculty members.

11.5 AUTOMOBILE REGISTRATION AND PARKING

All AMC employees who park their vehicles in the college parking lots must register their vehicles and secure a parking decal each academic year from the Office of Campus Safety. These non-transferable parking decals must be displayed in the window of the vehicle.

11.6 PURCHASING REGULATIONS

To assist Division Deans in controlling departmental budgets, the following policies and guidelines relating to the purchase of contractual services, supplies, materials, and equipment have been established. The policies and guidelines have been developed in accordance with rules and regulations established by the Board of Regents, the Director of Purchasing of the State of Georgia, and the Statutes of the State of Georgia.

11.7 PURCHASING POLICY

Any contractual services or items of supplies, materials or equipment that are required for use by an employee of Atlanta Metropolitan College in the performance of the individual's official duties will be purchased from funds budgeted for such purposes for the employee's department.

The Dean of each department has the primary responsibility for the control of departmental budgets including the establishment of priorities in meeting the needs of their staff members within the limitations of the department's operating budget for the fiscal year.

No employee of the College is authorized to make purchases or to obligate the College in any manner without the written approval of the employee's Division Dean and the Vice President for Fiscal Affairs (or that person's designated representative), secured in compliance with the rules prescribed in this document.

All employees of the College are prohibited from securing items of supplies on a "charge" basis in the name of the College. Charging purchases of services, supplies, materials or equipment to the College without appropriate written authority conflicts with the state laws governing purchases, and any employee who does not comply with this policy will be held personally liable for the costs of the items involved.

Supplies, materials or equipment may be secured in compliance with the Purchasing Policy from a vendor by the use of personal funds to be reimbursed from Petty Cash or from a vendor with appropriate written authority through the Business Office.

11.7.2 Petty Cash

To provide a method to secure low-cost items when it is not practical to requisition such items through the Purchasing Department, a petty cash fund has been established in the Business Office. To control expenditures made through the petty cash fund, the following rules and regulations have been established:

- Employees are permitted to expend personal funds for official "small purchases" that are not available in the Central Stores (inventory of commonly used items) and to obtain reimbursement from petty cash provided that the employee has the approval of the individual's department head. Prior approval must be obtained by completing a Petty Cash Voucher (available in the Business Office).
- Cash purchases are limited to \$15 per purchase. Repetitive purchases on the same day from the same vendor, or in immediate subsequent days, totaling more than \$15 may be considered as an evasion of the \$15 limit and could require a written explanation and reimbursement disallowed.
- Reimbursement will not be made for items that may be secured from the Central Stores. IT IS THE INDIVIDUAL'S RESPONSIBILITY TO DETERMINE WHETHER OR NOT CENTRAL STORES CAN SUPPLY THE MATERIALS NEEDED.
- Cash purchases made by a department are subject to State Purchasing regulations. It is the responsibility of the individual making the purchase of \$15 or less to be familiar with the rules and regulations regarding such purchases. Individuals who are not familiar with the regulations should contact the procurement office.
- Reimbursement. To obtain reimbursement from the petty cash fund, an employee must submit a receipt in the form of an original vendor's invoice marked "paid" or a "Petty Cash Voucher," signed by the vendor. The following requirements should be met when the receipt is in the form of a vendor invoice:
 - The receipt should be an original; it should not be a carbon copy or a photocopy.
 - The receipt should be marked "paid" and carry the signature of the vendor's representative and the name of the vendor. It should be a formal receipt not merely a slip of blank paper on which the information has been written.
 - The receipt should show the date of the purchase and the quantity, description, unit price, and extension of each item purchased. Cash discounts, if allowed, should be taken.
 - In those instances where only cash-register receipts are obtainable from the vendor, the cash-register

receipt may be submitted for reimbursement provided the vendor's name is machine pre-printed thereon and provided the cash-register receipt is accompanied by a complete "Petty Cash Voucher." In such cases, it is not necessary to obtain the signature of the Vendor's representative.

- Almost all purchases made by Atlanta Metropolitan College are exempt from Georgia Sales Taxes; therefore sales taxes are not reimbursable. It is the responsibility of the purchaser to buy only from vendors holding tax exemption certificates from Atlanta Metropolitan College. Names of vendors who hold such certificates and new certificates for vendors who do not hold such certificates, may be obtained from the Procurement Office.
- Periodically, the custodian of the Petty Cash Fund will distribute the purchases made through this method and charges will be made to the departmental budget. It is the Division Dean's responsibility to maintain data concerning petty cash transactions that have not been posted to the accounting records during the interim.

11.7.3 Receiving Items Ordered

When the items purchased arrive on campus at Receiving they will be delivered to the ordering department. The department will verify the receipt (in good condition) of the items by signing the receiving copy of the purchase order. If the department picks the item(s) up directly from the vendor, the person picking up the item(s) must report immediately to the Business Office, sign the receiving copy of the purchase order, and bring all packing slips, invoices, etc., related to the purchase to the Business Office. Any discrepancies in pick-up orders should be reported to the Procurement Office as soon as possible; e.g., all items not available at the time of pick-up, price change, etc.

