



Inspiring Education in Bhutan

Faculty Handbook

2023-2024

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1. Welcome from the President

Welcome to Royal Thimphu College, the first private tertiary education institution in the country, nestled amidst the pristine natural environs of Ngabiphu. On behalf of our college family, I extend a warm and heartfelt welcome to you. We take great pride in being the country's first college to undergo an independent external institutional assessment and receive an **A+ (Excellent) grade**.

At Royal Thimphu College, we are dedicated to fostering an environment that encourages teamwork, equal participation, and continuous growth through mutual learning. As role models for our students and the community, it is imperative that we embody RTC's core values of integrity, commitment to excellence, continuous learning, and respect for self and others. Mindfulness in our relationships, both within and beyond the College, is also crucial.

Our college's aim in "Inspiring Education in Bhutan," reflects our unwavering commitment to providing all members of the RTC community with a stimulating and enjoyable experience that enables them to reach their full potential. Faculty members play a fundamental and irreplaceable role in guiding students towards realizing their individual potential. The college management is wholeheartedly dedicated to creating an intellectual, social, and physical environment that supports faculty in this vital task. Our aim is to assist you in reaching your full professional potential as both a teacher and a scholar.

As we embark upon the upcoming year, we acknowledge the dynamic and ever-changing circumstances that lie ahead. However, our unwavering sense of optimism and hope is fueled by our continuous review of procedures, investments in infrastructure development, and enhancement of teaching and learning methods. We take immense pride in affirming that we have acquired the necessary facilities, technical expertise, progressive environment and forward-thinking approach, as exemplified by the recent confirmation of the A+ Excellent standard by the BQPCA (Bhutan Qualifications and Professional Certifications Authority). This confirmation reassures us that we are well-prepared to overcome any challenges that may arise. With unwavering confidence, we are ready to navigate these hurdles within the designated timeframe while upholding the expected standards of quality.

This handbook serves as a comprehensive guide for both current and aspiring RTC faculty, providing valuable information on the college's academic goals, programs, policies, and procedures. It also introduces you to RTC's vision, mission, and specific expectations for faculty. Additionally, you will find practical information about the college's location, academic calendar, facilities, and support services available to faculty as valued members of the RTC community.

My colleagues and I are wholeheartedly committed to ensuring that your experience at RTC is enjoyable and fulfilling as you strive for excellence in teaching, research, and public service. I eagerly anticipate a wonderful engagement and an exciting year ahead.

Tshewang Tandin

2. Vision, Mission and Values

Vision

An institution of academic excellence that challenges students to achieve their full potential and to become independent, lifelong learners and well-rounded, responsible citizens.

Mission

- Contribute to educational excellence in Bhutan through an internationalised learning environment.
- Foster students' personal and intellectual development, enabling them to lead purposeful lives and engage in fulfilling work.
- Create an institutional culture that helps individuals learn and grow while empowering them to deliver quality services to all stakeholders.
- Stimulate new ideas, knowledge, and practices that serve to enrich people's lives and enhance the welfare of society.

Values

- **Excellence** - We value a culture of professional and academic excellence, taking responsibility for our performance and accountability for our actions. We imbue a sense of ownership and commitment to our roles in the RTC community.
- **Integrity** - We value integrity in all our conduct, and we act with honesty and honour.
- **Respect** - We value respect for oneself and others, sustaining a safe and healthy environment that fosters dignity and personal responsibility, and embracing diversity and openness towards multiple perspectives.
- **Continuous learning** - We value a spirit of continuous learning, improvement, and innovation with a growth mindset.

3. Introduction to Royal Thimphu College (RTC)

Background: Royal Thimphu College is Bhutan's first private college. It welcomed its first cohort of 317 students from 19 of Bhutan's 20 dzongkhags in July, 2009 and celebrated the graduation of this group of students in July 2012. It has enrolled additional entering classes of over 300 students every year since its founding, reaching an enrollment of about 900 daytime students in August 2011. In 2019, when three new programmes opened, this number increased to about 1050. A 4-year continuing education (CE) programme for working adults began in August 2013 and currently enrolls about 200 students. RTC's diverse faculty hail from many countries and have been trained in a wide array of disciplines ranging from IT to Anthropology, Business, English, Dzongkha, Environmental Management, Economics, Mass Communication, Public Health, Nursing, Sports, Political Science and Sociology. Our current student body is mainly Bhutanese. However, RTC has a wide array of exchange programs of varying length with educational institutions in Europe as well as in Canada, Japan, and the USA. Besides opportunities for students, Many of our exchange programmes provide short-term international experiences for faculty and staff as well.

Location: The RTC campus, covering an area of 25 acres in Ngabiphu, offers a secluded and peaceful natural environment. The college is nestled at the end of a valley that was carved out by quick flowing streams and that is dotted with apple orchards. RTC is only a 20-minute drive from the center of Thimphu on the Thimphu-Babesa expressway. Thimphu, Bhutan's capital city, is located in the west of the country at an altitude of around 2,300 meters. It has a population exceeding 100,000 people and is a truly cosmopolitan city. It has resident expatriates from many countries including Australia, Bangladesh, Denmark, England, France, India, Ireland, Japan, Kuwait, the Netherlands, New Zealand, Switzerland, South Korea, Thailand and the United States. This fertile river valley contains ancient monuments, fortresses and temples juxtaposed with a modern infrastructure including modern and traditional hospitals and a reliable power supply. Summers in this part of Bhutan are pleasant and warm, while winters are cold, but sunny and clear. RTC is only about a 45-minute drive from Bhutan's only international airport in Paro.

4. Academic Calendar: 2023-2024

FALL SEMESTER (AUGUST - DECEMBER 2023)	
24 Jul, Mon	New Faculty & PLs report to college at 9:30 AM
24 - 26 Jul, Mon - Wed	New Faculty orientation program
24 - 26 Jul, Mon - Wed	Reassessment Examinations for Sem II, IV, VI & VIII
27 Jul, Thu	Returning faculty report for work at 9:30 AM; Semester opening meeting
27 - 29 Jul, Thu - Sat	Semester planning by faculty
27 - 29 Jul, Thu - Sat	Student Leadership Workshop
21 July, Friday	First sermon of Lord Buddha - (Holiday)
31 July, Mon	Semester I students (Regular) report for registration; Resident students check into their residences (9-12 AM); Orientation starts after lunch.
31 July - 02 Aug, Mon-Wed	Orientation for Freshmen
02 Aug, Wed	Returning resident students report to Residence Halls; Orientation for CE students
03 - 04 Aug, Thu - Fri	Online E-Learning Orientation for the Freshmen (both Regular and CE students)
03 Aug, Thu	New academic session begins, first day of classes for the 2nd, 3rd, 4th year Day/ CE Classes Re-Assessment: PBoE & Results Declaration
03 - 9 Aug, Thu-Wed	Residence Hall, dining, and tuition fees due
07 Aug, Mon	First day of classes for the 1st year
11 - 12 Aug, Fri - Sat	Search Inside Yourself Session for the student leaders
16 Aug, Wed	RTC Club Fair
23 Aug, Wed	Elections of First Year Representatives
30 Aug, Wed	Prize Award Day
24 Sep, Sun	Blessed Rainy Day (Holiday)
26 Sep, Tue	Last Day of Thimphu Tshechu (Holiday)
27 Sep- 02 Oct, Wed -Mon	Mid-term Examination
24 Oct, Tue	Dasain (Holiday)
25 Oct, Wed	Disaster Awareness related event by SSD
01 Nov, Wed	Coronation Day (Holiday)
04 Nov, Sat	Descending Day of Lord Buddha (Holiday)
80 Nov, Wed	Blood donation organized by Student Government
11 Nov, Sat	Birth Anniversary of the 4th Druk Gyalpo (Holiday)
29 Nov- 8 Dec, Wed- Fri	Semester-end (Final) Examinations- for RUB Programmes
01 - 8 Dec, Fri - Fri	Semester-end (Final) Examinations - for BSc Nursing & Midwifery Programme, KGUMSB
9 Dec, Sun	Residence Halls/dining hall close after lunch; students leave for vacation (All students are expected to leave their residence halls during the winter break)

