

# **POLICIES FOR FACULTY MEMBERS**

**CERTIFIED CLOUD NATIVE APPLIED GENERATIVE AI  
ENGINEER (GENENG)**

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**Responsible Authority: CEO of the Governor Initiative / Dean of  
Faculty / Policy Committee / Educational Director**

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## 1. Policy Statement

At the Governor Initiative, we are committed to creating an enriching educational environment that fosters innovation and growth in the fields of generative artificial intelligence, cloud native computing and humanoid robotics. Our policies are designed to support our faculty members in delivering high-quality education while promoting collaboration, respect, and professional development. We emphasize the importance of professionalism and clear boundaries in all interactions within our educational community.

## 2. Scope

This policy applies to all faculty members, administrative staff, and students participating in the Governor Initiative Program. It encompasses all educational activities, assessments, and interactions within the program.

## 3. Definitions

- **Faculty Members:** Individuals responsible for teaching and supporting students within the program.
- **Administrative Staff:** Individuals managing logistical and operational aspects of the program.
- **Students:** Individuals enrolled in the Governor Initiative Program.
- **Educational Director:** The senior-most faculty member responsible for overall program management.
- **Principal Educator:** A faculty member assisting the Educational Director in managing classes.

## 4. Roles and Responsibilities

### 4.1 Content Delivery and Reporting Structure

- **Content Provision:** The Dean of Faculty will provide all necessary content, direction, quizzes, assessments, exams, and related details for the courses. This ensures consistency and alignment with the educational objectives of the Governor Initiative.
- **Alignment with Dean:** The Lead Teacher is responsible for aligning with the Dean regarding the status of content delivery, timelines for course progression, and overall faculty performance. This collaboration is vital to maintaining the quality of education and addressing any challenges that may arise.
- **Team Oversight:** The Lead Teacher will ensure that their team is well-prepared and effectively implements the content and directives provided by the Dean. This includes overseeing the performance and coordination of Principal Educators and Mentors, ensuring that all faculty members are aligned with the educational objectives and standards set by the institution.

- **Quality Assurance:** Faculty members are expected to uphold high standards of class quality and engage actively with students to foster a positive learning environment. Regular feedback from students should be reported to the Dean to facilitate continuous improvement.
- **Direct Reporting:** All faculty members will report directly to the Dean of Faculty. This direct line of communication promotes accountability and ensures that any concerns or issues are addressed promptly and effectively.
- **Punctuality and Attendance:**
  - Faculty members are required to maintain regular attendance and punctuality. Arriving on time for classes is essential to set a positive example for students and ensure a smooth learning experience.
  - Faculty should arrive at least 15 minutes before the start of each class to prepare adequately and engage with students prior to the lesson.
  - Consistent absenteeism or tardiness may result in disciplinary actions, including formal warnings or further consequences as outlined in the policy breach penalties.

## 4.2 Faculty Hierarchy and Responsibilities

### 4.2.1 Educational Director (Previously Lead Teacher)

- **Responsibilities:**
  - Manages a class of up to 2,000 students.
  - Acts as the senior-most teacher with direct teaching responsibilities.
  - Oversees teacher assistants, ensuring effective classroom management and content delivery.
  - Ensures alignment with the Dean of Faculty regarding content delivery status, timelines, faculty performance, class quality, and student complaints and feedback.
  - Ensures the attendance and punctuality of the teaching team and verifies alignment with the educational objectives and activities.
  - Fosters a collaborative environment by encouraging faculty members to participate in classroom activities and provide opportunities for them to teach.
  - Conducts weekly evaluations of faculty performance to ensure continuous improvement.

### 4.2.2 Principal Educator (Previously Senior Teacher Assistant)

- **Responsibilities:**
  - Assists the Educational Director in managing the class.

- Prepares class assignments, projects, and assessments, ensuring they align with curriculum objectives.
- Evaluates students for senior positions and delegates responsibilities to Senior Students to promote leadership.
- Engages with students through Discord, to maintain an ongoing dialogue and support.
- Designs and announces short quizzes, assessments, and coding challenges during class to reinforce learning.
- Continuously checks assignments and projects, providing timely feedback to students to facilitate improvement.
- Ensures that all students feel included and valued, recognizing the contributions of Senior Students while maintaining equitable treatment for all.