11.8 GENERAL GUIDELINES COVERING EVENTS SCHEDULED FOR CAMPUS FACILITIES

Atlanta Metropolitan College encourages maximum use of its facilities to meet the needs of the community. Certain priorities and schedules are necessary in order to facilitate effective use without conflicts. Facilities shall be used only for activities which are not in conflict with the mission and purpose of the college or with the policies of the Board of Regents. Application forms requesting use of facilities can be found in Division offices. Sample forms are in the Appendix of this *Handbook*.

In keeping with the mission of the College, priority in the use of campus facilities has been established in descending order:

- All courses scheduled by the Office of Academic Affairs.
- College events involving the total College community
- All programs sponsored by the Division of Continuing Education
- All student activities approved by the office of Student Affairs.
- Administratively approved programs initiated by a member of the professional staff or faculty of the College.
- Community activities as facilities may be available.
- The following general regulations shall apply to all scheduled events in campus facilities:
- College representatives may attend the authorized meetings.
- There shall be no discrimination against any individual on the basis of race, sex, handicap, religion, creed, age, or national origin in any program or activity which utilizes any campus facility.
- A fee may be required for use of the facilities. The amount of said fee will be determined by the institution, taking into consideration the nature and extent of the proposed event, the serving facilities required, equipment needed, etc.
- A License Agreement Form may be required under certain conditions, as set forth in the Board of Regents Policy Manual, Section 914.03.
- The group must adhere to the rules and regulations set forth by the College and by the Board of Regents of the University System of Georgia, including College parking regulations.
- Alcoholic beverages and drugs are not permitted on campus.
- Smoking is not permitted in any campus building.

- Proof of liability insurance may be required of the group. The amount of liability insurance required will be determined by the institution on a case-by-case basis, taking into consideration the nature and extent of the proposed event.
- Where College scheduling assumes priority, the group may be asked to move to another area of the College, either on a short-term or long-term basis.
- Permission for use of facilities is granted for the one event only. Re-application must be made for successive or additional events. The College reserves the right to cancel the agreement at any time upon five days notice or without such notice in the case of emergency, or for just cause.

XII. FACULTY RESPONSIBILITY IN STUDENT LEARNING OUTCOMES

12.1 LEARNING OUTCOMES

Faculty have the responsibility of developing, implementing, evaluating, and documenting student learning outcomes (SLOs). Student learning outcomes describe what students will know, be able to do or demonstrate as a result of successfully completing a course or an activity. Student learning outcomes are the most important criterion for measuring the effectiveness of Atlanta Metropolitan College's educational programs. There are three levels of student learning outcomes at AMC:

- **General Education Learning Outcomes (GELOs)** - these are specific learning outcomes that AMC has identified for general education courses or courses in Areas A through E. A list of GELOs, and the courses in which they are implemented and assessed, is provided in Appendix 2.7.3.
- **Program Learning Outcomes (PLOs)** – these are specific learning outcomes that AMC has identified for program specific courses or courses in Area F. A list of the PLOs is provided in the Atlanta Metropolitan College *Program Review Handbook*.
- **Course Specific Student Learning Outcomes (CSSLOs)** – these are learning outcomes that are identified by the instructor of a course, but do not exist as PLOs or GELOs. Course specific SLOs may occur in general education courses and program specific courses.

Each semester, all instructors, full-time and adjunct, are responsible for implementing and measuring the extent that students achieve learning outcomes. In addition, each faculty is responsible for documenting the success rates of student learning outcomes (i.e. GELO, PLO, or SLO), utilizing the “Course Assessment Report.” Orientation sessions are provided each term to train faculty on the process for submitting student learning outcome results electronically. Each term, faculty are expected to submit GELOs and PLOs results, along with other end-of-the-semester reports to the Division Dean. For a full presentation on student learning outcomes, please review the *AMC Assessment Handbook*.

APPENDIX

- Appendix 3.1.1 *Performance Evaluations*
-Non-exempt Staff Evaluation
-Professional & Administrative Evaluation
-Faculty Evaluation Form

(access evaluations page & online forms by [clicking here](#))

- Appendix 3.1.2 *Student Evaluation Forms*
Appendix 4.5 *Syllabus Template & Checklist*
Appendix 4.8.2 *Removal of Incomplete*
Appendix 4.8.3 *Change of Grade Form*
Appendix 4.13 *Field Trip Form*
Appendix 11.8 *Facilities Request Form*

(access online form by [clicking here](#))

- Appendix 2.7.3 *GELOs Course Listing*

ATLANTA METROPOLITAN COLLEGE

CONFIDENTIAL

PERFORMANCE EVALUATION
Non-Exempt Staff

EMPLOYEE'S NAME:

JOB TITLE:

UNIT:

EVALUATOR'S NAME

EVALUATOR'S TITLE

DATE OF EVALUATION:

Provisional (Six-Month) Evaluation

Annual Evaluation

A copy of this completed and signed evaluation will be placed in the employee's personnel file and will be considered as a basis for assignment of annual increases.