14 Dec, Thu	All SE grades submitted - RUB Programmes
15 Dec, Fri	Meetings of the Program Board of Examiners - RUB Programmes
16 Dec, Sat	Declaration of the RUB Programme Results; Semester review and closing dinner.
SPRING SEMESTER (JANUARY - JULY 2024)	
10-11 Feb, Sat-Sun	Losar (Bhutanese New Year)
15 Feb, Thu	New Faculty & PL report to college at 9:30 AM - RUB Programmes
15 -17 Feb, Thu-Sat	New Faculty orientation program for All
15 -17 Feb, Thu-Sat	Reassessment Examinations for Semester I, III, V & VII - RUB Programmes
19 Feb, Mon	RUB Programme Returning faculty report for work at 9:30 AM; Semester opening meeting
19 ,20, 24 Feb, Mon,Tue, Sat	-Semester planning by faculty
22, 23, 24 Feb, Thu, Fri, Sat	-Student Leadership Workshop
21 -23 Feb, Wed-Fri	Birth Anniversary of His Majesty the King (Holidays)
25 Feb, Sun	All resident students report to Residence Halls - RUB Programme
26 Feb, Mon	Classes begin for all students - RUB Programmes Reassessment:PBoE & Results Declaration - RUB Programmes
26 Feb- 04 Mar, Mon-Mon	Residence Hall, dining, and tuition fees due - RUB Programmes
03 Apr, Wed	Blood Donation organized by Student Government
22- 26 Apr, Mon-Fri	Mid-term examinations
02 May, Thu	Birth Anniversary of Third Druk Gyelpo and Teachers' Day
18 Apr, Thu	Death Anniversary of Zhabdrung (Zhabdrung Kuchoe) (Holiday)
10 May, Fri	College Concert
15 May, Wed	Student Government Elections
23 May, Thu	Lord Buddha's Parinirvana (Holiday)
16 Jun, Sun	Birth anniversary of Guru Rinpoche
21 - 28 Jun , Fri-Fri	Semester-end (Final) Examinations- for RUB Programmes
29 Jun, Sat	Residence halls/dining hall close after breakfast (except for the 3rd Year and the volunteers for graduation); Students leave for vacation (Resident students must vacate their Residence Halls at this time and completely move their belongings from their rooms when they leave)
30 June, Sun	Thirteenth Graduation Day
4 July, Thu	All SE grades submitted - RUB Programmes
5 July, Fri	Meetings of the Program Board of Examiners - RUB Programmes
6 July, Sat	Declaration of the RUB Programme semester results; Semester review and Semester Closing
7 - 24 July, Sun - Wed	Summer vacation for faculty members
10 July, Wed	First sermon of Lord Buddha - (Holiday)
22nd July, Mon	New Faculty & PLs report to college at 9:30 AM

22 - 24 July, Mon - Wed	New Faculty orientation program
22 - 24 July, Mon - Wed	Reassessment Examinations for Sem II, IV, VI & VIII
25 July, Thu	Returning faculty report for work at 9:30 AM; Semester opening meeting
25 - 31 July	Semester planning by faculty
29 July, Mon	Semester I students (Regular) report for registration; Resident students check into their residences (9-12 AM); Orientation starts after lunch.
29 - 31 July, Mon - Wed	Orientation for Freshmen
31 July, Wed	Returning resident students report to Residence Halls; Orientation for CE students
01 Aug, Wed	New academic session begins, first day of classes for the 2nd, 3rd, 4th year Day/ CE Classes. (7th August- first day of classes for the 1st year) Re-Assessment: PBoE & Results Declaration
01 - 02 Aug, Thu - Fri	Online E-Learning Orientation for the Freshmen (both Regular and CE students)

Note: Bsc. Nursing & Midwifery programme academic calendar is subject to change based on KGUMSB timelines and any changes will be communicated to the faculty and students.

5. Accreditation/Affiliations

Royal Thimphu College is affiliated with the Royal University of Bhutan (RUB) which awards most degrees from RTC. The college is also affiliated with the Khesar Gyalpo University of Medical Sciences of Bhutan (KGUMSB) which awards its BSc. in Nursing and Midwifery and Bachelor of Sports and Health Sciences, both being 4-years undergraduate programmes. RTC was accredited by the Bhutan Accreditation Council in 2016 and was awarded A+ Excellent grade. In 2023 the college has been further accredited by the newly established BQPCA, an independent authority for national accreditation. RTC continues to build partnerships with various educational institutions abroad in addition to those mentioned in Section 3 of this handbook.

6. Degree Programmes: Daytime and Continuing Education

The college currently offers numerous daytime academic programmes that can be grouped into three major areas – Business; Humanities and Social Sciences; and Nursing and Midwifery.

7 out of the ten daytime programmes are now of four years durations starting from Fall 2023. While the BA English Studies and BA Development Economics are revised to 4-years long programmes of RUB, the new 4-year long programme under KGUMSB, the Bachelor of Sports and Health Sciences is offered for the first time in the country. Every semester, students in almost all daytime programmes take five modules of equal weight (twelve credits). The details of each programme are available in the individual academic programme booklets kept in the RTC library and available on RTC's webpage under the Academics tab.

The Continuing Education programme offers programmes that change in response to student demand. During their first year, CE students take three modules of equal weight each semester. From their second through their fourth year, they

take four modules each semester. From Fall 2023, only Business programmes are offered in the CE, while the BA English Studies is discontinued.

