AMARILLO COLLEGE

PART-TIME FACULTY HANDBOOK

Compiled August 2000
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Amarillo College Personnel

President Dr. Fred Williams Washington Street Campus 371-5123
Vice-President, Dean Of Instruction Dr. R. E. Byrd Washington Street Campus 371-5127
Coordinator of Off-Campus Programs Lou Ann Seabourn Washington Street campus 371-5122
Chief Administrative Officer, Workforce Development Damaris Schlong Business and Industry Center 345-5530
Executive Director, Moore County Campus Renee Vincent Moore County Campus 934-7221
Assistant Director, Moore County Campus Mauri Williams Moore County Campus 934-7222
Coordinator, Hereford Program Bryan Hedrick Hereford High School 363-7740 or 344-7500
Coordinator, Tulia Program Eddie Gage Tulia ISD Building 995-4613
Campus Police Michael Duval Washington Street Campus 371-5163

Sources of Information

Materials that compile this handbook are taken from several sources. The primary source is the Board Policy Manual. Policies and procedures are extracted from sources such as the Faculty Handbook, College Catalogue, and general policy statements. For additional information check the following websites.

www.actx.edu - Amarillo College

www.hlc-lib.org/aclib/ - Lynn Library

www.hlc-lib.org/aclib/fh/ - Amarillo College Faculty Handbook

Section I

Amarillo College Organization and Institutional Information
MISSION

The College, a public community college, provides educational programs, services, and resources for the residents of Amarillo and its surrounding area. With fundamental principles affirming the value of education, the freedom for teaching and learning, and the worth and dignity of each individual, the College emphasizes innovation, excellence, and leadership in its mission to be an exemplary community college.

GOALS

In order to fulfill its mission, the goals of the College are to:

1. Provide programs leading to associate degrees and certification in university parallel and occupational technical areas.
2. Provide courses and programs to enhance occupational skills and to meet community employment needs.
3. Provide courses and programs to broaden awareness and enrich personal development.
4. Provide basic skills and other developmental education.
5. Provide student and educational support services.
6. Be a center for social and cultural interaction.
7. Participate in community research and economic development.

COMMITMENTS

In these goals, the College is committed to:

1. Excellence in teaching and learning.
2. High academic standards.
3. Life-long learning.
4. Faculty development and research.
5. Total growth of the student.
7. Academic freedom and diversity of thought.
8. An open-door admission.
9. Community awareness of College programs.
10. Minimal tuition and fees.
11. Efficiency and accountability.
12. Staff support and development.
13. Fiscal responsibility.
15. The value of the associate degree.
BOARD OF REGENTS

Philosophy
The Board shall establish policy governing the College; maintain and exercise general control of the College; keep separate records and minutes; adopt reasonable rules, regulations, and bylaws; and carry out the appropriate provisions of the state law.

Community Liaison
The Board shall maintain a close liaison with the citizens of the College District as to ensure that the College is serving the needs of the people.

Financial Management
The Board shall exercise management of the financial affairs of the College through: (1) long-range planning in anticipation of the fiscal and physical needs of the College and (2) the annual operating budget defined in terms of the finances needed to support the educational program for the year.

PRESIDENT

The College President shall be the executive officer of the Board and shall work under its direction. The College President shall recommend the plan of organization of the College. Current organizational charts will be kept on file in the College President's office.

Within the framework of policies and regulations, adopted by the Board, the College President shall exercise broad discretionary authority in carrying out responsibilities of the position.

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DEAN OF STUDENT SERVICES

The Dean of Student Services has primary responsibility for administration of student services functions which include: enrollment management, student recruitment, registration/admissions, financial aid, advising and counseling, testing, career planning and placement, student activities, student organizations, student discipline, occupational safety/environment, and police department. The Dean works with the President and the Executive Committee to ensure the optimal integration of these programs and services with all components of the College.

Approved: September 1, 2000
CHIEF ADMINISTRATIVE OFFICER, WORKFORCE DEVELOPMENT

Manages communications and continuing education offerings for business and industry throughout the service area. Ensures compliance with the Texas Higher Education Coordinating Board (THECB) with regard to continuing education programs. Coordinates College participation with the Panhandle Workforce Development Board. Provides administrative oversight of the Workforce Development Division.

VICE PRESIDENT AND DEAN OF INSTRUCTION

The Vice President and Dean of Instruction, as a part of the general administration of the College directly responsible to the President, is the chief academic and student personnel officer of the College. The primary responsibility of this officer is to coordinate instructional functions of the College, to have general charge of the instructional activities of all programs and to be responsible for the results of such activities.
Approved: August 20, 1991
Revised: September 1, 2000

DIVISION CHAIRS

Division chairs supervise the department chairs in all aspects of their responsibility, coordinate all aspects of operations within the division, and serve as administrative assistants to the Vice President/Dean of Instruction. In addition, they directly supervise programs and faculty for which there is no designated department chair. The basic division chair position will be an eleven-month appointment and requires nine load hours of instruction with a minimum of three in the summer and no overloads. Variations from this basic position must be specifically approved in advance by the Vice President/Dean of Instruction. A chair is an assigned position for an unspecified period of time and is held at the pleasure of the college administration.

The Vice President and Dean of Instruction, as a part of the general administration of the College directly responsible to the President, is the chief academic and student personnel officer of the College. The primary responsibility of this officer is to coordinate instructional functions of the College, to have general charge of the instructional activities of all programs and to be responsible for the results of such activities.
Approved: August 20, 1991
Revised: September 1, 2000

DEPARTMENT CHAIRS

Department Chairmen serve as the instructional leader for programs, courses, and faculty in their department. Their general responsibility is to ensure quality of instruction in an efficient and effective manner. They serve as the communication link from and to the department and all other institutional components. They implement decisions which effect departmental operations in a timely and effective manner.
Department chairmen are ultimately accountable for the quality control of instruction and all department functions.

Duties:

1. Program supervision/Development
   a. Advise and counsel students
   b. Assist students with internships and training
   c. Develop new programs and new program opportunities
   d. Update curriculum and courses
   e. Maintain and advisory board
   f. Maintain internship opportunities
   g. Assure compliance with Coordinating Board and SACS requirements
   h. Maintain department equipment
   i. Prepare budgets
   j. Allocate dollars to priority activities
   k. Design, implement and maintain an advising system utilizing department faculty
   l. Supervise use of equipment

2. Planning and Department Development
   a. Recruit and select part-time and full time faculty
   b. Plan and participate in part-time and full time faculty development
   c. Foster good teaching and planning in the department

3. Evaluation and Preparation
   a. Evaluate faculty performance
   b. Make faculty load and registration assignments
   c. Prepare class schedules
   d. Distribute teaching assignments equitably
   e. Inform faculty of teaching assignments as soon as possible

4. Department functions
   a. Track student success/failure
   b. Provide professional service to community agencies and boards
   c. Attend special programs
   d. Prepare book orders

5. Advocacy and Dispute Resolution
   a. Work with academic affairs to approve new courses and curricula
   b. Make public speaking engagements
   c. Resolve complaints and disputes

6. Support Staff Supervision
   a. Recruit and hire support staff
   b. Train and supervise support staff
   c. Evaluate support staff

7. Reports and Inquiries
   a. Prepare for accreditation and program review
   b. Handle correspondence and inquiries
   c. Make reports to the division chair
   d. Process personnel actions such as sick leave reports and faculty pay status
8. Instruction Supervision  
   a. Supervise and approve development of syllabi according to institutional guidelines for all courses in the department  
   b. Ensure the subject matter for each course is taught within the guidelines set by the syllabus  
   c. Ensure copies of syllabi are on file in the division chairmen and Vice President and Dean of Instruction offices  

9. Other  
   a. Support new initiatives such as mini-terms, new off campus sites, Saturday and evening schedules and Tech Prep  
   b. Supervise the dual credit offerings by the department  
   c. Supervise the departmental program offerings by distance learning  
   d. Maintain a leadership role in the use of instructional technology  
   e. Promote student recruiting efforts  
   f. Lead departmental involvement in Workforce development efforts.  

Adopted June 11, 1998  

PROGRAM COORDINATORS  

Under certain circumstances a program coordinator may be assigned to assist a department or division chair with the management of specific programs within an academic division. Such assignments must be authorized and approved by the Vice President/Dean of Instruction. The responsibilities and compensation, if any, will be determined on a case-by-case agreement reached in consultation with the coordinator, department and division chair, and Vice President/Dean of Instruction.  

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FACULTY  

The faculty of Amarillo College are categorized as follows:  

1. A full-time faculty member is one who is appointed by the Board of Regents and who normally teaches fifteen semester hours or who performs the equivalent as determined by other assignments per semester. This category of faculty includes:  
   a. Temporary -- Those faculty serving in a non-tenure track position. These faculty are hired for a specified period of time.  
   b. Probationary -- Those faculty serving the probationary period prior to being granted tenure.
c. Tenured -- Those faculty who have been granted tenure by the Board of Regents.

The ranks for full-time faculty are as follows: instructor, assistant professor, associate professor, and professor.

2. A part-time faculty member is one who is employed on a temporary basis and whose teaching load does not exceed nine hours per semester.

Exceptions can be made by the Vice-President and Dean of Instruction or other appropriate executive committee member for those faculty teaching at least half-time but less than full-time.