**DEFINITION OF PERFORMANCE STANDARDS
USED IN THIS EVALUATION**

OUTSTANDING

Performance consistently exceeds job requirements and expectations of supervisor. Employee consistently shows superior level of competence and is conspicuously outstanding in this performance dimension.

EXCEEDS REQUIREMENTS

Performance exceeds job requirements and expectations of supervisor most of the time. Employee demonstrates initiative and generally shows an above average level of competence in this performance dimension.

MEETS REQUIREMENTS

Performance meets job requirements and expectations of supervisor. Employee is competent in this performance dimension.

NEEDS IMPROVEMENT

Employee falls short of satisfactory performance in this performance dimension at this time. Improvement in employee competence in this performance dimension is needed.

UNACCEPTABLE

Performance in this performance dimension consistently fails to meet the minimum level of supervisor's expectation. Improvement in employee competence in this performance dimension is essential.

NOT APPLICABLE

This performance dimension does not apply in the evaluation of this employee.

NO OPPORTUNITY TO OBSERVE

While the performance does apply in the evaluation of this employee, the evaluator has had no opportunity to observe performance in this regard.

PERFORMANCE DIMENSION	CHECK ONE							COMMENTS: Where appropriate cite specific examples (positive or negative).
	Outstanding	Exceeds Requirements	Meets Requirements	Needs Improvement	Unacceptable	Not Applicable	No Opportunity to Observe	
JOB KNOWLEDGE								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. a. Understand clearly all position responsibilities as specified in job description.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. b. Fulfills all position responsibilities as specified in job description.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. a. Understands clearly the procedures by which the employee's supervisor expects the position responsibilities to be implemented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. b. Complies with the supervisor's expectations [2.a].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Demonstrates that he/she does possess the requisite skills to effectively fulfill responsibilities of positions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Seeks out cross-training (an understanding of related positions within the immediate unit) as to better interface with co-workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PLANNING AND ORGANIZATION								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. Analyzes work, prioritizes, and coordinates functions and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Suggests new and better ways of completing tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Plans, schedules, and completes work with minimum supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Coordinates efforts and activities with other College units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
IMPLEMENTATION								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. Uses on-the-job time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Accepts and follows directions capably.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Uses College resources wisely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Attends to details conscientiously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

PERFORMANCE DIMENSION	CHECK ONE							COMMENTS: Where appropriate cite specific examples (positive or negative).
	Outstanding	Exceeds Requirements	Meets Requirements	Needs Improvement	Unacceptable	Not Applicable	No Opportunity to Observe	
HUMAN RELATION SKILLS								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. Interacts positively and works productively with associates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Accepts and adapts readily to changes in the work environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Accepts guidance and correction in a positive non-defensive manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Meets generally accepted workplace standards of behavior, personal grooming, and dress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
LEADERSHIP OR SUPERVISORY ABILITY								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. Remains professional and objective in dealing with subordinates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Assigns and supervises effectively the work of subordinates (may include work-study students).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Instructs subordinates as to required and preferred workplace policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Provides or recommends specific training to correct skill related deficiencies in subordinates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
COMMUNICATION SKILLS								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. Listens effectively to subordinates, peers, supervisors, and other College constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Communicates effectively in speaking situations with subordinates, peers, supervisors, and other College constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Shares appropriate information with subordinates, peers, supervisors, and other College constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Handles confidential information appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Produces effective correspondence which is properly formatted and grammatically and mechanically correct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Contributes effectively in staff discussions and meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

PERFORMANCE DIMENSION	CHECK ONE							
	Outstanding	Exceeds Requirements	Meets Requirements	Needs Improvement	Unacceptable	Not Applicable	No Opportunity to Observe	
INITIATIVE AND PRODUCTIVITY								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. Performs work with a minimum of direction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Shows appropriate drive and energy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Meets job responsibilities creatively and innovatively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Works willingly beyond ordinary requirements when necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Completes tasks efficiently, in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Seeks out additional job-related responsibilities without attempting to redefine position description.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PERSONAL COMMITMENT								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. Maintains regular and punctual attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Assumes personal responsibilities for work performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Participates in appropriate staff development and /or training offered by the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Actively pursues other training and development from external sources which better equips him/her to fulfill the position responsibilities and/or prepares him/her for future advancement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
COMMITMENT TO INSTITUTION								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. Understands and supports the mission and goals of the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Shows interest and involvement in College activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Promotes good public relations and a positive public image for the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

PERFORMANCE DIMENSION	CHECK ONE							
	Outstanding	Exceeds Requirements	Meets Requirements	Needs Improvement	Unacceptable	Not Applicable	No Opportunity to Observe	
OVERALL VALUE TO THE UNIT								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. Understands and promotes the achievement of the goals and functions of the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Participates willingly and effectively in carrying out decisions of unit staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Represents the unit well to the College community (faculty, staff, and students) and to outside constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Contributes to the positive morale of the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
JOB-SPECIFIC FACTORS NOT REFLECTED IN OTHER PERFORMANCE DIMENSIONS								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OVERALL EVALUATION

Indicate by an X which one of the following summary statements best describes the employee's overall performance.