#### *4.2.3 Mentor (Previously Junior Teacher Assistant)*

- **Responsibilities:**

- Supports the teaching team by assisting with instructional tasks and student engagement.
- Prepares similar class assignments and assessments as the Principal Educator.
- Evaluates students and delegates responsibilities to facilitate peer support and collaboration.
- Engages with students through Discord communication channels, offering assistance and guidance.
- Encourages consistent interaction with students to build rapport and support their learning journey.
- Ensures that all interactions maintain a focus on professionalism and equity, fostering a collaborative learning environment.

### **4.3 Student Hierarchy**

#### *4.3.1 Student Leader*

- **Overview:** A top-performing Senior Student selected to lead a small group of students.
- **Responsibilities:**
  - Helps orchestrate learning and collaboration among Senior Students.
  - Serves as a role model for peers, promoting engagement and motivation.

#### *4.3.2 Senior Student*

- **Overview:** High-performing students selected by faculty to take on more responsibilities.

- **Responsibilities:**
  - Acts as a bridge between faculty and students, assisting in communication and feedback.
  - Potential to become Student Leader based on demonstrated performance and leadership.

#### 4.3.3 Rising Star

- **Overview:** Students identified by the Principal Educator and Mentor as showing promise and improvement.
- **Responsibilities:**
  - Encouraged to engage more deeply with course material and participate in leadership activities.
  - Receives guidance and support to enhance their learning experience.

### 5. Promotion Path for Students

- **Rising Star to Senior Student:** Rising Stars can be promoted to Senior Students based on consistent performance, active participation in class activities, and demonstrated commitment to learning.
- **Senior Student to Student Leader:** Senior Students can advance to Student Leaders by showcasing leadership skills, exceptional understanding of course material, and the ability to inspire peers.
- **Exceptional Student Leader Consideration:** Outstanding Student Leaders may be considered for roles such as Mentor, facilitating their progression within the educational framework and contributing to the teaching team.

### 6. Communication Guidelines

- **Communication Channel with Students:**
  - All faculty members are required to be available on Discord to support student queries while maintaining a healthy work-life balance. Faculty should coordinate with their teams and students to select specific times when they will be available for technical queries.
  - Faculty should refrain from responding to administrative queries in these settings to ensure quality engagement with students.

### 7. Student Dynamics

- **Equitable Treatment of Students:**

- All students should be treated equally to avoid envy or feelings of favoritism. When selecting Senior Students, faculty should communicate clearly that recognition is based on merit and intended to foster collaboration.
- Faculty members should delegate responsibilities to Senior Students to assist their peers, promoting a collaborative learning environment despite the challenges of personalizing instruction for large classes.
- Senior Students must also adhere to professionalism and not overstep their roles, ensuring a respectful and inclusive classroom atmosphere.

## 8. Professionalism and Boundaries

- **Defined Roles:** Faculty members are expected to work within their defined boundaries, focusing on content delivery and maintaining classroom quality. Administrative tasks will be managed by dedicated admin teams, allowing faculty to concentrate on teaching.
- **Collaboration with Admin Team:** While faculty should not interfere in administrative or security tasks, they may assist the admin team as needed and at their convenience. All suggestions or conflicts should be addressed through official channels, fostering a respectful and collaborative environment.

## 9. Content Delivery Guidelines

- **Commitment to Classroom Instruction:** Faculty members are encouraged to deliver engaging and interactive content during class sessions. While online resources can supplement learning, all primary instruction should occur in the classroom to enhance student engagement and build community.
- **Focused Instruction:** Faculty members must concentrate on teaching and classroom quality. Announcements related to administrative matters are not permitted. Teachers should arrive at class at least 15 minutes early to plan and prepare for their lessons effectively.
- **Team Meetings:** Each class should begin with a brief meeting among faculty members to discuss the execution plan for the session, essential for managing the needs of approximately 2,000 students in each class.

## 10. Classroom Management

- **Administrative Support:** The admin team will handle logistical aspects such as seating arrangements, attendance tracking, internet connectivity, and classroom equipment (e.g., projectors, microphones). Faculty members should focus solely on content delivery and student engagement.
- **Positive Interactions:** Faculty members are encouraged to maintain a positive demeanor at all times. If a student engages in offensive behavior, the faculty should report the incident to the admin team for appropriate action, which may include removal from the class.

## 11. Handling Conflicts

- **Soft Approach:** In cases of disagreements or challenging discussions, faculty members should adopt a soft and respectful approach. If necessary, they should report the issue to the admin team, who will take appropriate steps to resolve the matter.
- **Security Protocols:** Faculty members must not directly engage with security personnel unless absolutely necessary. Any issues requiring security intervention should be communicated through the admin team, ensuring a structured approach to safety and security.