3. A substitute faculty member is one who is employed on an hourly basis to teach in the place of a faculty member who is absent from class.

4. A visiting faculty member is any faculty whose entire salary and benefits package is funded by outside entity and meet the same faculty qualifications as other faculty in the respective program and are subject to all faculty policies. Visiting faculty are appointed by the Board of Regents.

5. An adjunct faculty member is one who, in the capacity of regular employment duties at another institution or business, serves as an instructor or in an instructional support function for certain programs of study. Adjunct faculty are not paid by the college. They are required to meet the same faculty qualifications as other faculty in the respective program.

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Revised: September 10, 1992

ACCREDITATIONS

INSTITUTIONAL ACCREDITATIONS AND MEMBERSHIPS

Amarillo College is officially accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees and certificates of completion.

Amarillo College is a member of the Texas Junior College Association, the Texas Association of Community Colleges, the Association of Texas Colleges and Universities, the Texas American Association of Community and Junior Colleges, the Texas Community College Teachers Association, the Texas Association of School Boards, and The Southern Association of Colleges and Schools, Commission on Colleges.
PROGRAM ACCREDITATIONS AND MEMBERSHIP

Specific programs of the College are approved by the Texas Higher Education Coordinating Board.

The Associate Degree Nursing Program is accredited by the National League for Nursing and the State Board of Nurse Examiners.

The Automotive Technology program is certified by the Automotive Service Excellence, a national institute.

The Basic Peace Officer Program is certified by the Texas Commission of Law Enforcement Officer's Standards and Education (TCLEOSE).

The Center for Continuing Healthcare Education is approved by the Texas Nurses Association as a provider of continuing education in nursing.

The Child Development lab School is accredited by the National Association for the Education of Young Children.

The Court Reporting Program is approved by the National Court Reporters Association.

The Dental Hygiene Program is accredited by the American Dental Association.

The Electronics Engineering Technology curriculum is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET).

The Journalism Program is certified by the National Community College Journalism Association.

The Medical Laboratory Technology Program is accredited by the National Accrediting Agency for Clinical laboratory Sciences.

The Mortuary Science Program is accredited by the American Board of Funeral Service Educators.

Amarillo College is an accredited institutional member of the National Association of Schools of Music.

The Nuclear Medicine, Radiography, Radiation Therapy, Respiratory Care, and Surgical Technology Programs are accredited by the Committee on Allied Health Education and Accreditation.

The Nuclear Medicine Technology Program is accredited by The Joint Review Committee on Education in Nuclear Medicine Technology and by the Nuclear Medicine Technology Certification Board.

The Occupational Therapy Assistant Program is accredited by The Accreditation Council for Occupational Therapy Education.

The Radiologic Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology.

The Physical Therapist Assistant Program is accredited by the American Physical Therapy Association.

The Theater Arts program is accredited by the Texas Educational Theatre Association.

The Vocational Nursing Program is accredited by the State Board of Vocational Nurse Examiners.

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CODE OF ETHICS

Professional educators affirm the inherent worth and dignity of all persons and their right to learn. Learning best occurs in an environment devoted to the pursuit of truth, excellence, and liberty. These traits flourish where both freedom and responsibility are esteemed.

In order to more adequately express the affirmation of our professional responsibilities, we the faculty of Amarillo College do adopt the following code of professional ethics:

The Professional Educator shall treat all persons with respect, dignity, and justice, discriminating against no one on any arbitrary basis such as race, creed, sex, age, or social station.

The Professional Educator shall strive to help each student realize his or her full potential as a scholar and as a human being.

The Professional Educator shall by example and action encourage and defend the unfettered pursuit of truth by both colleagues and students, supporting the free exchange of ideas, observing the highest standards of academic honesty and integrity, and seeking always an attitude of scholarly objectivity and tolerance of other viewpoints.

The Professional Educator, recognizing the necessity of many roles in the educational enterprise, shall work in such a manner as to enhance cooperation and collegiality among students, faculty, administrators, and non-academic personnel.

The Professional Educator shall recognize and preserve the confidential nature of professional relationships, neither disclosing nor encouraging the disclosure of information or rumor which might damage or embarrass or violate the privacy of any other person.

The Professional Educator shall maintain competence through continued professional development, shall demonstrate that competence through consistently adequate preparation and performance, and shall seek to enhance that competence by accepting and appropriating constructive criticism and evaluation.

The Professional Educator shall exercise the highest professional standards in the use of time and resources.

The Professional Educator, recognizing the needs and rights of others as embodied in the institution, shall fulfill the employment agreement both in spirit and in fact, shall give reasonable notice upon resignation or retirement, and shall neither accept tasks for which he or she is not qualified nor assign tasks to unqualified persons.

The Professional Educator shall support the goals and ideals of the institution and shall act in public and private affairs in such a manner as to bring credit to the institution.

The Professional Educator shall observe the stated rules and regulations of the institution, reserving the right judiciously to seek revision.

The Professional Educator shall participate in the governance of the institution by accepting a fair share of committee and institutional responsibilities.
The Professional Educator shall support the right of all colleagues to academic freedom and due process and defend and assist a professional colleague accused of wrongdoing, incompetence, or other serious offense so long as the colleague's innocence may reasonably be maintained.

The Professional Educator shall not support the continuation in higher education of a colleague known by him or her to be persistently unethical or professionally incompetent.

The Professional Educator shall accept all the rights and responsibilities of citizenship including participation in the formulation of public policy, always avoiding use of the privileges of his or her public position for private or partisan advantage.

(Source: Texas Junior College Teachers Association)

Approved: August 20, 1991
Section II

Amarillo College
General Policies
ACADEMIC FREEDOM

Each faculty member at the College is entitled to full freedom in the classroom in discussing the subject being taught. However, a faculty member must not attempt to force on students a personal viewpoint and must at all times allow diversity of opinion.

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ACCIDENTS AND EMERGENCIES

In the event of an emergency presenting an immediate threat to life or property, faculty may call 911.
In Amarillo call:
- AC Police Department 371-5163
- 911 Emergency Response dial 9 (outside line)- 911

At Moore County Campus call:
- 911 Emergency Response dial 9 (outside line)- 911

Dialing 911 from the Campus Phone System leaves an open line that cannot be traced back if the emergency responder needs more information. Callers should contact the Department of Health, Safety and Security Services immediately after requesting emergency service so they can be on hand to assist emergency personnel.

Any person injured on any campus of Amarillo College should be referred to the Department of Health, Safety and Security Services for first aid assistance. Regardless of the injured party’s status, i.e. student, employee, or visitor, an Amarillo College Accident/Illness Report form should be completed by the employee reporting the incident. This report should be submitted to the Health, Safety and Security Office, which will in turn, route it to the appropriate department, i.e. staff injuries to Personnel Office.

All accidents and emergencies affecting Amarillo College must be reported as soon as possible to the Department of Health, Safety and Security according to the procedures outlined by the Department. These procedures along with contact personnel are periodically updated and distributed to Amarillo College personnel.

Legal matters originating from accidents or emergencies affecting Amarillo College should be referred to the Vice President - Business and Development.

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Revised: September 1, 2000
AFFIRMATIVE ACTION

ADA/Section 504 Coordinator
The College designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973.

Director of Personnel Services
2207 S. Van Buren
Amarillo, TX 79109
(806) 371-5040

Equal Employment Opportunity Officer and Title IX Coordinator
The College designates the following person to coordinate its efforts to comply with Title VII of the Civil Rights Act of 1964, as amended and Title IX of the Education Amendments of 1972, as amended.

Director of Personnel Services
2207 S. Van Buren
Amarillo, TX 79109
(806) 371-5040

Affirmative Action
The College will adhere to the Texas Access and Equity 2000 Plan.

Complaint Procedures
Refer to Board Policy Manual

INCLEMENT WEATHER

In case of inclement weather, the President of Amarillo College will make the decision as to whether classes will be held that day or that evening. This is not your decision to make. You have agreed to teach the class and do not have the authority to cancel or postpone a class because of bad weather.

The main telephone number of the college is 371-5000 and will be switched to automatically announce closed conditions by 6:30 a.m. for day classes and by 3:00 p.m. for evening classes. When weather changes occur during regular operational hours, the decision to close the college will be announced on KACV-TV/FM 90 or KGNC 710 AM radio first. Also, 371-5000 will announce closed conditions.

PROCEDURE FOR LOCKED ROOMS

When a class has been scheduled, the room should be unlocked before your class meets. If you should find your room locked, or equipment locked-up, call the Amarillo College Police Department at 371-5163. Should there be special circumstances that require you having a key, please contact your Program Coordinator.
PARKING

Any student or employee of Amarillo College, including part-time faculty, operating a motor vehicle (excluding motorcycles) on campus must obtain a parking permit and a valid parking permit must be displayed in accordance with policy.

Part-time faculty parking permits can be obtained free of charge at the Amarillo College Police Department, Durrett Hall 111. The permit is a 3" by 5" card that is to be displayed on the left side of the car dashboard. Permits must be acquired new each semester.

Parking permits are not required in Dimmitt, Hereford, Moore County, or Tulia.

PRIVACY ACT

The Federal Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) guarantees students access to their records, but guarantees privacy of these records from disclosure, unless release is authorized by the student. Student records are not open for public inspection; for example, care should be taken, if grades are posted, to protect the confidentiality and identity of the student. The confidentiality of social security numbers is also protected. They should not be used for posting student grades.