 OUTSTANDING

Performance consistently exceeds job requirements and expectations of supervisor. Employee consistently shows superior level of competence and is conspicuously outstanding in his/her job performance.

 EXCEEDS REQUIREMENTS

Performance exceeds job requirements and expectations of supervisor most of the time. Employee demonstrates initiative and generally shows an above average level of competence in his/her job performance.

 MEETS REQUIREMENTS

Performance meets job requirements and expectations of supervisor. Employee is competent in his/her job performance.

 NEEDS IMPROVEMENT

Employee falls short of satisfactory performance this time. Improvement in employee competence is needed.

 UNACCEPTABLE

Job performance consistently fails to meet the minimum level of supervisor's expectation. Improvement in employee competence is essential if employment is to continue.

EVALUATOR'S COMMENTS:

[Redacted area for evaluator's comments]

GOALS AND/OR SPECIFIC FOCUS AREAS FOR NEXT EVALUATION PERIOD:

[Redacted area for goals and focus areas]

DISCUSS THE EMPLOYEE'S POTENTIAL FOR ADVANCEMENT:

[Redacted area for discussion of potential for advancement]

EVALUATOR'S SIGNATURE _____ DATE: _____

EMPLOYEE ACKNOWLEDGEMENT: I have reviewed this form with my supervisor. My signature below indicates only that I have reviewed this evaluation. It does not necessarily signify my concurrence with the contents. I understand that if I disagree with any part or parts of this evaluation, I should submit to my supervisor a memorandum in response to this evaluation within five (5) working days of my evaluation conference with my supervisor. This memorandum must be signed and dated by me and will be attached to the copy of the evaluation placed in my personnel file.

EMPLOYEE'S SIGNATURE _____ DATE: _____

EMPLOYEE'S COMMENTS (OPTIONAL):

[Redacted area for employee's optional comments]

REVIEWER'S SIGNATURE _____ DATE: _____

REVIEWER'S TITLE _____

PLANS FOR IMPROVEMENT NEEDED? _____

ATLANTA METROPOLITAN COLLEGE

CONFIDENTIAL

PERFORMANCE EVALUATION
Professional and Administrative

EMPLOYEE'S NAME:

JOB TITLE:

UNIT:

EVALUATOR'S NAME

EVALUATOR'S TITLE

DATE OF EVALUATION:

Provisional (Six-Month) Evaluation

Annual Evaluation

A copy of this completed and signed evaluation will be placed in the employee's personnel file and will be considered as a basis for assignment of annual increases.

**DEFINITION OF PERFORMANCE STANDARDS
USED IN THIS EVALUATION**

OUTSTANDING

Performance consistently exceeds job requirements and expectations of supervisor. Employee consistently shows superior level of competence and is conspicuously outstanding in this performance dimension.

EXCEEDS REQUIREMENTS

Performance exceeds job requirements and expectations of supervisor most of the time. Employee demonstrates initiative and generally shows an above average level of competence in this performance dimension.

MEETS REQUIREMENTS

Performance meets job requirements and expectations of supervisor. Employee is competent in this performance dimension.

NEEDS IMPROVEMENT

Employee falls short of satisfactory performance in this performance dimension at this time. Improvement in employee competence in this performance dimension is needed.

UNACCEPTABLE

Performance in this performance dimension consistently fails to meet the minimum level of supervisor's expectation. Improvement in employee competence in this performance dimension is essential.

NOT APPLICABLE

This performance dimension does not apply in the evaluation of this employee.

NO OPPORTUNITY TO OBSERVE

While the performance does apply in the evaluation of this employee, the evaluator has had no opportunity to observe performance in this regard.

Unit of the University System of Georgia
An Equal Opportunity/Affirmative Action Institution

PERFORMANCE DIMENSION	CHECK ONE							
	Outstanding	Exceeds Requirements	Meets Requirements	Needs Improvement	Unacceptable	Not Applicable	No Opportunity to Observe	
JOB KNOWLEDGE								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. a. Understand clearly all position responsibilities as specified in job description.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. b. Fulfills all position responsibilities as specified in job description.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. a. Understands clearly the procedures by which the employee's supervisor expects the position responsibilities to be implemented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. b. Complies with the supervisor's expectations. [2.a]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Demonstrates that he/she does possess the requisite skills to effectively fulfill responsibilities of positions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Remains abreast of current development in area(s) of expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PLANNING & ORGANIZATION								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. Performance in planning based on a clear understanding of the total mission of the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. a. Establishes definite goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. b. Sets realistic goals and timetables.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Accurately forecasts future needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Formulates effective plans to achieve goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Coordinates planning efforts and operational activities with other College units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
IMPLEMENTATION								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. Meets objectives and goals in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Consults with other effectively and productively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Accepts and follows directions effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Uses College resource effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Attends to details conscientiously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Sets priorities wisely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