Daytime Academic Programmes	
A. Regular (Full-time)	
Business Foundations (1 st year of BBA/BCom)	
1. Bachelor of Business Administration (BBA)	
a. Major in Marketing	
b. Major in Human Resources Management	
c. Major in General Management	
2. Bachelor of Commerce (BCom)	
a. Major in Accounting	
b. Major in Finance	
3. Bachelor of Science (BSc) in Environmental Management	
4. Bachelor of Science (BSc) in Nursing and Midwifery	
5. Bachelor of Sports and Health Sciences	
6. Bachelor of Arts (BA) in Political Science and Sociology	
7. Bachelor of Arts (BA) in English Studies	
8. Bachelor of Arts (BA) in Development Economics	
9. Bachelor of Arts (BA) in Anthropology	
10. Bachelor of Arts (BA) in Communication Arts and Creative Media	
B. Continuing Education (Part time)	
Business Foundations (1.5 year of BBA/BCom)	
1. Bachelor of Commerce (BCom)	
a. Major in Accounting	
b. Major in Finance	
2. Bachelor of Arts (BA) in English Studies (only in upper years - phasing out)	

7. Academic Philosophy and Emphasis

Consistent with RTC's focus on developing its students' potential to become independent life-long learners and their capacity to be active and responsible citizens, teaching at RTC emphasizes the development of students' analytic abilities, their oral and written communication skills, and their ability to find and synthesize information as well as their acquisition of content knowledge.

To realize the above aims, RTC faculty members are encouraged to:

- Recognize, value, and engage in effective, responsive and motivated teaching.
- Use varied methods to develop students' autonomous learning capabilities.
- Ensure that teaching is inclusive and allows all an equal opportunity to learn
- Develop and implement curricula that are relevant to RTC students.
- Introduce innovation to improve teaching and increase learning.
- Engage in consulting, research and workshop development, especially when these activities are conducive to student involvement.

RTC encourages its students to take responsibility for their own learning. However, to facilitate their successful achievement of this goal, the college makes a major effort to provide a supportive environment, such as tutorials, peer-tutoring, faculty advisors, and a semester-long course, Orientation to College Learning, designed to help entering students adjust to college life as well as to build their

oral and written communication skills. Personal counseling is available to all students from the College Counselor in the Counseling Room which is on the upper floor of the Executive Centre. Faculty members are encouraged to be mindful of the fact that many students may be facing difficult personal challenges and to refer those who they believe would benefit from it to a counselor. Career skills development activities are provided for students as well.

8. RTC Faculty

RTC recruits the best faculty possible since we understand that teacher quality has a direct bearing not only upon our students' academic achievement, but also on the development of their personal values, perspectives, and aspirations. RTC's high expectations demand exceptional commitment from its faculty. RTC recruits faculty who have the capability and commitment to develop students into professionals capable of assuming important responsibilities in their future spheres of work as well as able to function as informed and responsible citizens.

The faculty at RTC has a truly international character. Typically in recent years, about 60-65% are from Bhutan, about 20% from India, and 20% from elsewhere including the USA, Europe, and Australia. The majority of RTC faculty is full-time. However, some who bring special international expertise or who work in business or other fields and bring a real-life approach and practical experience to the classroom teach part-time.

9. Creating a Cohesive Faculty Community

Because RTC recognizes the importance of creating a cohesive faculty community that is in close communication with administrators, it sponsors numerous events designed to further such an outcome. For example, the orientation for new faculty includes social events designed to help new and current faculty members get to know each other as well as administrators. In addition, college-sponsored faculty dinners provide an excellent opportunity to get to know new colleagues and to talk informally with those in other programmes as well as with administrators and staff. Faculty meetings and frequent Continuous Professional Development sessions provide an additional venue fostering collegial interaction and communication as does the faculty lounge.

10. Faculty Duties

The duties listed below are those normally expected of faculty members. However, as the experience of institutions of higher education all around the world made clear during the covid-19 pandemic, there are times when unanticipated emergencies require that normal institutional procedures and behaviors be modified in order to fulfill these institutions' fundamental purpose and responsibility - helping their students continue to develop and learn as efficiently and effectively as possible even under adverse circumstances. Thus, RTC faculty are expected to be ready to work with its administration and staff to take on the challenges of adjusting their teaching to difficult circumstances if necessary, in spite of the additional effort and even personal sacrifice this may entail. The college is very grateful to the faculty who rose to the challenges faced in the spring of 2020 and continued until the beginning of 2022, with so much good will and creativity on the face of COVID-19 global pandemic. While it is not possible to know the future, the devotion to the college's mission evidenced by the

commitment of RTC community from 2020-2022 impacted by the pandemic, gives us confidence that, working together, RTC's faculty, administrators, staff and students are well positioned to face any future challenges that may arise.

10.1 Teaching: Although faculty members have a wide variety of important duties, teaching is at the core of their work.

Approach: Faculty at RTC are expected to teach in a way that reflects the college's philosophy as expressed in its vision and mission statements and in this handbook. We strongly encourage faculty to use a variety of pedagogical methods (as may be applicable in face-to-face and online modes), including case studies, field trips, guest lectures, writing assignments, discussions, student projects, presentations and debates. These and other varied methods help students develop thinking and communication skills useful both in the classroom and in the world of work, in addition to being useful for building content knowledge.

Amount: Full-time faculty members normally teach a minimum of two classes each semester, or about 8-10 hours a week and a normal workload of 3 modules/ sections amounting to 12-14 hours. However, adjustments to this may be made depending on specific cases. For example, on occasion faculty may be asked to assume a heavier teaching load (maximum being 4 modules/ sections) in one semester in exchange for a lighter one in a subsequent semester. **Faculty are expected to meet all their classes regularly and must make sure that their respective Programme Leaders and either the Dean, or the Associate Dean, and their students are notified as much in advance as possible in case of any rare emergencies that require cancellation of a class meeting. Please see section 17 for more on leave.**

Commonly, in RUB degree classes each module taught has 4 contact hours per week (6 in modules with lab components). Faculty members are expected to make use of that full time for face-to-face instructional activities with their entire class.

Supervising Guided Study Halls (GSH): All faculty are required to supervise guided independent study time for 1-2 hrs. per week outside of regularly scheduled module timings for various sections of the RUB-degree students they teach.

Scheduling: RTC will make an effort to accommodate faculty preferences with regard to whether in any given semester they teach in the daytime programme, the evening Continuing Education programme, or both. However, faculty should be aware that scheduling is very complicated and that it depends on many factors including the availability of other faculty, the number of students enrolling in a programme or module, etc. **Thus, faculty may be required to teach at the time when their skills are most needed.** This means that many faculty members can expect to teach both the daytime students and those in the evening Continuing Education programme in the course of a given academic year. When this is necessary, strong efforts are made to schedule a faculty member's daytime modules in the afternoon, so the workday is not unnecessarily prolonged. Faculty teaching in both the day and the evening programme during a given semester will be paid a day-night allowance.

10.2 Reviewing Student Feedback: Once in the mid-semester and once near the end of every semester, students fill out anonymous surveys regarding their experiences in each module. The feedback covers issues such as whether the tutor

seems interested in teaching well, uses varied activities in class to stimulate student interest, encourages discussion and keeps the whole class involved, prepares well for each class, arrives at class on time, cancels scheduled classes, etc. Faculty members should review this feedback after it has been compiled. This feedback is also used in evaluating faculty.