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Revised: September 1, 2000

SEXUAL HARASSMENT

Sexual harassment is illegal under both state and federal laws, and it is the policy of Amarillo College to prevent sexual harassment of students, employees, and anyone who seeks to join the campus community in any capacity.

VIOLATION: Any students or employee who violates this policy will be subject to disciplinary actions, which can result in immediate termination of employment or studies; in some cases, sexual harassment may be susceptible to prosecution under criminal law.

BEHAVIOR: Sexual harassment includes such behavior as sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature directed toward an employee, student, or job applicant, particularly when one or more of the following circumstances are present.

1. Submission to such conduct is made explicitly or implicitly a term of condition of an individual's employment or education.
2. Submission to or rejection of such conduct by an individual is used as a basis for academic or employment decision affecting that individual.

3. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment or educational environment.

PROCEDURES: The College is responsible for disseminating this statement on policy and for informing students, employees, and applicants of procedures for lodging complaints.

1. Any employee or applicant having a complaint of sexual harassment should contact the Affirmative Action Officer in the Personnel Office.

2. A student who has a complaint of sexual harassment should notify the Affirmative Action Officer or the Dean of Student Services.

Approved: August 20, 1991

SUBSTANCE ABUSE POLICY

The policy of the Amarillo Junior College District is to provide all students and employees with an environment that is free of substance abuse. The illegal use of controlled substances on Amarillo College campuses subjects the College, its students, and employees to unacceptable risks of accidents, interferes with the learning and working environments, and is inconsistent with the behavior expected of persons associated with the College. Drug or alcohol testing of employees shall be administered if there is reasonable suspicion of substance abuse. The College retains the right to screen prospective employees in safety-sensitive employment areas through drug and/or alcohol tests.

An employee who is determined by testing to be under the influence of a controlled substance, or who is involved in the sale, attempt to sell, possession, distribution, purchase, dispensation, manufacture or transfer of controlled substances, as defined by state or federal law, on College property or property under College control will be subject to disciplinary action up to and including termination of employment.

Any employee who is convicted of or pleads guilty or nolo contendere to a controlled substance-related violation in the workplace under state or federal laws, must notify the Director of Personnel Services within five days of such a conviction or plea. Failure to notify the Director of Personnel Services of conviction, guilt or nolo contendere to a controlled substance-related violation in the workplace is grounds for suspension and/or termination of employment. Employees who are convicted of or plead nolo contendere to such drug related violation and whose employment is not terminated must successfully complete the Amarillo College Employee Assistance Program as a condition of continued employment.

Student behavior with regard to substance abuse will be governed by the provisions contained in Amarillo College Students Rights and Responsibilities. This Policy will be administered under the provisions of the Amarillo College Substance Abuse Prevention Program. Amarillo College is aware of and values the atmosphere of respect and trust that exists among the students, faculty, classified and administrative
employees at the College. Due process will include the possibility of rehabilitation for all appropriate cases.

Exception
An employee who uses a drug authorized by a licensed physician through a prescription specifically for that employee's use shall not be considered to have violated this policy.

Notice
In addition to a copy of the substance abuse policy, each employee shall be given a copy of the College's statement regarding drug-free workplace and drug-free schools, a description of the applicable legal sanctions under local, state, or federal law, and a description of the health risks associated with the use of illicit drugs and the abuse of alcohol.

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TUITION SCHOLARSHIPS

Full-time employees, their spouses, and their children (who are legal dependents for income tax purposes) may enroll for any College class tuition and per-credit-hour fees free. Amarillo College retired employees and their spouses are also eligible (refer to DD). Other personnel and their spouses are eligible for free tuition during the semester in which they are employed. The preparatory-music program and private-music lessons are excluded from tuition-free status.

1. Full-time employees who work a standard 40-hour week and wish to enroll in Amarillo College courses, must have prior written approval from their immediate supervisor before they can enroll tuition free in more than six-semester hours, or its equivalent, in any one semester. The College, through its supervisors, reserves the right to determine the number of courses any employee can reasonably expect to carry and maintain the assigned work schedule at the College. Refer to DH.

2. Part-time employees, and their spouses may enroll for any College class tuition free. The part-time employee must be working during the semester or period of time during which the class is offered. Part-time employees and their spouses will be limited to a maximum of six semester hours, or the equivalent, of tuition scholarships.

3. Retired employees and their spouses may enroll for any College class tuition free. Any employee who resigns or whose employment is terminated prior to the beginning of the class for which the employee, spouse, and/or children are enrolled will be required to reimburse the College for the tuition scholarship or withdraw from class immediately.

This policy is under consideration and may be changed in the near future.
USE OF TOBACCO

The use of tobacco products is not permitted inside any College building.

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FOOD AND DRINK POLICY

Food and drink may be allowed in classrooms and laboratories at the discretion of the instructor or department. Instructors are empowered to deny food or drink in any class and to deny excessive use when in their judgment the teaching process is jeopardized.
Section III

Amarillo College
Faculty Guidelines
And Policies
ANNOUNCEMENTS

Reading of announcements in classes will be voluntary unless otherwise noted; however, faculty are encouraged to keep their students informed of the various Amarillo College activities by announcing in class or posting on bulletin boards. Approved: August 20, 1991

CLASS ROLLS

State funding is determined from reports, which are based on the class rolls that are verified by the instructor each semester. Since the majority of our funding is from the state, it is important that the Registrar's Office receive the Twelfth Day Class Rolls on time and that they are accurate. Instructions for verifying and returning the forms are sent to you with the class rolls.

All students who attend a class must be enrolled properly. If a student's name is not on your roll and the student does not have a permit from the Registrar to enter class, he should be sent to the Registrar's Office to complete registration. Students in Off-Campus locations should be referred to the local coordinator to complete registration.

FACULTY EVALUATIONS

Part-time faculty will be required by the department or division chairmen to provide each of their students with the opportunity to evaluate the course. The chairman will review the evaluations and discuss them with you. Instructions for conducting the evaluation will be provided by the chairman.

It is important that these evaluations be completed since this is one factor used in evaluating part-time faculty for subsequent employment.

A copy of a student evaluation form is attached in the Appendix.

FIELD TRIPS

Faculty taking students on a college sponsored field trip must do the following:
1. Have students complete and sign a Waiver of Liability form. This form, along with a list of students making the trip, must be sent to the Student Services Office prior to the trip.
2. Faculty must file a travel request according to "Travel Procedures," Business Office Bulletin.
3. Faculty (sponsors) must accompany students during authorized student field trips and travel.

Approved: August 20, 1991
FINAL EXAMINATIONS

Final semester examinations are given according to a schedule. Examinations must be given at their scheduled times. No regular classes are held during the final examination period, and examinations must be given under faculty supervision. Early examinations for an individual student are discouraged but lie within the discretion of the faculty. In accordance with departmental policy, exemptions from the final examination may be given. Other variations may be approved on a temporary basis by the Vice President/Dean of Instruction. Additional information on examinations is located in the College catalog.

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FORMS

All forms mentioned in this handbook may be obtained from:
1. department/division chairmen
2. local coordinators in off-campus locations
3. the coordinator of off-campus programs, Lou Ann Seabourn, 371-5122

GRADING POLICY

Grades shall be determined in a consistent and defensible manner that reflects appropriate standard of quality. Faculty must inform their students in writing at the first class meeting of the semester of the following:
1. The grading policy.
2. The procedure for determining grades and course averages.
3. The attendance policy.
Refer to the College catalog for grade categories, academic probation, academic suspension, and student grade reports.

CHANGING A GRADE

Occasionally it will be necessary to change a student's final grade. A "Change of Grade Form" must be completed (see Appendix for sample) and submitted to the Registrar's Office for such a change to occur. If over six months have elapsed since the grade was assigned or you are attempting to change the grade to a "W", The Vice President/Dean of Instruction must approve the change. His office is located in the Lynn Library, rm. 115.

GRADE OF INCOMPLETE

The student and instructor must complete a "Contract for Removal of Incomplete" grade form prior to the granting of a grade of "I". The student has a maximum of six months in which to remove the "I". If it is not removed within this time, the grade will be calculated
as an "F". The student is entirely responsible for completing the work that will remove the "I".

A copy of a "Contract for Removal of Incomplete" is shown in the Appendix. The student and the instructor must complete this form prior to the granting of a grade of "I" and the white copy of the form must be turned in to the Registrar's Office with the final grade sheet. A grade of "I" will not be accepted by the Registrar's Office unless it is accompanied by the "contract for Removal of Incomplete". The deadline for making up the incomplete is left to the judgment of the instructor, but may not exceed six months. Once the contract has been completed and turned in to the Registrar's Office, the student may not drop the course and may not receive a grade of "W".

GRADE REPORTS

Faculty must keep the records of grades on file in their offices at least five years. If a faculty member leaves, he or she is to give the records of grades to the department chair or immediate supervisor. Faculty on temporary appointment, part-time faculty, and adjunct faculty must turn in their grades and student attendance records to their department chairs at the end of each academic year or at the conclusion of their teaching responsibilities.

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Updated: Wednesday, January 05, 2000 14:11:43

STUDENT INITIATED DROP OR WITHDRAWAL

A student may drop any course or withdraw from Amarillo College for any reason with a grade of "W" on or before the last day to drop. The last day to drop is published in the AC catalogue and schedule of classes.