PERFORMANCE DIMENSION	CHECK ONE							
	Outstanding	Exceeds Requirements	Meets Requirements	Needs Improvement	Unacceptable	Not Applicable	No Opportunity to Observe	
DECISION-MAKING & PROBLEM SOLVING								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. Evaluates problems objectively and thoroughly.								
2. Demonstrates soundness in making decisions and recommendations.								
3. Uses good judgment in handling issues and situation that demand immediate attention or intervention.								
4. Considers both short-term and long-term implications of the options when making decisions.								
HUMAN RELATION SKILLS								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. Interacts positively and works productively with associates.								
2. Accepts and adapts readily to changes in the work environment.								
3. Accepts suggestions and guidance in a positive manner.								
LEADERSHIP OR SUPERVISORY ABILITY								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. Remains professional and objective in dealing with Subordinates.								
2. Demonstrates sound judgment in the selection of staff.								
3. Assigns, delegates, and supervises effectively the work of subordinates.								
4. Instructs subordinates objectively and consistently.								
5. Promotes professional development of subordinates.								
6. Evaluates subordinates objectively and consistently.								
7. Resolves conflict effectively.								
8. Motivates others to realize their potential and to progress in support of institutional needs and goals.								

PERFORMANCE DIMENSION	CHECK ONE							
	Outstanding	Exceeds Requirements	Meets Requirements	Needs Improvement	Unacceptable	Not Applicable		No Opportunity to Observe
COMMUNICATION SKILLS								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. Listens effectively to subordinates, peers, supervisors, and other College constituencies.								
2. Communicates effectively in speaking situations with subordinates, peers, supervisors, and other College constituencies.								
3. Shares appropriate information with subordinates, peers, supervisors, and other College constituencies.								
4. Handles confidential information appropriately.								
5. Produces clear, timely reports and correspondence.								
6. Contributes effectively in staff discussions and meetings, and provides leadership as appropriate.								
INITIATIVE & PRODUCTIVITY								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. Performs work with a minimum of direction.								
2. Shows appropriate drive and energy.								
3. Meets job responsibilities creatively and innovatively.								
4. Works willingly beyond ordinary requirements when necessary.								
5. Completes work efficiently, in a timely manner.								
PERSONAL COMMITMENT								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. Maintains regular and punctual attendance.								
2. Assumes personal responsibilities for work performance.								
3. Participates in appropriate staff development and /or training offered by the College.								
4. Actively pursues other training and development from external sources which better equips him/her to fulfill the position responsibilities and/or prepares him/her for future advancement.								

PERFORMANCE DIMENSION	CHECK ONE							COMMENTS: Where appropriate cite specific examples (positive or negative).
	Outstanding	Exceeds Requirements	Meets Requirements	Needs Improvement	Unacceptable	Not Applicable	No Opportunity to Observe	
COMMITMENT TO INSTITUTION								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. Understands and supports the mission and goals of the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Shows interest and involvement in College activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Promotes good public relations and a positive public image for the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Manages budget allocations effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
OVERALL VALUE TO THE UNIT								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. Understands and promotes the achievement of the goals and functions of the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Represents the unit well to the College community, (faculty, staff, and students) and to outside constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Promotes and contributes to the positive morale of the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Offers effectively and constructive criticism regarding unit's functions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
JOB-SPECIFIC FACTORS NOT REFLECTED IN OTHER PERFORMANCE DIMENSIONS								COMMENTS: Where appropriate cite specific examples (positive or negative).
1. <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OVERALL EVALUATION

Indicate by an X which one of the following summary statements best describes the employee’s overall performance.

OUTSTANDING

Performance consistently exceeds job requirements and expectations of supervisor. Employee consistently shows superior level of competence and is conspicuously outstanding in his/her job performance.

EXCEEDS REQUIREMENTS

Performance exceeds job requirements and expectations of supervisor most of the time. Employee demonstrates initiative and generally shows an above average level of competence in his/her job performance.

MEETS REQUIREMENTS

Performance meets job requirements and expectations of supervisor. Employee is competent in his/her job performance.

NEEDS IMPROVEMENT

Employee falls short of satisfactory performance this time. Improvement in employee competence is needed.

UNACCEPTABLE

Job performance consistently fails to meet the minimum level of supervisor’s expectation. Improvement in employee competence is essential if employment is to continue.

EVALUATOR’S COMMENTS:

[Redacted area for Evaluator's Comments]

GOALS AND/OR SPECIFIC FOCUS AREAS FOR NEXT EVALUATION PERIOD:

[Redacted area for Goals and/or Specific Focus Areas]

DISCUSS THE EMPLOYEE’S POTENTIAL FOR ADVANCEMENT:

[Redacted area for Employee's Potential for Advancement]

EVALUATOR’S SIGNATURE _____ DATE: _____

EMPLOYEE ACKNOWLEDGEMENT: I have reviewed this form with my supervisor. My signature below indicates only that I have reviewed this evaluation. It does not necessarily signify my concurrence with the contents. I understand that if I disagree with any part or parts of this evaluation, I should submit to my supervisor a memorandum in response to this evaluation within five (5) working days of my evaluation conference with my supervisor. This memorandum must be signed and dated by me and will be attached to the copy of the evaluation placed in my personnel file.