10.3 Encouraging Attendance and Keeping Attendance Records: It is vital that students attend classes very regularly and that faculty members keep complete and accurate records on their attendance as students with low attendance rates are not allowed to take the final exams and hence will almost certainly fail their modules. The most recent requirement of attendance is 90% in every module that they take, to be eligible to write the final examinations in each of those modules. **Thus, faculty members should actively encourage regular attendance and remind students whose attendance is low of the importance of coming to class. In addition, as per RUB norms and because eligibility for exams depends on attendance, faculty are required to keep very accurate records of attendance that must be uploaded in the RTC Classes Database monthly so that students whose attendance record puts them at academic risk can be formally notified. It is also advisable to maintain hard copies of the attendance sheet in case of any appeal or controversy.**

Excused student absences can only be granted by the Deans' or the Registrar's offices for legitimate health problems, certain family responsibilities including child care, leave for death in the family, or participation in RTC sponsored and/or off-campus activities. Thus, any time students do not appear for a scheduled instructional activity they should be marked absent. **Whether those absences are excused or not will be determined by the appropriate individuals in the Deans' or Registrar's offices.**

Faculty members are also expected to be available to take attendance at college-sponsored events for which student attendance credit is given such as the Wednesday afternoon Distinguished Guest Lecture series.

10.4 Coordinating with Other Faculty Teaching the Same Module: In programmes in which enrollment is high, multiple faculty members may teach the same module in the same semester. **In such cases, it is important that faculty coordinate with each other before classes start and use the same text as well as the same work plan and student assessments.** A module coordinator will facilitate this important work.

Student Assessment: Assessment of students' performance is an important aspect of the teaching and learning process. Faculty are expected to inform students regarding the nature and weighting of the various assessment components in each module on the syllabus handed out at the beginning of each semester. Faculty are also expected to indicate the respective weighting of subcomponents of a given assessment when the students begin work on it. For example, if a module's midterm examination has multiple questions on it, the exam paper should specify the number of possible points given for the answer to each one. For modules taught by multiple faculty members, the major assessments like the midterm and semester end exams should be cross graded.

10.5 Continuous Assessment: Most programmes at RTC emphasize continuous assessment to encourage students to work hard throughout the semester and to

provide faculty with on-going feedback regarding student learning. **Feedback to students regarding their work on continuous assessment activities can also importantly enhance student learning, so faculty are expected to provide prompt and informative feedback to students on such assignments.**

Faculty members are also strongly encouraged to use a variety of continuous assessment methods that build and assess different skills as well as provide an indication of students' content knowledge. Examples of continuous assessment methods are quizzes, student presentations, homework, reports and papers as well as group and individual projects. Most modules will also include a midterm exam as part of their continuous assessment activity.

10.6 Posting Grades and Attendance Promptly. RTC has developed a data base system that allows students, parents/guardians and faculty members to access information on each student's current grades and attendance. In order for this to serve its purpose of helping students to monitor their attendance and academic progress and to adjust their behavior as needed for success, faculty must update this information frequently. Specifically, faculty members are expected to enter the continuous assessment grades and attendance data for their students well BEFORE the midterm and semester-end exams.

10.7 Semester-end Exam Preparation and Grading: Final exams and other semester-end assessments can encourage students to synthesize what they have learned as well as measure it. Most modules include a semester-end exam which must be given near the end of a semester at the time and under the conditions specified by the Dean. The questions for these exams must be prepared sufficiently in advance to be reviewed by Programme Leaders and/or faculty colleagues with relevant expertise with time allowed for revision, printing by the college, and distribution by the Examination Committee. Faculty members are also required to assist in invigilation of exams as discussed in more detail in the section describing this duty.

10.8 Student Re-Assessment in and Repeat of Modules: Under conditions described elsewhere, students whose marks are not sufficient for them to pass a module have the right to be Re-Assessed by sitting for a Re-Assessment in either of the Semester end Exam or Continuous assessment component of the failed module. Part of a faculty member's responsibility is facilitating such Re-Assessment for students not previously passing a module through activities such as developing and grading additional continuous assessments and Re-Assessment exams as needed. This responsibility is incurred even if the given faculty member did not teach that specific module when the student failed it.

Daytime students who do not pass a module through Re-Assessment have the right to repeat a module when it is offered subsequently, assuming they fail no more than two modules in the relevant semester. CE students who do not pass a module through Re-Assessment can repeat failed modules twice when they are offered subsequently, assuming they fail no more than one module in the relevant semester, due to the fact that they take fewer modules each semester. Generally, students will not be able to attend classes when they repeat a module, due to scheduling conflicts. However, special once-a-week module repeat sessions are

offered for them. More detail on these procedures is provided later in this handbook.

10.9 Arranging for Reading Materials for Future and Current Modules: To ensure timely availability of reading material for students, approximately two months before the start of each semester faculty must submit to the Academic Affairs Department the names of the books students will need to buy for the modules the faculty member will be teaching in the next semester. Since not all books are available here, faculty should check the publishers' catalogues in the library or the websites Flipkart.com or Amazon.in which list books available in India before constructing a reading list, rather than assuming the books listed on the university syllabi will be available. Instructors should also note that the RTC Library has access to thousands of e-books from SAGE Publications through its database subscriptions, in addition to thousands of journal articles from publishers like Cambridge University Press, SAGE, Elsevier, and many others. Note also that, for any particular module, new books that you wish to have purchased and placed in the library's reserve collection, and not require students to purchase, also need to be approved by AAD.

At the same time, faculty should contact library staff to request them to put books the library already owns, and which students should consult but do not need to own, in the reserve collection before the upcoming semester begins. Faculty may also have assigned reading from journal articles, sections of a book, etc. scanned and placed online for the upcoming semester. But they should not rely excessively on scanning and other arrangements should be looked into when feasible.

Finally, faculty may request some scanning of materials for the current semester. However, it is important to notify the library at least a few days in advance to allow sufficient time for this service, especially at busy periods like the beginning of the semester when more time may be needed.

10.10 Meeting Deadlines: It is crucial to the smooth and efficient functioning of the college that faculty members meet the deadlines set for activities such as entering attendance as well as continuous assessment and semester-end grades in the software used for such purposes. Similarly, meeting all other deadlines, especially those relating to turning in work plans, drafting mid-term and semester-end exams, recording student attendance and continuous assessment marks, and ordering of books, is an essential faculty duty.

10.11 Keeping Regular Office and Consultation Hours: Full-time day teaching staff are expected to have office hours from 9:00 AM – 4:00 PM, 10:00 AM – 5:00 PM, or equivalent unless they are required to be in class, in on-campus meetings, or attend to other allocated duties outside the campus. Also, they are expected to be on campus on the designated working Saturday of each month from 9:00 AM – 12:30 PM. Faculty teaching in the Continuing Education (CE) programme is expected to be at the college until the end of their classes in the evening, and to maintain office hours, being at work a minimum of 38 hours per week spread throughout the day and/or evening times as necessary.

All faculty are expected to inform students of the time and place of their regularly scheduled weekly consultation hours (a minimum of 1 hour per module) both on the syllabus handed out at the start of the semester and on a schedule posted at their workstation.

Part-time faculty are also expected to attend important college meetings and events in addition to teaching their classes.