It is the responsibility of the student to officially drop or withdraw from a course. Failure to officially withdraw may result in the student receiving a grade of "F" in the course. In order to drop a course or withdraw from the College, the student completes an "Academic Schedule Change" form. (See sample in the Appendix.) The form may be obtained from the academic advisor, Advising and Counseling Center, or from the Assistance Center.

Do not remove the student from your class roll until you receive a "Academic Schedule Change" form from the Registrar's Office indicating that the student has officially changed his schedule. Also do not allow any student to remain in class who has officially dropped or withdrawn.
SYLLABI

A syllabus is required for each course taught at the College. All syllabi (see Appendix for correct form) shall conform to the “Course Syllabus” outline adopted by the College. A copy of the current syllabus must be kept on file in the appropriate division chair’s office and the office of the Vice President/Dean of Instruction.

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Part time faculty are expected to follow the syllabus provided by the program manager unless approval is granted to do otherwise.

TEXTBOOKS

Faculty members should contact their department chairman for desk copies of the course textbook. These are furnished to the instructors at no cost.

Students in Amarillo should be referred to the bookstore to purchase their textbooks.

In Dumas and Hereford, textbooks will be available at the regular registration period. After that date, students should contact the bookstore or the local coordinator to make arrangements for their textbook needs.

SECRETARIAL SUPPORT, MAIL, AND DUPLICATING

Check with the department chair or secretary for departmental policy.
Section IV

Amarillo College
Employment Information
EMPLOYMENT OF PART-TIME FACULTY

Part-time faculty are a very important part of Amarillo College and are the means by which the College has the flexibility to offer additional courses or extra sections of classes on relatively short notice. Thus, employment of an individual part-time instructor is on a semester-by-semester basis and depends on enrollment and student demand for a specific course. Employment as part-time faculty does not necessarily lead to full-time employment, although part-time faculty are encouraged to apply for vacancies in their field of specialization if interested.

Amarillo College is an equal opportunity employer. To ensure full implementation of this policy, Amarillo College will assure that:

1. Persons are recruited, hired, and promoted for all positions without regard to race, religion, color, national origin, sex, age, handicap, or veteran status.

2. Placement decisions are based on an individual's qualifications for the position being filled.

3. Other personnel actions, such as compensation, benefits, transfers, layoffs, returns from layoffs, College sponsored training, education, tuition assistance and social and recreational programs are administered without regard to race, religion, color, national origin, sex, age, handicap, or veteran status.

When a part-time instructor is employed initially, several forms must be completed to provide payroll information and comply with state and federal requirements. Also, official college transcripts are required to be on file with the Office of Personnel Services in compliance with the accreditation requirements of the Southern Association of Colleges and Schools (SACS). The following forms are required by the College and prompt completion is necessary.

1. Application for Faculty Position – Include official copies of transcripts of all college work and trade or business schools as applicable.

2. Oath of Office – Required by the State of Texas for all persons being paid with state funds. The oath of office shall be taken by the employee by signing a printed or written oath of office before a notary public or other officer of the state authorized to administer oaths of the State.

3. Direct Deposit Banking Information – Pay for college employees is deposited in each individual's bank account. Completion of the form is required for direct deposit.

4. W-4 Form – This is a declaration of deductions for income tax withholding purposes.

5. I-9 Form – Employment Eligibility Verification – A federal law requirement for new faculty or returning faculty who did not teach the previous academic year.
6. Amarillo College Benefit Retirement Plan for Part-Time Employees – The Omnibus Budget Reconciliation Act of 1990 (OBRA 1990) requires that all supplemental instructors and other part-time employees participate in a retirement plan since we do not participate in social security. For those who are currently having Texas Teacher Retirement System (TRS) or Optional Retirement Program (ORP) deductions at other education entities, deductions will be made to TRS or ORP rather than the College part-time retirement plan.

EFFECTIVE SEPTEMBER 1, 1991, NO SALARY PAYMENTS WILL BE PROCESSED UNTIL THE PERSONNEL FILE IS COMPLETE INCLUDING OFFICIAL TRANSCRIPTS.

PAY PROCEDURES

Pay for all Amarillo College employees is deposited in the individual's bank account.

The dates paychecks are deposited are as follows:

**Fall Semester:** Last working day of September, October, November, December. One-fourth of salary per paycheck.

**Spring Semester:** Last working day of February, March, April, and May. One-fourth of salary per paycheck.

**Summer Semester:** The next payroll date following the end of the class.
Section V

Amarillo College Support Services
Amarillo College Library Resource Network

The Amarillo College Library Resource Network consists of a variety of services and resources across multiple campuses and instructional sites.

The VIRTUAL LIBRARY for the AC LRNetwork is http://www.hlc.lib.org/aclib/index.htm. is accessible twenty-four hours a day, seven days a week from anywhere at anytime. (Please see attached flyers).

User friendly web pages provide patrons with a wide range of information; from on campus activities to full text electrically retrieved periodicals and professional journals from around the world. It allows patrons to search library catalogs and databases; look up reference information in dictionaries, directories, and other sources; read full-text periodicals from Texas, the USA, and around the world; use search tools, subject bibliographies, and guides; and find full-text information in the Electronic Archive and other text archives.

DATABASES

Databases may be chosen from the Lynn Library homepage from on campus workstations. For off campus access please call The Central Library Reference Desk at 371-5468.

- **Ovid** - Ovid databases offer over 1100 full-text periodicals from ABI/Inform and Periodical Abstracts. Ovid is powerful software for searching the ABI/Inform business and Periodical Abstracts databases.


- **ERIC database and ERIC Digests** - The Lynn Library now offers the ERIC database and its companion ERIC Digests database. Choose Databases on the Lynn Library homepage.

- **OCLC FirstSearch** - OCLC FirstSearch service gives library users access to 8 online databases. Included are these OCLC databases: WorldCat, OCLC NextFirst, Modern Language Association, New York Times, PsycInfo, Wilson Select, World Almanac, and World Book.
FirstSearch offers a variety of document delivery choices, including E-mail, interlibrary loan, fax, overnight carrier, and regular mail. OCLC provides access to FirstSearch only through libraries.

**Harrington Library Consortium Online Catalog** - HLC provides information about 2,200,000 items at more than 50 Panhandle libraries. Students primarily use the online catalog to locate books on their research topics. It features easy search techniques for locating materials by author, title, subject, and call number, as well as by keyword.

**TexShare** - TexShare is a cooperative program designed to improve library service to students, faculty, and staff of Texas institutions of higher education. Cooperative development of collections and the efficient sharing of those collections is the focus of the program, which emphasizes electronic information resources as well as traditional collections of books and journals.

**College Source** - http://www.hlc-lib.org/aclib/dbases/ - 9,000 college catalogs available online. These are complete catalogs including course descriptions, faculty information, admission requirements and more.


**FACTS.com** - http://www.hlc-lib.org/aclib/ - brings together content from seven core reference databases to answer questions about events, issues, statistics and people of the last 20 years. FACTS.com is published by Facts On File News Services.

**SERVICES**

As one of the initiating members of the Harrington Library Consortium the Amarillo College Library Resource Network is able to provide a union online catalog of over 900,000 bibliographic records attached to the holding records of the fifty-four HLC libraries across the twenty-four counties of the Texas Panhandle. These holdings provide over two million items that can be shared among the participating libraries through visiting the library and checking out materials using the HLC universal library card or ordering the items through the extensive interlibrary loan system run by the consortium.

Please refer the attached flyers for more service, hours, and contact information.
NEED Bibliographic Instruction?  CALL Jan Jones at 5403 or email jones-je@actx.edu

NEED Interlibrary Loans?  CALL Nancy Klingsick at 5437 or email klingsick-ns@actx.edu

NEED Reserve Desk Services?  CALL Nan Kemp at 5460 or email kemp-ne@actx.edu

NEED to Reserve a Study Room?  CALL Theresa Eddleman at 5400 or email eddleman-ta@actx.edu

NEED Library Cards?  CALL Theresa Eddleman at 5400 or email eddleman-ta@actx.edu

NEED to Order Library NonPrint?  CALL Barbara Sherrill at 5402 or email sherrill-bl@actx.edu

NEED to Order Library Books?**  CALL Faith Watson at 5419 or email watson-fl@actx.edu

NEED Literature Reviews?  CALL Reference Desk at 5468

NEED Library Tours?  CALL Jan Jones at 5403 or email jones-je@actx.edu

NEED FIRST Center Services?**  CALL 5148 (For Faculty)

NEED Information on Dept. of Energy Reading Room?  CALL Karen McIntosh at 5069 or email mcintosh-kf@actx.edu

NEED Public Access Terminals?  COME TO Lynn Library (21 public access terminals)

NEED Laminating Transparencies or Copy-machine Services? **  COME TO Reserve Room Desk (Faculty/Staff) 1st Floor of Lynn Library

NEED One-on-one Research Assistance?  COME TO 2nd Floor of Library Reference Desk or call 5468 for assistance

or call any number for referral to other library services

** Amarillo College Faculty/Staff Services
ADVISING AND COUNSELING CENTER

Advising and Counseling services are available for all students and prospective students. Professional counselors are available to help individuals evaluate academic, personal, and career options. The Advising and Counseling Center is located in the Student Service Center on the Washington Street Campus. The phone number is 371-5440.