EMPLOYEE’S SIGNATURE _____ DATE: _____

EMPLOYEE’S COMMENTS (OPTIONAL):

[Redacted area for Employee's Comments]

REVIEWER’S SIGNATURE _____ DATE: _____

REVIEWER’S TITLE _____

PLANS FOR IMPROVEMENT NEEDED? _____



SIR II STUDENT INSTRUCTIONAL REPORT II (SIR II)

SIR II Report Number

--	--	--	--	--

This questionnaire gives you the chance to comment anonymously about this course and the way it was taught. Using the rating scale below, mark the one response for each statement that is closest to your view. Fill in the appropriate circle to the right of the statement.

- (5) Very Effective
- (4) Effective
- (3) Moderately Effective
- (2) Somewhat Ineffective
- (1) Ineffective
- (0) Not applicable, not used in the course, or you don't know. In short, the statement does not apply to the course or instructor.

As you respond to each statement, think about each practice as it contributed to your learning in this course.

A. Course Organization and Planning

- | | Very Effective | Effective | Moderately Effective | Somewhat Ineffective | Ineffective | Not applicable |
|---|----------------|-----------|----------------------|----------------------|-------------|----------------|
| 1. The instructor's explanation of course requirements | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. The instructor's preparation for each class period | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. The instructor's command of the subject matter | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. The instructor's use of class time | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. The instructor's way of summarizing or emphasizing important points in class | 5 | 4 | 3 | 2 | 1 | 0 |

B. Communication

- | | | | | | | |
|--|---|---|---|---|---|---|
| 6. The instructor's ability to make clear and understandable presentations | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. The instructor's command of spoken English (or the language used in the course) | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. The instructor's use of examples or illustrations to clarify course material | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. The instructor's use of challenging questions or problems | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. The instructor's enthusiasm for the course material | 5 | 4 | 3 | 2 | 1 | 0 |

C. Faculty/Student Interaction

- | | | | | | | |
|---|---|---|---|---|---|---|
| 11. The instructor's helpfulness and responsiveness to students | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. The instructor's respect for students | 5 | 4 | 3 | 2 | 1 | 0 |
| 13. The instructor's concern for student progress | 5 | 4 | 3 | 2 | 1 | 0 |
| 14. The availability of extra help for this class (taking into account the size of the class) | 5 | 4 | 3 | 2 | 1 | 0 |
| 15. The instructor's willingness to listen to student questions and opinions | 5 | 4 | 3 | 2 | 1 | 0 |

D. Assignments, Exams, and Grading

- | | | | | | | |
|--|---|---|---|---|---|---|
| 16. The information given to students about how they would be graded | 5 | 4 | 3 | 2 | 1 | 0 |
| 17. The clarity of exam questions | 5 | 4 | 3 | 2 | 1 | 0 |
| 18. The exams' coverage of important aspects of the course | 5 | 4 | 3 | 2 | 1 | 0 |
| 19. The instructor's comments on assignments and exams | 5 | 4 | 3 | 2 | 1 | 0 |
| 20. The overall quality of the textbook(s) | 5 | 4 | 3 | 2 | 1 | 0 |
| 21. The helpfulness of assignments in understanding course material | 5 | 4 | 3 | 2 | 1 | 0 |

E. Supplementary Instructional Methods

Many different teaching practices can be used during a course. In this section (E), rate only those practices that the instructor included as part of this course.

Rate the effectiveness of each practice used as it contributed to your learning.

- | | Very Effective | Effective | Moderately Effective | Somewhat Ineffective | Ineffective | Not used |
|---|----------------|-----------|----------------------|----------------------|-------------|----------|
| 22. Problems or questions presented by the instructor for small group discussions | 5 | 4 | 3 | 2 | 1 | 0 |
| 23. Term paper(s) or project(s) | 5 | 4 | 3 | 2 | 1 | 0 |
| 24. Laboratory exercises for understanding important course concepts | 5 | 4 | 3 | 2 | 1 | 0 |
| 25. Assigned projects in which students worked together | 5 | 4 | 3 | 2 | 1 | 0 |
| 26. Case studies, simulations, or role playing | 5 | 4 | 3 | 2 | 1 | 0 |
| 27. Course journals or logs required of students | 5 | 4 | 3 | 2 | 1 | 0 |
| 28. Instructor's use of computers as aids in instruction | 5 | 4 | 3 | 2 | 1 | 0 |

Questionnaire continued on the other side. ➡

For the next two sections (F and G), use the rating scale below. Mark the one response for each statement that is closest to your view. Fill in the appropriate circle to the right of each statement.

- (5) **Much More** than most courses
- (4) **More Than** most courses
- (3) About the **Same** as others
- (2) **Less** than most courses
- (1) **Much Less** than most courses
- (0) **Not Applicable**, not used in the course, or you don't know. In short, the statement does not apply to the course or instructor.