10.12 Modeling and Supporting Academic Honesty: Faculty are expected to behave honestly in all their work, be it teaching, committee work, student assessment, consulting, research, or other activities. Faculty also bear the responsibility of discouraging dishonest behavior in students through structuring their assessments and the conditions under which assessments are made in ways that minimize opportunities for academic dishonesty to the extent possible without undermining learning opportunities. Faculty are also responsible for being vigilant in detecting academic dishonesty, for being serious in dealing with it when it does occur, and for reporting it to the Dean, or the Associate Dean, as indicated shortly under "Sanctions for Student Academic Dishonesty."

To assist faculty members in detecting plagiarism, a serious kind of academic dishonesty that the college strongly discourages because it undermines both learning and valid assessment by allowing students to avoid doing assignments themselves, RTC has purchased access to Turnitin software. This very flexible and effective plagiarism prevention and detection tool provides automatic plagiarism checking for assignments submitted through RTC's VLE. Alternatively, it can check assignments e-mailed to a given address by students and then send a plagiarism report to the relevant faculty member. In addition, faculty members can upload files received from students for checking by Turnitin if they prefer. All faculty are expected to familiarize themselves with this software and to use it for assignments in which plagiarism could be an issue. Faculty should also familiarize themselves with the college's policy on student academic dishonesty and on the kinds of behaviors that are not considered acceptable by consulting the college's Academic Dishonesty and Plagiarism Policy which is posted on my.rtc.bt.

10.13 Invigilation Duty: All faculty members normally assist with the invigilation of the midterm and semester-end exams, whether or not their modules have such exams. They will normally invigilate for modules other than those they teach. The Dean appoints a few faculty members to serve as the Examination Committee which coordinates the administration of these exams.

10.14 Sanctions for Student Academic Dishonesty: Faculty members have the duty and the power to decide on sanctions for first-time academic honesty violations of a relatively minor nature, although ALL academic honesty offenses shall be reported to the Dean or the Associate Dean in the case of CE students. Common sanctions for minor instances of cheating include a reduction in grade on an assignment and/or the requirement to redo that assignment or a heavier one.

In the case of repeated or quite serious academic offenses such as cheating on exams, forgery, attempted bribery, or the like, the Dean or Associate Dean has responsibility for deciding on sanctions up to and including general probation.

Similarly, the Registrar normally decides on sanctions for non-academic behavioral offenses on the part of daytime students. The Associate Dean normally performs this function for CE students. However, in some especially serious or urgent cases as described below, and in more detail in the *Student Handbook*, the President will make disciplinary decisions.

In cases that the Dean, the Associate Dean, or the Registrar believe should result in suspension or expulsion, a Disciplinary Committee will automatically be convened. If the committee agrees that suspension or expulsion is appropriate, it will forward this recommendation to the President for a final decision. In all other cases, the committee's decision regarding the appropriate sanction or sanctions is final.

Students wishing to appeal a sanction imposed by the Dean, Associate Dean, or the Registrar may request a hearing from a Disciplinary Committee. This committee will then decide on the sanction to be applied, which may be more or less severe than the original one.

Students wishing to appeal a sanction imposed by a faculty member may contact the Dean, who will either make a decision on the matter himself or convene a Disciplinary Committee at his discretion and depending on the kind of sanction the Dean feels is appropriate.

10.15 Student Advising: All first-year daytime RTC students are assigned a faculty adviser, as are all more senior daytime students with back papers. Faculty advisers for first-year students help them get the most out of their experiences at RTC by providing needed academic support as well as by bringing to advisees' attention opportunities for enrichment and support well-suited to the individual student. Faculty advisers should make themselves known to students at the beginning of each semester and meet with their advisees later in the semester as well (averaging six times a semester). Faculty advisers for students with back papers are responsible for working closely with them to make sure they understand the nature of the academic difficulties they are facing and the best approach to resolving them. More details on the advising process are available from the Associate Dean.

At the end of each semester, students anonymously fill out a survey regarding their satisfaction with their adviser that asks questions regarding the frequency of meetings, the adviser's helpfulness, and the like. Advising is considered a basic part of the faculty member's duties. The Associate Dean serves as the Academic Adviser for all CE students.

10.16 Committee Work/Student Club Advising: Faculty members typically serve on one or more committees designed to support the functioning of the college. Examples of such committees are the Academic Committee, the Library Committee, the Disciplinary Committee, the Research Committee, etc. In addition, they are strongly encouraged to serve as advisers to student clubs, helping the student club coordinators to plan and implement club activities and to take other initiatives designed to enrich campus life.

10.17 Faculty Professional Development: The College provides professional development activities, such as workshops on teaching-learning,

assessments, classroom engagement and management, and other topics like research as part of its Continuous Professional Development (CPD) programme. These hands-on workshops and seminars are carried out by the Center for Innovative Teaching and Learning (CITL). All faculty members are expected to attend and participate in such events. Faculty members may also apply for Faculty Professional Development opportunities off-campus. (See section 12 of this Handbook and the Human Resources and Service Manual policies on Faculty and Staff Study Leave and Staff and Faculty Training Policy for more details).

Attendance at Major College Events Including Safety Drills: Attendance at the many opportunities for learning available outside of the classroom at RTC is one good way for faculty to increase their general knowledge, to interact with their students in ways that increase the value of such experiences for students, and to model life-long learning for their students. Thus, faculty members are expected to attend and assist at major college events as long as this does not undercut their teaching and other responsibilities. For example, faculty are required to attend the Distinguished Guest Lecture programmes, to sit with their students there to encourage proper decorum, and to take attendance afterwards when attendance points are awarded to students for their presence. From time to time, to promote the safety of all members of the RTC family, the College will hold announced or unannounced safety drills, such as fire or earthquake drills. All faculty are expected to familiarize themselves in advance with the emergency gathering places and to participate fully in such drills if they are on campus at the time.

10.18 Consulting and Workshop Development: Faculty members are encouraged to engage in consulting activities and to develop workshops. These activities are especially valuable when they involve interaction with potential employers of RTC students and when students can be productively involved in them. Faculty are permitted to spend up to one day a week during the academic semester and up to 75 days during the winter break on such activities as long as this work does not interfere with their other responsibilities to the college and its students. Consulting activities must be approved by the college management and consulting fees are shared with the college, due to the fact that faculty have full-year contracts. More details are available in the *RTC Consulting Policy* available from the Finance Office.

10.19 Research: Faculty are encouraged to engage in research to enhance their own knowledge, to help build student skills, and to contribute to their discipline as well as to the broader society. Before initiating a research project, faculty should meet with the Dean to discuss the nature of the project, any college rules or policies that may apply, and the way in which work on it can be integrated with the faculty member's other responsibilities. The college has a Research Development Grants programme that provides modest grants to support faculty research. Information on this can be obtained from the Academic Affairs Dean or the Chair of the Research Committee.

11. RTC Grading Policy

In programmes where degrees are given by RUB, RTC's grading policies reflect RUB guidelines with respect to the meaning of various marks. Because the college's faculty come from such a wide variety of national educational systems

and academic institutions and disciplines, RTC has developed some additional grading guidelines in order to foster a reasonable level of consistency in grading between faculty members and across programmes. The meaning of various grades and guidelines for the assignment of such grades are outlined below.