General services of the Center include:
- Education and Career planning and academic course advisement for prospective students interested in college
- Academic advising for those majoring in General studies, Elementary Education and persons who are undecided about a major
- Comprehensive services for students planning to transfer to universities or entrance into professional schools
- Counseling to assist those who are having personal or life adjustment difficulties.

The Washington Street Center is open from 8:00 a.m. until 7:30 p.m., Monday through Thursday, and from 8:00 a.m. until 5:00 p.m. on Friday.

Testing Services

Testing Services, a unit of the Amarillo College Advising and Counseling Center, supports instruction and academic planning by providing various assessment services for students and prospective students. The Testing Center is located in the Student Service Center on the Washington Street Campus. The phone number is 371-5445.

Amarillo College’s academic honesty policy, published in the Student Rights and Responsibilities bulletin states: “students are expected to maintain a high standard of individual honor in their scholastic work.” Students who are guilty of cheating, plagiarism, or dishonesty may be excluded from classes with a grade of F, or in flagrant cases, may be suspended from the College.

Amarillo College administers a variety of different tests. Tests given are:

ACT (American College Testing) - ACT is a standardized test which measures skills in English, Mathematics, Social Studies, and Science reasoning. The ACT test is often used as a criterion for college admission. Although neither the ACT or SAT (Scholastic Assessment Test) is
required for admission to Amarillo College, academic credit may be awarded based upon scores achieved.

**SAT (Scholastic Assessment Test)** - The SAT program has two components: SAT I - Reasoning Test and SAT II -Subject Tests. Both measure skills important for academic success, and are often used to grant admission, credit, and/or placement in college.

**TASP (Texas Academic Skills Program)** - The TASP program is designed to ensure that students have the academic skills necessary for effective performance in college-level course work. The TASP test is a diagnostic assessment for skills in reading, writing, and mathematics.

TASP must be taken prior to enrollment in college credit classes unless a student is TASP exempt.

TASP testing is available six times per year on dates set by the Texas Higher Education Coordinating Board, in cooperation with National Evaluation Systems. Amarillo College also serves as a special accommodations test center for students who have requested and documented exceptional testing needs. In addition, Amarillo College provides TASP testing on alternate dates for students whose religious practices prevent Saturday testing. Advance registration and payment are required for the TASP test. Registration materials and further information about TASP are available from Testing Services.

**Alternative Testing** - Students should make every effort to take TASP before enrolling at Amarillo College. If this is not possible, alternative tests to the TASP are offered through Testing Services. The alternative tests offered at Amarillo college are MAPS and ACCUPLACER. Alternative tests measure reading, mathematics, and writing skills, and a multiple-paragraph written essay of 300 to 600 words. Alternative tests are to be used only for initial testing: the TASP test must be used for all retakes. Questions about alternative testing needs should be directed to Testing Services.

Legislative and policy changes may affect information on testing services.

To schedule a test call the Amarillo College Testing Center (371-5445).

The Testing Center also offers testing services for faculty. The Testing Center will administer make-up test to students in the Center. Call the Testing Center for Information on how to utilize this service.
ACcess Division

Any student who needs assistance in a course may request a tutor through Peer Tutoring. Peer tutors are available at no cost in almost every subject. Tutoring can help students understand course material better while gaining confidence in their own abilities. All tutoring is done on the AC Campus. Students may make arrangements by calling the Peer Tutoring Coordinator at 371-5432.

In addition ACcess offers Lunch and Learn Seminars. These seminars are held on the Washington Street Campus at noon on selected Thursdays. Each seminar is recorded and tapes may be checked out at the Reserve Desk on the first floor of the Lynn Library. A handout accompanies each tape and the handout may be duplicated. For more information about these seminars, contact Ann Britt at 371-5464. Topics for the Lunch And Learn Seminars include:
- 20 Ways to Succeed in College
- Taming Time and Building a Study System
- Tackling the Textbook and Getting Control
- Taking Note of Lectures
- Analyzing Your Learning Style
- Memory Techniques - Remembering and Recall
- Stressing the Point
- De-Traumatizing Test Taking
- Math! A Four Letter Word
- Test Review: The Light at the End of the Tunnel

Another service of the ACcess division is TASP Preparation Seminars. These seminars are designed to give students information about preparing for and taking the TASP test. The seminar also offers ideas to help a student with study methods and test taking techniques. For information on the TASP Preparation Seminars contact Ann Britt at 371-5464.

Professional Development

Amarillo College has a comprehensive development program designed to promote quality performance and to improve skills of all employees in tasks related to organizational, program, and staff development. Under the plan, faculty, classified employees, and administrators each have committees representing their particular concerns who prioritize and plan activities. Each representative committee sends its ideas to a central clearinghouse committee for further refinement, elimination of duplication, and prioritization for budget purposes.

As Amarillo College employees, part-time faculty are encouraged to participate in Professional Development activities. You will receive information about upcoming activities. For more information, contact Patsy Lemaster, Coordinator of Professional Development, at 371-5254 or by e-mail at lemast-pc@actx.edu.
FIRST CENTER
FACULTY INNOVATION & RESOURCE SERVICES FOR TECHNOLOGY

The Center is designed to promote the use of technology in the academic setting, assist with the development of Web-based courses, work with individual faculty regarding the use of technology, and provide technical support for distance education classes and units for SMART classrooms.

FIRST Center Services

- One-on-one or “we-do-it-for-your” technical services for faculty who are developing their online courses and SMART classroom modules.

- Assistance and guidance for faculty by faculty who are currently offering online courses and multimedia units for SMART classrooms.

- Utilization of the talents and skills of Graphic Design, CIS and CAD students.

- Latest hardware and software technologies and specialized telecommunication applications.

Location: Room 113, Lynn Library, Washington Street Campus
Phone: 371-5401
Please direct questions to: Dr. M. Karen Ruddy – ruddy-mk@actx.edu
DENTAL CLINIC SERVICES

The Dental Clinic is located on the West Campus in the Allied Health Building. Services are provided by the students of the Dental Hygiene Department and are limited to preventive dental procedures. These include dental prophylaxis (scaling and polishing teeth), diet and home-care instructions, topical fluoride applications and rinses, and dental radiographs (X rays). Radiographs are taken only on prescription from the supervising dentist. (Policy on radiographs complies with state and federal regulations governing radiation exposure.) The radiographs are mailed to the family dentist if requested by the dentist but are not released to the patient since they are legally a part of the patient's file.

Dental clinic services are free to Amarillo College employees and students. For detailed information concerning fees and appointment scheduling, faculty may call the dental clinic.

Approved: August 20, 1991
Section VI
Appendix
COURSE NAME/NUMBER/TITLE:

PREREQUISITE:

DESCRIPTION OF COURSE (As in catalogue):

TEXTBOOK:

AUTHORS:

OBJECTIVES AND GOALS OF COURSE:

PERFORMANCE/LEARNING OBJECTIVES
(MINIMUM COMPETENCIES)

After studying the material presented in this course of study, the student will be able to do the following as evaluated by the faculty in the department/program:

REQUIRED EXAMINATIONS:

EVALUATION:
AMARILLO COLLEGE
STUDENT EVALUATION OF INSTRUCTOR PERFORMANCE

FORM INSTRUCTIONS
Indicate your rating of the Instructor by selecting one of the 5 rating levels for each of the 25 items and mark that level choice using a #2 pencil. The rating scale for this evaluation is as follows:

STRONGLY DISAGREE - 1 2 3 4 5 - STRONGLY AGREE
NOT APPLICABLE - NA

After each item, write in any additional comments that you wish to make relative to that statement. DO NOT sign this form. The evaluation form will NOT be returned to the Instructor until sometime into the next semester. Return this form to the proctor when you are finished with the evaluation procedure. THANK YOU for helping us improve teaching and learning at Amarillo College.

1. The instructor explained the course objectives at the beginning of the semester.
   Comments: ________________________________

2. The instructor distributed and explained the grading policies.
   Comments: ________________________________

3. The graded work adequately represents the material covered in the course.
   Comments: ________________________________

4. The instructor permits questions.
   Comments: ________________________________

5. The instructor allows students to express their ideas.
   Comments: ________________________________

6. The instructor is able to clarify ideas in a way that I can understand.
   Comments: ________________________________

7. The instructor made time available to me if I had difficulty with the course.
   Comments: ________________________________

8. The instructor is fair in dealings with me.
   Comments: ________________________________

9. The instructor presents material in an organized manner.
   Comments: ________________________________

10. The instructor is prepared for each class meeting.
    Comments: ________________________________

11. The instructor shows enthusiasm for the subject being taught.
    Comments: ________________________________
AMARILLO COLLEGE
CHANGE OF GRADE FORM

Any grade change must be made by the instructor of record, or in the absence of the instructor, by the department chair. Request for grade changes made more than six (6) months after the initial grade determination, must also be approved by the division chair and Dean of Instruction. Grade changes will not be made without sufficient justification.

Name ___________________________ Social Security Number ________________

Address ________________________________________________________________

Change the grade made in: ________________________________ (Semester/Year)

For: ________________________________________________________________ (Course Rubric/Number: Title) from ________ to ________.

Reason for Change: __________________________________________________________

Instructor Signature ___________________________ *Department Chair Signature ___________________________

*If 6 month period lapsed.