Much More than most courses
 More Than most courses
 About the Same as others
 Less than most courses
 Much Less than most courses
 Not Applicable

F. Course Outcomes

- 29. My learning increased in this course (5) (4) (3) (2) (1) (0)
- 30. I made progress toward achieving course objectives (5) (4) (3) (2) (1) (0)
- 31. My interest in the subject area has increased (5) (4) (3) (2) (1) (0)
- 32. This course helped me to think independently about the subject matter (5) (4) (3) (2) (1) (0)
- 33. This course actively involved me in what I was learning (5) (4) (3) (2) (1) (0)

G. Student Effort and Involvement

- 34. I studied and put effort into the course (5) (4) (3) (2) (1) (0)
- 35. I was prepared for each class [writing and reading assignments] (5) (4) (3) (2) (1) (0)
- 36. I was challenged by this course (5) (4) (3) (2) (1) (0)

H. Course Difficulty, Work Load, and Pace

- 37. For my preparation and ability, the level of difficulty of this course was:
 (5) Very difficult (4) Somewhat difficult (3) About right (2) Somewhat elementary (1) Very elementary
- 38. The work load for this course in relation to other courses of equal credit was:
 (5) Much heavier (4) Heavier (3) About the same (2) Lighter (1) Much lighter
- 39. For me, the pace at which the instructor covered the material during the term was:
 (5) Very fast (4) Somewhat fast (3) Just about right (2) Somewhat slow (1) Very slow

I. Overall Evaluation

- 40. Rate the quality of instruction in this course as it contributed to your learning (try to set aside your feelings about the course content):
 (5) Very effective (4) Effective (3) Moderately effective (2) Somewhat ineffective (1) Ineffective

J. Student Information

- 41. Which one of the following best describes this course for you?
 (1) A major/minor requirement (2) A college requirement (3) An elective (4) Other
- 42. What is your class level?
 (1) Freshman/1st year (2) Sophomore/2nd year (3) Junior/3rd year (4) Senior/4th year (5) Graduate (6) Other
- 43. Do you communicate better in English or in another language?
 (1) Better in English (2) Better in another language (3) Equally well in English and another language
- 44. Sex (1) Female (2) Male
- 45. What grade do you expect to receive in this course?
 (1) A (2) A- (3) B+ (4) B (5) B- (6) C (7) Below C

K. Supplementary Questions

If the instructor provided supplementary questions and response options, mark your answers in this section. Mark only one response for each question.

- 46. (5) (4) (3) (2) (1) (NA) 48. (5) (4) (3) (2) (1) (NA) 50. (5) (4) (3) (2) (1) (NA) 52. (5) (4) (3) (2) (1) (NA) 54. (5) (4) (3) (2) (1) (NA)
- 47. (5) (4) (3) (2) (1) (NA) 49. (5) (4) (3) (2) (1) (NA) 51. (5) (4) (3) (2) (1) (NA) 53. (5) (4) (3) (2) (1) (NA) 55. (5) (4) (3) (2) (1) (NA)

L. Student Comments

If you would like to make additional comments about the course or instruction, use a separate sheet of paper. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved? An additional form may be provided for your comments. **Please give these comments to the instructor.**





SYLLABUS CONTENT CHECKLIST

Please ensure that your syllabi meet the College requirements. The following checklist should be used to assess the adequacy of your syllabus.

- 1. Your name, office location, office telephone number, office hours, and e-mail address (*if applicable*)
- 2. Course number and title
- 3. Description of the course, including co- and pre-requisites
- 4. General Education Learning Outcomes
- 5. Course Specific Outcomes
- 6. Expected Results
- 7. Methods of assessment/evaluation, grading standards, and criteria
- 8. Textbook(s) and/or other resources required
- 9. Attendance policies
- 10. Course Outline
- 11. A class calendar (*schedule of Assignments and/or Exams*)
- 12. Instructional Techniques & Method – (*e.g. lecture, discussion groups, problem solving sessions, etc.*)
- 13. **Suggested but not required.** Other college policies (*e.g. academic dishonesty, late assignments, etc.*)

Atlanta Metropolitan College

AWARDING OF "INCOMPLETE"

(Original and 3 Copies to be Submitted with Final Grade Report)

TO: Division Chairperson

FROM: _____
Faculty Member

DATE: _____

I am assigning a grade of "INCOMPLETE" to _____
Student's Name

_____, in _____ for the
Social Security Number Course No. / CRN

_____ for the following NON-ACADEMIC reason(s):
Semester, Year

His/Her grade at present is _____. Upon failure to complete the remaining work, the student's grade is _____.

He/She has the following work yet to be completed:

This work must be completed and submitted to me by _____
Date Due

I will then assign a grade based on all work submitted. If he/she does not complete the work specified above the date due, he/she should be assigned the grade indicated above.

I have discussed this with the student, and he/she agrees to the arrangement set forth in this memorandum.