A “failing” grade (49.9 % and below) for a module means that in the faculty member’s judgment, the student has not shown enough mastery of the subject to receive credit for the module being graded. RTC’s goal is to work with students to help them learn effectively so that failing grades are generally to be avoided. So, when faculty do assign failing grades, normally a failure rate above 5-10% is not expected.

A “satisfactory” grade (50-59.9%) means that the student has learned enough to pass the module, but shows no special accomplishment in the subject. Normally roughly 30-35% of students will receive this grade.

A “good” grade (60 -69.9%) signifies solid accomplishment, clearly above the minimum level required to receive module credit. Normally roughly 20-30% of students will receive this grade.

A “very good” grade (70-79.9%) signifies strong performance, both relative to other students and in absolute terms. Normally, roughly 20-30% of students will receive this grade.

An “outstanding” grade (80% and above) signifies an unusual level of mastery of the subject, both relative to other students and in absolute terms. Normally, no more than 10-15 % of students will receive this grade.

The grades awarded by the tutors are subject to moderation by the Programme Board of Examiners (PBoE) to achieve the above distribution of the grades in a module. However, it is far preferable that faculty attend to RTC grading guidelines in marking students originally, so that students have an accurate idea of where they stand throughout the semester.

Making Up Work Missed Due to Student Absence or Illness: All students missing continuous assessment work, including midterm examinations, due to an unexcused absence will receive a zero for that assignment.

Students missing semester-end examinations due to illness or other cause acceptable to the Board of Examiners or obtaining poor grades on such exams for such reasons may take (or re-take) the semester-end exam only with the Board’s permission.

Determination of Final Grades: Faculty members will submit grades to the online grade records system for all their students in all modules just after midterm exams and at the end of the semester. However, for programmes in which degrees are granted by RUB the final determination of students’ grades rests with the Programme Board of Examiners as described in RUB’s *Wheel of Academic Law*. Also, faculty should remember that the Dean has the responsibility to moderate the grades they submit if the grade distribution in a module varies substantially from that described in this handbook.

Additional Grading Guidelines: Additional grading guidelines available from the Dean have been developed to facilitate fair and efficient grading in special cases, such as when multiple sections of the same course are taught by two different instructors at the same time or in contiguous terms.

Requirements for Students to Pass a Module – RUB Degree Programmes:

The pass mark for a given module is an overall 50%, which is comprised of two main assessment components viz. continuous assessment (CA) and the semester-end examination (SE). A minimum of 40% each on the CA and SE components of the grade is also required to pass the module. Put another way, the RUB requires that in order to pass a module a student must achieve **all** of the following three:

1. **Minimum 50% OVERALL AND**
2. **Minimum 40% in SE and**
3. **Minimum 40% in CA**

Failure to meet all three of these criteria means that the student has failed the module and must find a way to clear the back-paper resulting from this failure.

The weighting for the above two components of assessments should be planned before the start of the semester and clearly communicated to the students by the module tutor on the syllabus.

Progression: Daytime and Continuing Education Students

Daytime Students who pass three or more of their five modules in a semester are generally allowed to progress to the next semester by the Programme Board of Examiners. Those who fail three or more modules are not eligible to do so. Rather they must apply to repeat the failed semester, which will necessarily mean skipping a semester. Alternately, such students can apply for re-admission to the college in another programme.

Continuing Education Students who fail more than one module during a semester will fail that semester and are not eligible to progress to the next semester. These students must apply to repeat the failed semester, which will necessarily mean skipping a semester. They can choose to repeat only the failed modules and must retain the grades of the modules they passed. Alternately, such students can apply for re-admission to the college in a new programme and start from the first semester.

Daytime students with 3-year programmes must pass all modules in their programme within a maximum of five years in order to graduate with a degree. CE and 4-year programme students must pass all modules in their programme within six years in order to obtain a degree.

Opportunities for Clearing Failed Modules: When a student progresses to the next higher semester with one or two failed modules he/she gets a chance to clear those failed modules, firstly as Reassessments (one time). This examination will have the same rigor as the SE and is held at the end of the vacation after the semester of the initial failure. The relevant Programme Board of Examiners will decide, on a case-by-case basis, whether daytime students with one or two failed modules from the most recent semester will be Re-Assessed for CA or SE. Eligible

students are strongly urged to take this second chance to pass the module rather than waiting to re-take the module (their third chance to pass) because a) waiting to re-take the module means that students may forget and then need to re-learn much of the module contents, b) the student will have to deal with an unusually heavy workload when re-taking a failed module, which could well have negative academic consequences on performance in it and other modules, and c) retaking the module is expensive and could delay graduation. However, if the Reassessment attempt is not successful, students can apply for module repeat when the module is offered next and he/she is allowed to take as many attempts of module repeat as possible within the allowable time span for graduation.

Grades for Re-Assessed or Repeated Modules: The highest overall module grade awarded in a module for which a student is Re-Assessed is 50%. However, in any module *repeat* attempt, the new marks for CA and/or SE will apply, replacing the original marks without a cap.

Importance of Clearing Back-Papers: Faculty should be aware that in order to qualify for a degree, students must pass ALL modules, either at the time they are first taken, through Re-Assessment, or through a repeat of the module.

Fees for Back-Paper Clearance: Because clearing back-papers is so crucial to students' progression, each of the available back-paper attempts is mandatory in that students will be billed for them whether they take the opportunity or not.

Appeal: Students have the right to appeal a decision of the Programme Board of Examiners if new relevant evidence that the student was exceptionally unable to present to the meeting with the Programme Leader and the module tutor becomes available or if an irregular procedure was used recommending and/or making that decision. This appeal must be lodged in writing with the Secretary of the Academic Appeals Committee within 14 days of the date of the decision that is being appealed.

Obtaining a Degree: To obtain a degree, students must pass ALL modules in their programmes, including any non-credit modules offered as part of their programme, such as Orientation to College Learning for daytime students.

12. Mechanisms for Recognizing and Enhancing Faculty Capabilities

In addition to paying close attention to faculty qualifications and experience in hiring, RTC has put in place numerous mechanisms to support faculty excellence in line with its aim to inspire all members of the RTC community to achieve the goals of "Discovering our best, Doing our best, and Living our best." Some of these mechanisms are described below.

Faculty Mentoring: Faculty members near the beginning of their teaching careers can often benefit from guidance from more experienced academicians. For this reason, such faculty members are assigned a mentor from among the ranks of more experienced RTC faculty. The mentor is available for advice and consultation. In addition, mentors will typically be proactive, sitting in on classes on occasion and providing input on the less experienced faculty member's syllabi, work plans and the like.

Faculty Orientation: RTC holds an annual orientation designed to familiarize new faculty members with the college and to provide needed support to get them off to a good start. Information is provided about a wide variety of issues including the college and its philosophy, teaching methods consistent with the college's goals and approach, the nature of RTC's academic programmes, the current skill levels and concerns of students, etc.

Faculty Evaluation: Because the first step toward enhancing performance is to understand one's current strengths and weaknesses, RTC has developed a comprehensive faculty evaluation process designed to synthesize the perspectives of all relevant parties on each faculty member's work.