*Dean of Instruction Signature ___________________________

GUIDELINES:

Grades should be changed when an error is discovered. Changes for other reasons should be made from a common concept of academic integrity.

A grade should not be changed unless the instructor (of record) can support the change with his/her records or official college records.

Grade should not be changed arbitrarily because a student wants to improve a grade-point average. There must be some extenuating circumstance or justification to convince the instructor that such a change would be consistent with the "common concept of academic integrity." Likewise a letter grade should not be arbitrarily changed to "W" unless mitigating circumstances prevented the student from processing a withdrawal.

Successfully repeating a course does not justify changing a previously earned grade to a "W" since policy allows students to improve their GPA by repeating courses.

For graduation purposes, students may petition the Dean of Instruction for permission to exclude from the GPA calculation any course not required for their major.
AMARILLO COLLEGE

CONTRACT FOR GRADE OF "I" (INCOMPLETE)

<table>
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<tr>
<th>Student's Last Name, First Name, M.I.</th>
<th>S.S.#</th>
<th>Semester</th>
<th>Year</th>
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<th>Course Title</th>
<th>Course Number &amp; Section</th>
<th>Instructor</th>
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Student is contracting to receive Grade of "I" for the following reason (check):
- [ ] one test/final to make-up
- [ ] one theme/paper to turn in
- [ ] completion of a project/lab/clinical assignment
- [ ] other (fill in)

Criteria for Course Completion:

Student cannot be required to enroll in or sit through the class the next time it is offered.

DISCLOSURE TO STUDENT: If the conditions for making up an INCOMPLETE are not met by Deadline Date (see below), the course grade will be changed to "F". After signing this contract, student may not drop the course and may not receive a grade of "W". Student is entirely responsible for completing the work that will remove the "I".

Student's Signature

Date

GUIDELINES FOR INSTRUCTOR: If satisfactory work is completed by the Deadline Date listed below, the instructor will initiate a Change of Grade Form in the Registrar’s Office. If instructor is to be absent from the Amarillo College campus during time "contract" is to be completed, he/she should file appropriate evaluation tools with the department chairman or someone designated by the chairman.

Date of this Contract

Date for Completion (may not exceed 3 months)*

Instructor's Signature

Chairman's Approval*
(Needed if date extends more than 3 months).

White – Registrar   Yellow – Chairman   Pink – Instructor   Gold – Student
ACADEMIC SCHEDULE CHANGE

Social Security Number  ________________________________
Date  ________________________________

Last Name  ___________________________  First  ___________________________  M.I.  ___________________________  Major  ___________________________
Circle Answer:  

Complete Withdrawal?  Y / N  Class Canceled?  Y / N  Non-Compliance  Y / N

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<th>A = Add</th>
<th>X = Drop</th>
<th>Course ID</th>
<th>Name</th>
<th>Course Number</th>
<th>Section</th>
<th>Hour &amp; Day</th>
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No changes will be accepted without the required signatures.

Student’s Signature  ___________________________  Advisor’s Signature  ___________________________

Not Official Until Returned To The Registrar’s Office
The question is not trivial. The lecture approach may be the most widely used teaching approach in U.S. higher education. Looking at data from 6307 classes that used IDEA in the late 1970s, 24% were listed as "Lecture," 27% as "Lecture and Discussion," and 20% as "Lecture with Lab."

There are faculty who are convinced that lecturing is the most appropriate teaching approach in almost every case. There are others who are equally convinced that lecturing is almost never appropriate. The position of this paper is that it is impossible to decide upon an effective teaching approach without first deciding upon your instructional goals. Lecturing is very appropriate for some goals, and very inappropriate for others.

Every reader undoubtedly has an idea of what is meant by a "lecture," and dictionary definitions do not shed much additional light: lecture—an exposition on a given subject delivered before an audience or class for the purpose of instruction, or a method of teaching by discourse as opposed to conversation or seminar. Etiologically, to lecture means to read. In the medieval universities the professor did read from his notes because those were the only "books" available.

Unless otherwise stated in this paper, "lecture" will focus teaching by the spoken word with emphasis on one-way communication; the teacher talks, and [hopefully] the students listen, recognizing that most courses listed as lecture in college catalogs involve some two-way communication, question and answer and the like; a practice we heartily approve.

Strengths of the Lecture Approach

The obvious answer to the question of why we continue to lecture so much is that lecturing continues to be useful in achieving a number of instructional goals.

Walker and McKeachie (1967) argue that the lecture approach had two unique strengths: it can communicate the intrinsic interest of the subject matter, and it can present the newest developments. Other authors have listed other goals which, although they may not be unique in lecturing, are well served by this approach.

1. Lectures can communicate the intrinsic interest of the subject matter. Like live theatre, lectures can convey the speaker's enthusiasm in a way that no book or other media can. Enthusiasm stimulates interest and interested, stimulated people tend to learn more.

2. Lectures can cover material not otherwise available. This includes original research, or recent developments which may only be available from papers or articles not yet included in textbooks.

3. Lectures can organize material in a special way. Lectures may be a faster, simpler method of presenting materials fitted to the needs or interests of a particular audience.

4. Lectures can convey large amounts of information. Lectures are probably most often used to cover facts, generalizations, and the like. This was the original purpose of the lecture before the invention of the printing press. Lectures continue to be useful to convey information that is not available in print. When the material is otherwise available, e.g., in textbooks or programmed texts, you should consider whether lecturing on the material is desirable. It very well may be if, for example, the students are not motivated enough to study the material on their own, or they lack the required reading skills.

5. Lectures can communicate to many listeners at the same time. With the proper audiovisual support, a skilled lecturer can communicate effectively with a few hundred (or even a few thousand) listeners. [Unskilled lecturers should not try to lecture to groups of any size.]

6. Lecturers can model how professionals in a particular discipline approach a question or problem. This modeling behavior is one of the major characteristics of the instructor-centered teacher described by Axelrod (1976).
The audience can watch firsthand as the lecturer “thinks” like professionals in the field.

7. Lectures permit maximum teacher control. From the teachers’ point of view this can be an advantage. The instructor chooses what material to cover, whether to answer questions, etc.

8. Lectures present minimum threat to the student. Students are not required to do anything. From the students’ point of view this may be an advantage.

9. Lectures emphasize learning by listening. This is an advantage for students who learn well this way, which may increasingly be the case for students raised on television viewing.

Weaknesses of the Lecture Approach

The lecture approach has a number of strengths; unfortunately, it also has a number of weaknesses. Both must be taken into consideration when you are deciding whether giving a lecture is appropriate for a particular part of your course.

1. Lectures lack feedback to the instructor about the students’ learning: “...in the long run, it is what the learner does rather than what the teacher does that really counts in teaching” (Dressel & Marcus, 1982, p. xix.) The major drawback of a strict lecture approach is that it does not provide the lecturer with any systematic information about whether and what the students are learning or not learning. Granted, there are a lot of nonverbal cues available if you look around.

2. In lectures, the students are passive; at least they are more passive than the lecturer. The more active the learner, the more learning is likely to take place.

3. Students’ attention wanes quickly, in 15 or 25 minutes according to studies (Bligh, 1972).

4. Information learned in lectures tends to be forgotten quickly. This general statement depends considerably on how passive the students are. Students who simply listen to a lecture will tend to forget the material more quickly than students who listen and take notes, who in turn will remember less than students who take notes and are involved in some kind of question-answer session, etc. The more active the student, and the more senses involved in the learning, the more he or she is likely to remember more material, and for a longer time.

5. Lectures presume that all students are learning at the same pace and level of understanding. Of course, this is hardly ever true. Unlike written passages that can be reread, or tapes that can be rewound, lectures proceed at a pace determined by the lecturer, not the individual student.

6. Lectures are not well suited to higher levels of learning: application, analysis, synthesis, influencing attitudes or values, developing motor skills. Lecturing is best suited to the lower levels of knowledge and understanding. If you want students to think critically or to write well, you need to do something other than lecture.

7. Lectures are not well suited to complex, detailed, or abstract material. The more difficult the material becomes, the more individual differences among the students are going to influence the pace and level of the students’ learning. Therefore, self-paced and/or two-way communication teaching approaches become preferable to lecturing.

8. Lectures require an effective speaker. The lecturer must be loud enough to be heard; and also must vary pitch, tone of voice, and pace of delivery. Lecturers must be verbally fluent. These skills are not typically stressed in Ph.D. programs, the terminal degree for college teachers.

9. Lectures emphasize learning by listening, which is a disadvantage for students who prefer to learn by reading, or by doing, or some other mode.

Recommendations

This part attempts to summarize the recommendations about improving lectures made by several of the authors listed in the Further Readings section at the end of this paper. Citations will only be given where a specific author has something to recommend not included by other authors.

Preparation and Organization

These recommendations concern what should be done when the lecture is being planned, before you enter the classroom.

1. Fit lecture to your audience. Try to make the lecture relevant to your audience and, therefore, more interesting. This means that you will have to gather some information about your listeners beforehand.

2. Select topic. You will never be able to cover everything. Selecting your topic will determine the focus of your lecture and provide a context within which you make other decisions.

3. Prepare an outline. Some people suggest five to nine major points. If you attempt to cover too much, your audience will actually learn and also remember less. The object of a lecture is not just to cover the material, but to have the listeners learn.