## 12. Guest Management Protocol

- **Hosting Responsibilities:** The lead teacher will take pride in hosting guests during visits, ensuring a warm welcome and smooth integration into the classroom experience. This fosters positive relationships and showcases our educational environment.
- **Engaging Guests:** During guest visits, lead teachers will coordinate guest interactions and adjust the class agenda as necessary, ensuring that students benefit from the experience.

## 13. Professional Integrity and Development

- **Growth and Learning:** We are committed to the professional development of our faculty members. Opportunities for training, workshops, and collaborative projects are provided to enhance teaching skills and knowledge. Continuous learning is essential for both personal and professional growth.
- **Broadcasting and Events:** If a faculty member is involved in any broadcasting shows or events, it is imperative that they inform the CEO or the Dean of Faculty beforehand. This ensures alignment with the Governor Initiative's mission and allows for appropriate coordination.
- **Restrictions on Personal Channels:** Faculty members are not permitted to run personal YouTube channels or other online courses concurrently with their teaching responsibilities at the Governor Initiative. While we support personal endeavors outside of work, any social initiatives should not interfere with primary roles as educators.
- **Personal Life and Confidentiality:** Faculty members are owners of their personal lives and may engage in social work or other activities. However, discussions about these personal activities should not occur within student forums or channels associated with the Governor Initiative. All interactions in these forums should maintain a focus on educational content and uphold the integrity of our learning environment.
- **Institute Ownership Policies:** Faculty members are asked to refrain from starting their own educational institutions within one year before and after their tenure with the Governor Initiative. This policy fosters loyalty and commitment to our shared mission, ensuring that all faculty members are fully dedicated to the success of our students and the institution.

## 14. Security Protocols

- **Safety Awareness:** As we operate within the Governor House premises, a Red Zone area, faculty members are encouraged to remain vigilant and informed about security protocols. This awareness ensures a safe learning environment for all.
- **Proactive Collaboration with Security:** We value collaboration with security personnel and encourage faculty members to communicate any concerns or unusual occurrences through the admin team. This partnership enhances our safety measures and overall community well-being.

## 15. Policy Breach Penalties

- **Fair and Transparent Consequences:** We believe in maintaining integrity and accountability. Any faculty member found in violation of these policies will face fair consequences, including:
  - **First Offense:** Verbal or written warning, emphasizing support and opportunities for improvement.
  - **Second Offense:** Temporary suspension, allowing time for reflection and recalibration.
  - **Severe Breaches:** Immediate dismissal may occur for serious infractions, ensuring the safety and integrity of our community.
- **Legal Considerations:** In cases where legal infractions arise, we reserve the right to pursue appropriate legal action to protect our institution and its members.

## 16. Monitoring and Review

This policy will be reviewed annually to ensure its effectiveness and relevance. Feedback from faculty, students, and administrative staff will be solicited to identify areas for improvement. The results of the review will be documented and communicated to all stakeholders.

## 17. References

United Nations Educational, Scientific and Cultural Organization (UNESCO) Guidelines.  
Relevant local and international educational standards and regulations.

## 18. Appendices

### Appendix A: Sample Forms for Student Feedback and Performance Assessment

#### A1. Student Feedback Form

**Purpose:** To gather constructive feedback from students regarding their learning experience, teaching effectiveness, and course content.

- **Feedback Title:** \_\_\_\_\_

- **Instructor Name:** \_\_\_\_\_
- **Date and Time:** \_\_\_\_\_

**Please rate the following statements on a scale of 1 to 5 (1 = Strongly Disagree, 5 = Strongly Agree):**

1. The course content was relevant and useful.

1:  2:  3:  4:  5:

2. The instructor was knowledgeable about the subject matter.

1:  2:  3:  4:  5:

3. The instructor encouraged participation and discussion.

1:  2:  3:  4:  5:

4. The assessment methods were fair and appropriate.

1:  2:  3:  4:  5:

**Open-Ended Questions:**

1. What did you like most about this course?

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2. What improvements would you suggest for future classes?

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## Appendix B: Additional Resources for Faculty Training and Development

*B1. Professional Development Workshops*

*B2. PIAIC Cloud Native Applied Generative AI and Humanoid Robotics Classes*

*B3. Faculty Support Networks*