At the end of each semester, each faculty member completes a detailed self-evaluation. The Programme Leader concerned and the relevant Faculty Head, if any, also complete an evaluation based on their interaction with that faculty member as well as experiences such as classroom observation. Student input, gathered from a survey that asks for both quantitative ratings of various aspects of the faculty member's teaching and qualitative comments on it, also plays an important role in this evaluation. (Such student input is confidential, shared only with the Dean, the President, the faculty member concerned, the Excellence in Active Student-Centred Teaching Award Committee if individuals are nominated for this award and, if the Dean thinks it advisable, with the Faculty Head, if any.) The Programme Leaders, Associate Dean, and Dean meet with individual faculty members to discuss the results of this comprehensive evaluation on an as-needed basis.

The results of the activities described above in this section will be considered in making decisions about faculty compensation, promotion, and retention, as the college has adopted a performance management system designed to incentivize outstanding faculty performance.

On-Campus Training Opportunities: As described in section 10.18, RTC provides Continuous Professional Development (CPD) sessions that all faculty members are expected to attend. Lately, these sessions are organized by the Center for Innovative Teaching and Learning (CITL) based on the need assessments done at the college through different feedback systems. These sessions, normally held every week or two, cover a wide variety of issues, primarily intended to help faculty members develop and share effective teaching methods. Thus, sessions include topics such as creating effective assessments, leading discussions, motivating students, advising strategies, etc. Other on-campus opportunities for professional development are also available, such as seminars at which faculty members present their research, research capacity development workshops, and the like.

Off-Campus Training Opportunities: Consistent with its mission of creating an institutional culture that helps individuals to fully develop their distinctive capabilities, faculty members are eligible to be considered for a variety of off-campus training opportunities, including those with international partners when they are available. This training can range from short-term experiences to longer-term ones up to two years in length for regular/non-contract employees. Those availing themselves of such opportunities are expected to return to the RTC for specific periods of time. More detail on relevant RTC policies can be found on

the college website or in the *Human Resources and Service Manual* available at the HR office.

Excellence in Active Student-Centred Teaching Award: The Tertiary Education Policy of the Kingdom of Bhutan 2010 (p. 51) states, "There has been a paradigm shift in tertiary education; universities no longer only provide instruction but they also promote active learning." Consistent with this trend, RTC has instituted this award to encourage its faculty members to use effective innovative teaching practices that stimulate students' active involvement in learning rather than relying exclusively or primarily on lecture methods which generally put students in a more passive position. A broad range of individuals, including Programme Leaders, students, and the Dean and Associate Dean of Academic Affairs may nominate individuals. Faculty members may not nominate themselves, but may well be asked to help supply nominators or the award committee members with specific information. The winner will be selected by a committee using publicly available criteria. Normally, one individual will receive this award per year, although in some cases either no award or two awards could be given in a specific year. Details about this award will be publicized each semester by the Academic Affairs Department.

13. The Organization of the Academic Affairs Department

RTC's Department of Academic Affairs is responsible for the overall management and oversight of academic activities at the college. The Dean coordinates academic planning and implementation of the programmes. He is advised by RTC Academic Committee. The Associate Dean has responsibility for most issues pertaining to the Continuing Education programme. The overall structure of this department is described below:

Programme Leaders: Each academic programme is headed by a Programme Leader (PL), who is expected to work closely and cooperatively with the relevant Faculty Head, if any, the team of faculty members teaching in that particular programme, and with other PL's as needed. The Programme Leader chairs the Programme Management Committee which is described later in this handbook. PL's are also responsible for holding individual coaching sessions with their faculty.

In addition to teaching, Programme Leaders are responsible for supervising the overall conduct of their programmes. In order to assist the PL's in carrying out their responsibilities, before the beginning of each semester programme faculty must submit to the Faculty Head, if any, and the PL for comment a copy of their work plan and syllabus for each module they are teaching. A module report is also required at the end of the semester. Faculty must also submit drafts of the mid-term and semester-end examinations to the PL for review before submitting the final version to their Faculty Head, if any.

Programme Leaders will mentor new faculty and observe classes taught by all programme faculty to provide feedback to the Dean before the semester's end on faculty members strengths and weaknesses accompanied by clear recommendations regarding any action to be taken in the case of specific faculty members. PL's will also consult on issues with the concerned tutors for follow-up and improvements. At the end of the semester, they also review each module's

results, consult with concerned tutors on any issues of concern, and finalize the results consistent with the college's grading system.

Programme leaders also review the Module Reports from each teacher and prepare a summary addressing suggested changes in each module (content, emphasis, student assessment) as well as suggested changes in the programme generally (e.g. steps to be taken across all programme modules to improve student skill development). PL's will also prepare the Annual Report for the programme according to the specifications laid down by the RUB and submit it to the Dean for approval by the Academic Committee.

At the start of the new semester, PL's will collect the list of back-papers from the Dean's office and make a plan to resolve them with students. More details about the responsibilities of PL's are contained in "Organizational Structure of the Academic Department" available from the Dean.

Module Coordinators: When more than one faculty member is teaching a given module in a specific semester, a Module Coordinator is appointed to work collaboratively with those teaching the module to ensure that their syllabi, work plans, continuous assessments and exams are the same. This is essential to ensure fairness and consistency for students enrolled in that module.

College Academic Committee (CAC): The purpose, functions, and composition of the Academic Committee for programmes giving a RUB degree shall be consistent with the provisions in the RUB regulations (A7.6: *Wheel of Academic Law*, RUB). Broadly, the President, Dean, Registrar, Assoc. Dean, Librarian, a senior Academic, an external member, and student representatives constitute the Academic Committee. Often relevant Programme Leaders are co-opted in the CAC. This committee is responsible for ensuring the quality of the academic programmes and activities as well as advising the Dean on academic issues and policies.

Programme Management Committee/Programme Board of Examiners: The RUB prescribes the constitution of the Programme Board of Examiners (WAL: D5) for each programme offered for which it provides degrees. The Programme Board consists of all the staff responsible for teaching and/or assessment of the components of the programme and an external examiner. Generally, the Board is responsible for:

- An assessment of each student for each module
- An overall assessment of each student's performance and a decision on each intermediate stage of the programme.
- A decision on the award to be granted to each student on the completion of, or decision to exit, the programme.

The Programme Management Committee normally consists of all members teaching in the programme with the addition of up to three students from the programme (WAL: F6). Broadly, the committee will be responsible for the effective conduct, organization, and development of the programme.

14. Facilities and Support Services

Learning Resource Centre (LRC): The College has a Learning Resource Centre to assist students who would significantly benefit from additional tutoring in subjects including English, Dzongkha, and mathematics. If any of your advisees or the students in your modules need additional tutoring in such subjects please be sure to call the LRC to their attention and strongly encourage them to use it. More about the LRC (services offered, timing, meeting places, etc.) is available on my.rtc.bt under the Academics tab at the Learning Resource Centre tab.

Library: The RTC library, open during the regularly scheduled hours (subject to change) below, is available to all members of the RTC community.