4. Organize your points. This can be done in a number of ways, for example, chronologically, causally, in ascending or descending order, spatially, or by presenting a problem and then possible solutions. (See Day, 1980, for some alternative ways to organize your lecture notes.)

5. Decide upon minor points, or the points you wish to include under each major point.

6. Select examples. Almost all writers agree that illustrations, etc., help people both to understand and to remember.

7. Present more than one side of an issue. You must do this if you wish to convince your listeners of the validity of a given position—if that is one of your purposes—unless your audience is completely naive and incapable of thinking of any counter arguments. You should do it simply to help them understand various implications of an issue.
Presentation and Clarity
This section and the next, concern two different aspects of lecturing while you are actually in the classroom.

8. Speak clearly and loud enough to be heard. Seems obvious but I suspect that we have all sinned against this prescription. Perhaps in the very first class you should suggest that people signal you if they cannot hear, e.g., cup a hand behind their ear.

9. Avoid distracting mannerisms, verbal tics like "ah" or "you know," straightening your notes or tie or beads.

10. Provide an introduction. Begin with a concise statement, something that will preview the lecture. Give the listeners a set or frame of reference for the remainder of your presentation. Refer to previous lectures. Attract and focus their attention.

11. Present an outline. Write it on the chalkboard, or use an overhead transparency, or a handout. Then be sure that you refer to it as you move from point to point in your lecture.

12. Emphasize principles and generalizations. Research suggests that these are what people really remember—and they are probably what you really want to teach.

13. Repeat your points in two or three different ways. Your listeners may not have heard it the first time, or understood it, or had time to write it down. Include examples or concrete ideas. These help both understanding and remembering. Use short sentences.

14. Stress important points. This can be done by how you say it. It can also be done explicitly, e.g., "Write this down"; "This is important"; "This will be on the test." If you are modeling thinking, point out the thought processes as you go along.

15. Pause. Give your listeners time to think, and to write.

Stimulation and Interest
The previous section made some recommendations that dealt with cognitive aspects of your classroom presentation, this section deals with affective aspects.

16. Use effective speech techniques. Talk, do not read your lecture. Vary your inflection, gestures, position, pace of lecture, etc.

17. Be enthusiastic. If you do not think the material is worth learning, why should the students? If you do think so, communicate that.

18. Start with a question, problem, or controversy. Very early in the lecture you need something that will catch the listeners' attention, something to stir their interest. There is nothing wrong with being dramatic, as long as you also have content. No matter how profound your content, the students won't learn anything from you if they are half asleep.

19. Be relevant. Use materials and examples that the students can relate to, things from their previous learning or experience, things from "real life."

20. Use AV. Models, films, recordings, etc., make a lecture more vivid and immediate, they also provide variety. Demonstrations and experiments serve the same purpose.

21. Use humor. Almost every writer agrees that a certain amount of humor or personal anecdotes enhances a lecture. There are two cautions: first, the humor should not be at the expense of the students or offend the reasonable sensibilities of any group; second, avoid ego-trips.

22. Provide change. Research suggests that most people's attention wanes after 15-25 minutes. I suggest that you introduce some kind of change about every 15 minutes. This does not mean ending your lecturing. It could simply be stopping for questions, or putting a transparency on the overhead, or moving to a different part of the room, but do something different.

Feedback and Interaction
Strictly speaking this is not part of a lecture defined as one-way communication. But none of the writers recommend that kind of lecture and very, very few college lecture courses are that restricted.

23. Look at your listeners. Most audiences provide a multitude of nonverbal clues about whether they are paying attention, whether they understand, and whether they agree.

24. Solicit questions. Even if all you do is occasionally pause, look around, and ask if there are any questions, you will have significantly added to the effectiveness of your lecture. It will give you some feedback from the students.

25. Use discussion techniques. There are a number of group techniques that can be used, even with hundreds of listeners, to increase their involvement. Several years ago some institutions had large lecture halls wired so that the instructor could put a multiple-choice question on the screen and the students could punch in their answers. The same thing can be accomplished by giving the students sets of five different colored index cards to hold up for their answers: red for option "1," yellow for "2," etc. You can call on a student who chose the correct answer (color) and have him or her explain why, or call on a student who chose an alternative that contained a common misconception. Interactions like this achieve two things. First, they actively involve the students' thinking about the material; and second, they give you feedback about what the students are learning.

26. Use praise. In your give and take with students, make positive comments when they are warranted; doing so increases learning.

27. Use a lecture committee. This is something McKeachie (1978) uses in large general psychology classes. Basically, it is a committee of students which meets with the instructor periodically to provide student feedback about how the course is progressing and to react to ideas for future classes.
Conclusion

This paper has attempted to summarize much of what has been written about improving lecturing. Readers should be aware that, although there are empirical data supporting some of the recommendations made in this paper, most of the research is such that it would not compel belief. No case is being made that you must do these things to lecture effectively. Rather, these are some suggestions you might consider. If they are of help, fine; if not, try something else.

Lecturing is appropriate for many of the instructional goals of college-level classes. Lecturing is a craft, that is, a learnable skill. These suggestions will not ensure greatness, but for about 99% of us, they are steps in the right direction.

References


Further Readings

All of the readings included in this list are recommended. However, as a help to the reader, there are two asterisks (**) following the reading recommended as first choice, and (*) for second choices:


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Although such learning can take place during a lecture, it is more likely to occur in discussion classes where there is give and take. Everybody knows what a discussion is, but try to find a good definition or description. In this paper we will use "discussion" to include a variety of teaching approaches which focus on two-way spoken communication between the teacher and the students, and more importantly among the students themselves, for example, recitation, dialogue, and guided and pure discussions.

Strengths of Discussion Approaches

As was suggested in the previous IDEA Paper on improving lectures (Cashin, 1985), what constitutes effective teaching, that is, what best fosters learning, depends upon your instructional goals. Discussion approaches are well suited to a variety of course goals.

1. Discussions provide the instructor with feedback about student learning. A major limitation of lectures (one-way communication) is the lack of information about what the students are learning. Discussions overcome this by using both instructor and student questions, student comments, elaborations, justifications, etc. These interactions allow the instructor to plumb the depths of the students' understanding.

2. Discussions are appropriate for higher-order cognitive objectives: application, analysis, synthesis, evaluation (Bloom et al, 1956; Gronlund, 1978). Discussions permit and encourage the student to introduce, explore, and refine ideas in ways which are impossible in a lecture.

3. Discussions are appropriate for affective objectives: to help students develop interests and values, to change attitudes (Klathwohl et al, 1964; Gronlund, 1978). Discussions can do more than change minds: they can change hearts, the way we feel about an issue and our appreciation of it.

4. Discussions allow students to become more active participants in their learning. This increases their motivation to learn and makes the learning more interesting.

Weaknesses of Discussion Approaches

Like everything in life, discussions have not only advantages, but disadvantages.

1. It may be difficult to get student participation. First, discussions can be threatening to students. In lectures the student's ignorance can go undiscovered. To participate in a discussion means to run the risk of both being wrong and being found out. Also, there may be peer pressure not to excel. There are still students who prefer the "gentleman's (or gentlewoman's) C." Further, in some cultures it is considered inappropriate for the individual to stand out, for example, in some Asian countries and some Native American tribes. Other subcultures do not place a high value on intellectual achievement in general.

2. Discussions are more time consuming. The pace seems slower, not much may appear to be happening.

3. Discussions are not well suited to covering significant amounts of content. As instructors, we must wrestle with the issue of how much of the content we cover versus the depth of the students' learning.

4. Effective discussions require more forethought than do lectures. They are not opportunities for the instructor to take a break. Yet preparation cannot ensure that the discussion will follow the anticipated direction. After a few bad experiences, the instructor may take refuge in a more predictable method—lecturing.

5. In discussions the instructor has less control. To some extent we must go where the students' questions and interests take the group. We must allow the students to speak.

Recommendations

This part of the paper will summarize recommendations regarding three aspects of discussions: improving cognitive or intellectual learning, improving the affective or interest/value aspects of learning, and increasing participation. The authors included in the Further Readings section at the end of this paper treat most of these topics. Individual authors will only be cited where their treatment seems to be of special interest.
Cognitive Aspects

1. Define the topic. The topic for discussion should be relatively clear, that is, limited enough to focus the students' attention. "Real" or relevant issues rather than abstract or academic ones are more likely to engage the students. It is desirable to give students the topic a day or two before the discussion so that they may prepare. Often assigned readings and study questions help.

2. The instructor must be prepared. It is our contention that an effective discussion requires much more preparation than an effective lecture. In a lecture the instructor can decide what he or she will cover. In a discussion you should be prepared to explore any issue reasonably related to the discussion topic. This means you must know the topic very well. It is advisable to list possible issues or questions which the students might bring up and to outline possible answers or responses and if necessary, do some more reading or studying yourself.

3. Use a common experience. Discussions are likely to be more focused and therefore more productive if they deal with something the students have all experienced. Choosing something from the students' "real life" is one tactic. Providing a common experience by means of readings, a film, etc. is another. Ensure that the students have sufficient information to make the discussion productive—simply sharing ignorance is in no one's best interest. During the discussion you may have to provide additional information if lack of data is hindering or sidetracking the discussion.