Signature of Faculty Member

Signature of Student

Distribution: Division Chairperson (Original + 1 copy)
Registrar (with Final Grade Report)
Instructor
Student

**Atlanta Metropolitan College
CHANGE OF GRADE**

TO: Registrar's Office

FROM: _____
Faculty Member

DATE: _____

_____, _____ was
Student's Name Social Security No.

awarded the grade of _____ in _____ for the
Grade Course No. / CRN

_____. His/Her grade is to be changed to the grade of _____
Semester / Year

_____ for the following reasons(s):

- Error in computation of his/her grade.
- Faculty member awarded an "I" which is now aged into an "F".
(Original explained below)
- Other (Specify below):

Faculty Member's Signature Date

Division Chair's Signature Date

VP/Academic Affairs' Signature Date

Rec'd, Registrar's Office Date

Atlanta Metropolitan College

AWARDING OF "INCOMPLETE"

(Original and 3 Copies to be Submitted with Final Grade Report)

TO: Division Chairperson

FROM: _____
Faculty Member

DATE: _____

I am assigning a grade of "INCOMPLETE" to _____
Student's Name

_____, in _____ for the
Social Security Number Course No. / CRN

_____ for the following NON-ACADEMIC reason(s):
Semester, Year

His/Her grade at present is _____. Upon failure to complete the remaining work, the student's grade is _____.

He/She has the following work yet to be completed:

This work must be completed and submitted to me by _____
Date Due

I will then assign a grade based on all work submitted. If he/she does not complete the work specified above the date due, he/she should be assigned the grade indicated above.

I have discussed this with the student, and he/she agrees to the arrangement set forth in this memorandum.

Signature of Faculty Member

Signature of Student

Distribution: Division Chairperson (Original + 1 copy)
Registrar (with Final Grade Report)
Instructor
Student

FIELD TRIP FORM

MEMORANDUM

TO: All Faculty

FROM: Janis Coombs Reid, VPAA

RE: **FIELD TRIP**

DATE: _____

The following students will attend a field trip for _____, _____,
Course / CRN
_____, on _____, _____,
Instructor Day Date

to go to _____.

They will be away from campus from _____ to _____.
Time Time

List Names

Social Security Numbers

Approved: _____

Date: _____

Division Chairperson

Directions:

Please type the names and social security numbers of each student involved in the field trip. Forward this form to your division chairperson for **approval** who will then send to the office of Academic Affairs for **approval** and **distribution**. *This form must reach the Office of Academic Affairs at least 3 days in advance of the trip. Thank you.

Revised 2003

Atlanta Metropolitan GELOs

Area A - Essential Skills		
Outcome	Courses	Courses That Implement & Assess Outcome
A1. write effectively, demonstrating clear thinking, organization and structure, awareness of audience, appropriate writing conventions, language (grammar), and clear thesis development.	(ENGL 1101, ENGL 1102)	ENGL 1101, ENGL 1102 (2)
A2. use mathematical operations and concepts to solve problems related to practical situations.	(MATH 1001, 1101, 1111, 1113 or 2201)	MATH 1001, 1101, 1111, 1113 or 2201
Area B - Institutional Requirement		
Outcome	Courses	Courses That Implement & Assess Outcomes
B1. think critically, utilizing skills that include deductive and inductive reasoning, recognizing fallacies, as well as analyzing, evaluating and synthesizing information.	(AMIR 1001)	AMIR 1001
Area C - Humanities and Fine Arts		
Outcome	Courses	Courses That Implement & Assess Outcome
C1. identify at least one genre of the fine and applied arts and discuss the social and historical contexts from which the art form emerged.	(ARTS 1100, ARTS 2211, MUSC 1100, MUSC 1101, or THEA 1100)	ARTS 1100, ART 2211 MUSC 1100 (2), MUSC 1101, THEA 1100 (2)
C2. identify at least one mode of communication (oral or written) and utilize appropriate guidelines and conventions in expressing ideas and/or opinions.	(COMM 1100, COMM 1110, ENGL 1110, ENGL 2110, ENGL 2130, FREN 1002, FREN 2001, FREN 2002)	COMM 1100, COMM 1110, ENGL 1110, ENGL 2110, ENGL 2130 (2) (3), FREN 1002, FREN 2001, FREN 2002
Area D - Science, Mathematics, and Technology		
Outcome	Courses	Courses That Implement & Assess Outcomes
D1. recognize and apply basic science concepts	(BIOL 1101, BIOL 1102, BIOL 1107,	BIOL 1101, BIOL 1102, BIOL 1107, CHEM

Atlanta Metropolitan GELOs

	CHEM 1151, CHEM 1211, GSCI 1101, GSCI 1102, PHYS 1011, PHYS 1012, PHYS 1111, PHYS 2211)	1151, CHEM 1211, GSCI 1101, GSCI 1102, PHYS 1011, PHYS 1012, PHYS 1111, PHYS 2211
D2. demonstrate an ability to use information technology	(CISM 2101, CSCI 1135)	CISM 2101, CSCI 1135
Area E - Social Sciences		
Outcome	Courses	Courses That Implement & Assess Outcomes
E1. compare and contrast the United States to other world cultures, discussing similarities as well as differences among them.	(HIST 2211 and HIST 2112)	HIST 2211 and HIST 2112
E2. discuss historical, political, and cultural factors that influence contemporary issues.	(POLS 1101)	POLS 1101