4. Acting as a facilitator is the instructor's primary role in a discussion. Most of the content should be covered before the discussion, either in previous lectures, readings, films, or other sources, including the students' experience. The following behaviors tend to be facilitative:
   a. Listen—attend to the points the students are trying to make, not your points. (Attend to their feelings as well as their thoughts.)
   b. Observe—pay attention not only to the content but to the group process, for example, who is responding to whom, and who is typically ignored by the rest of the group.
   c. Allow for pauses and silence. Students need to be given time to think. So we must exercise that most difficult skill for college teachers, keeping quiet. This is necessary if students are to answer complex, higher order questions.
   d. Post and verify what individuals are saying. Periodically take time to summarize or write on the chalkboard your understanding of the problems or positions, solutions or responses, being put forth by the students. Then check if your understanding is correct. When writing on the chalkboard, try to use simple phrases. Show relationships between ideas by using diagrams, e.g.,
   e. Request examples or illustrations. Almost all writers agree that using examples helps people learn. The more complex or abstract the material becomes, the more helpful illustrations become.
   f. Encourage and recognize students' contributions. Broad student participation in discussions enhances their value. Be especially alert to nonverbal clues that students who do not participate much have something to say. When they do, call on them. Occasionally comment positively on students' contribution, but do not do it every time. Otherwise, it becomes a dialogue between you and individual students rather than a discussion among the students.
   g. Test consensus. If everyone agrees, then there will be no discussion. Beware of premature agreement. If the group seems to have reached a consensus, test this by paraphrasing your understanding of that agreement. Often only the talkers have agreed and there are still opposing positions to be explored.

h. Provide a summary and/or conclusion. By taking a few minutes throughout the discussion or at least at the end to summarize the main points which have been discussed, you provide the students with a sense of closure and help them remember. Making explicit any conclusions which have been reached is also very helpful if the topic will not be discussed further.

5. Regarding questioning, the following are some suggestions which encourage interaction among the students:
   a. Ask students for clarification if their comments seem to you (and so probably to many others) to be incomplete or unclear.
   b. Ask students to support their opinions. Sometimes students, especially freshmen, think it is sufficient simply to have an opinion. But in most college-level courses one's opinion is less important than the reasons behind it. You are not so much interested in what they think, as why Make the students go beyond their initial, perhaps superficial reactions.
   c. Use open-ended questions that is, questions which permit the students to elaborate and think through their answers rather than just give a brief response, or a "yes" or "no." Use questions like, "What are the causes of . . . ?" or, "What is your opinion about . . . ?"
   d. Use divergent questions, that is, questions to which there is no single, correct answer. Questions like "What were the causes of the American Revolution?" are both open-ended, and convergent—the student is likely to respond with a set of causes generally agreed upon by historians. Questions like "What is your opinion about the greenhouse effect? . . . or capital punishment?" permit the students to talk about what they think. They can explore one position without having to cover others.
   e. Rephrase questions if students cannot respond to your first question. Your second question can help the students to focus on previous material that might be relevant or to draw their attention to some limitation or inconsistency in a previous response, etc.
   f. Pause, give the students time to reflect and think through their responses, especially with higher order concepts. In our culture silence is socially awkward. You may need to train your students (and yourself) to feel comfortable with silences.
   g. Possible stages to follow. There are many paths which a discussion might productively travel. The following is one general plan:
      a. Define the problem. Until there is some agreement about what the problem, question, or issue is, the discussion is likely to make little progress.
      b. Have students suggest possible solutions. Brainstorming—having the group suggest as many solutions as possible without any discussion of their feasibility—is one approach. The group should avoid criticizing or making evaluative judgments at this point.
      c. Collect relevant data or comments from the students about the relative advantages and disadvantages of the proposed solutions. At this stage the focus is still on elaboration rather than evaluation.
      d. Evaluate the various solutions, positions, and conclusions. Now is the time to judge, compare, weigh, and evaluate.
      e. Decide upon a solution, position, etc. If at the end of the previous stage one position clearly is better than the other alternatives, then you are already finished. But most questions have more than one "good" answer. In such cases, the group, or the various individuals, must decide which position they choose to embrace at least for now.
Affective Aspects
Many academics tend to conceive of college as primarily if not exclusively an intellectual or cognitive experience. Such a conception of college ignores at least two considerations. First, individual students often bring to college feelings, interests, and values that hinder their learning or understanding of content which we may consider objective. Second, college is about values, at least values like logical thinking, clear expression, knowing the data or literature, and even appreciating the subject and being responsible for one's own work. At a more profound level, college is also about what kind of person one aspires to be, what kind of world the student wants, and what life is about. Our teaching is value-laden, and appropriately so. Discussion approaches are well suited to many of these concerns about feelings, interests, and values, hence, this section on affective aspects of discussions is included.

7. Know your students. Start the discussion with something relevant to the students' interests and goals, something out of their experience.

8. Be patient. Discussion classes take more time to get going. Therefore, be careful you do not talk too much, especially at the beginning.

9. Be sensitive to student feelings. Sometimes students suppress their negative feelings. But those feelings still remain an obstacle to learning. Sometimes students get into arguments (vs. discussion); this does not foster learning. Sometimes students attack the professor. Do not take it personally. You may want to get those feelings out in the open and talk about them.

10. Challenge the students, but do not threaten them. This can be a very difficult balance to achieve. You want to arouse the students enough to stretch themselves, but not so much that it becomes counterproductive. What makes it especially difficult is that what challenges one student may distress another. Some suggestions are:
   a. Do not question a single student for too long. If the student cannot respond after a second, focusing question, move on to other students. Demonstrating how much an individual student does not know rarely serves a useful purpose.
   b. Use personal anecdotes. Using your own experiences and showing that you are human can facilitate the discussion if done in moderation.
11. Avoid premature agreement. We have already talked about testing for consensus [4g above]. You may wish to ask a student or group to argue against the apparent consensus. Or you may want to play devil's advocate—very carefully; avoid being so convincing that later some students will consider you intellectually dishonest. (See McKeachie, 1986, pp. 33–34 for an extended discussion.)
12. Deal with conflicts. Do not ignore them. A helpful first step is to define the apparent areas of conflict. The problem may simply be cognitive misunderstanding, although often not. You may want to write the pros and cons on the chalkboard, or you may want to arrange for the two sides to debate the issue. At least in some way explicitly address the conflict.
13. Recommended instructor behaviors are:
   a. Be silent; when in doubt, keep quiet. (See 5f above.)
   b. Hear the students out. Concentrate on the points the students are trying to make more than on the points you want to make.
   c. Inquire, ask the student to elaborate, clarify, expand, explain, explore, etc.
   d. Paraphrase what a student has said, first, to check your understanding, and second, to show that you are listening. This is helpful behavior for the other students also.
   e. Be accepting rather than judgmental or evaluative. Try to focus on the "correct" part of the student's response. Positive reinforcement will foster more learning than negative reinforcement. (Eventually your grading criteria will have to be taken into consideration, and they will have an important influence. See 15 below.)

Regarding Participation
The following are some suggestions about what you might do to increase student involvement and interaction in your discussions.

14. Create the expectation of participation. Arrange the seating so it is easy for everyone to see one another, e.g., around a table or with a circle of chairs. Make the instructor part of the group, e.g., not behind a desk, but seated in same kind of chair, etc. Help students to get to know one another, e.g., have them interview someone they do not know. Get the students to talk, e.g., have them introduce the person they interviewed. Help them learn each other's name.

15. Clarify how participation will influence grades, and do this early and clearly.

16. Avoid always looking directly at the student speaking. Socially we are conditioned to look at the person who is speaking. If you, as the instructor, typically do this, the students will speak to you, not the group. If Student B is responding to something Student A said, you might look at Student A. Also, look at the other students to see how they are reacting to the speaker. Use gestures and nods to direct the students' attention to other students, not to you, or simply say, "Talk to him/her."

17. Control excessive talkers, try for example:
   a. Do not call on the "talkers" first. Wait to see if someone else raises a hand or volunteers a comment.
   b. Solicit responses from the "nontalkers." Be alert to nonverbal cues indicating that they have something to say and call on them: "Did you want to say something...?" or "Let's hear from some of you who haven't said anything yet."
   c. Have the class observed by someone assigned as an observer, then discuss who is talking, how often, to whom, etc. Often this will make both the "talkers" and "nontalkers" modify their behavior.
   d. Talk to the student outside of class if all else fails.
18. Instructor's role as group leader. Many of the "gatekeeping" responsibilities in the group process literature are also appropriate in discussions:
   a. Call the class to order.
   b. Help the group clarify its goals. Even if the goals are primarily the instructor's, it helps to make them clear. In more flexible groups where the students have a major voice in determining the goals, such clarification becomes essential.
   c. Keep the group on track. Sometimes this can be done by simply calling attention to the fact that the individual or group is getting off the point.
   d. Clarify and mediate differences. (See 12 above, on dealing with conflicts.)
   e. Summarize and draw conclusions. (See 4h above.)
Conclusions

As with the IDEA Paper on improving lectures, the recommendations in this paper are suggestions of things that may help create and maintain an effective discussion. They are not prescriptions—things that you must do. If these recommendations are helpful, use them. If not, perhaps some of the further readings will be of help.

References and Further Readings

All of the citations which follow, if they have specific page numbers listed after them, are recommended for further reading. The recommended first choice has two asterisks after it; a single asterisk follows recommended second choices.


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