- Monday - Friday 8:30 AM – 9 PM
- Saturday 8:30 AM – 5 PM
- Sunday 5 PM – 9 PM

It contains reference works, journals, other scholarly materials, and textbooks, as well as leisure reading such as novels, newspapers, and magazines. Faculty are encouraged to work with the librarian and the Library Committee by suggesting resources to be purchased to enhance the library's general collection or further research undertakings. Internet-connected computers are available in the library which has a wide array of electronic resources useful to students and faculty which the library staff can help faculty to locate.

For classes that require research papers, faculty are strongly encouraged to schedule information literacy sessions, in which the librarian comes to the class and shows students how to navigate databases that RTC subscribes to. Faculty are welcome to request training for themselves and/or are encouraged to attend any workshops scheduled by the library for this purpose.

Information and Communication Technology: RTC currently has four fully equipped computer labs as well as high-speed internet connections in the labs, the library, and the offices. The larger RTC campus, including faculty and student housing, also has widely available internet connectivity. **Faculty can reserve laptop computers at the front desk in the Faculty Block if they wish to use them for teaching. It is wise to do this in advance if the use of such technology is crucial.** All classrooms are equipped with LCD projectors for use in teaching.

Office Assistance: Office staff are available to assist with duplicating, acquiring needed supplies, transportation issues, and the like.

Dining Hall: Nutritious and wholesome vegetarian and non-vegetarian meals hygienically prepared in the college kitchen are available to faculty members and their guests at a very reasonable price. The dining service can take dietary restrictions into consideration if given advance notice.

College Canteen and Dry Canteen: RTC also has a Canteen and a Dry Canteen, where faculty and other members of the RTC community can purchase reasonably priced food and snacks. The Canteen located near the Book/Convenience Store is normally open for breakfast, lunch and dinner as well as other times for snacks.

The Dry Canteen upstairs in the Academic Block near B-13 is also available for RTC faculty, staff, and students. Its hours are generally from 8:15 am-6:30 pm on weekdays.

Book/Convenience Store: The book/convenience store located next to the College Canteen includes copying and printing facilities and a mini-mart for the convenience of all members of the RTC community.

ATM: An ATM, located in Academic Block B just above the amphitheater (A01), is available to facilitate convenient banking for students, faculty, and staff.

Sports Facilities: The College provides excellent sports facilities for the use of all members of the RTC community including a football ground, indoor and outdoor basketball courts, volleyball, futsal, and badminton courts, table tennis, archery, and khuru facilities, open gym, and a SEISA Fitness Centre.

Laundry Facilities: An on-campus laundry service is available, located on the upper campus near the RTC dining hall and about 20 meters from the SEISA Fitness Centre.

Auditorium: RTC has a large auditorium seating approximately 650 people available for use by speakers and for plays, concerts, and similar events. The auditorium is available for use by community groups as well.

Executive Centre: This Centre serves as a venue for many campus activities, including receptions for college guests, faculty dinners, faculty research presentations, and discussion groups, and meetings for international exchange groups. With meeting rooms suitable for groups ranging in size from 7-150, a kitchen capable of catering to sizable groups, an LCD projector installed in the largest meeting room, and 8 bedrooms that can accommodate 16 people, it is suitable for conferences in addition to everyday campus activities. A faculty lounge, described below, is also located here. Guests of faculty members can obtain lodging here for a modest fee.

Faculty Lounge: This lounge, located in the Executive Centre, provides a relaxing environment in which faculty can interact with their colleagues. It is available for use in the evenings, except when scheduled in advance for other college activities. It is equipped with comfortable furniture, a TV and a variety of other facilities. Faculty using the lounge need to request a key before 5:30pm from the Finance Office and sign it back in the next morning by 9:30am. Faculty using the lounge are responsible for locking it when they leave, for making sure that any leftover food or other waste is disposed of properly, for putting furniture back where it was found, and for leaving premises as clean as they were found. Also, many faculty congregate for lunch in the comfortable chairs and sofas near the tea station in the Faculty Block.

Health Care: The National Referral Hospital in Thimphu is a short distance from RTC, so medical/dental care is readily available when needed. There is also a trained nurse on campus to handle minor medical needs. Individuals with chronic/serious health problems should bring required medications with them and make arrangements for needed care. Faculty with a medical condition likely to

affect other members of the RTC community must promptly inform the Dean of Academic Affairs.

Campus Security: RTC is deeply committed to providing all members of its community with a safe and secure environment. It employs security staff, who should be the first point of contact in any possibly threatening situation, to facilitate achievement of this goal. However, all members of the community are encouraged to contribute to creating a safe and secure environment by respectful behavior toward each other and by prompt reporting of any concerns they may have to the security staff or other appropriate campus authorities. RTC cannot assume responsibility for articles stolen, lost, or damaged in faculty housing or elsewhere on campus. The Security Office is located behind the ATM office near classroom B01.

Transportation: The Thimphu city bus plies between RTC and Thimphu on a frequent schedule, especially in the mornings and late afternoons/early evenings. **Please be aware that the City Bus does not accept cash but requires pre-paid cards** which can be purchased from the City Bus office by the Lungtenzampa bridge. Alternatively, the Administration and Finance Office can facilitate purchase of these cards when they are open. The college also has a car/bus which goes to Thimphu and back on a scheduled basis for the use of faculty and staff on college business. For employees required to work on Saturdays, there is pick up and drop off service, mostly using a smaller bus/vehicle. There is Saturday City Bus service for CE students, but not for Day students.

Please be aware that due to immigration policies non-Bhutanese faculty members need to obtain roate permits for travel to many parts of Bhutan, and that not all areas are open for such travel without a specific professional purpose. Please consult administrative personal about desired travel and be sure to plan in advance for trips requiring such permits

Parking: Free parking is available for faculty members with cars. Motorcycles may not be driven around the campus. Free motorcycle parking is provided immediately inside of the college gate. Faculty should see the Male Resident Mentor, whose office is near classroom A34, to obtain the needed parking sticker for any vehicle.

15. RTC Campus

The campus was designed by leading local architects M/s Gandhara Designs and Rajni Chavda in collaboration with Ranjit Sinh & Associates of Mumbai, India. It is built in the traditional Bhutanese style with functional zoning and the location of key parts of the campus within easy walking distance of each other. The construction was carried out in three phases. Phase one consisted of 16 buildings completed before the first batch of students arrived in July 2009. In phase two, 7 additional buildings were completed. The third phase consisted of the last 11 buildings completed in the fall of 2011, resulting in a campus consisting of 34 buildings including the library/IT building, an indoor multi-purpose hall, a gymnasium and an auditorium in addition to the academic buildings and student, staff and faculty housing. In 2018-20, additional construction has been undertaken to accommodate the three new programmes starting then. The campus has its

own source of treated water and electricity as well as high speed wireless internet access. Broadband access is also available in faculty apartments for a modest fee.

16. Living on Campus

Faculty Housing: RTC has on-campus housing available for roughly 50% of its full-time faculty. A variety of layouts are available. However, the typical apartment has two bedrooms as well as a spacious living room/dining room area, a kitchen, a bathroom and one or two balconies with views of the campus and the surrounding mountains. The rent for faculty housing is set at reasonable rates because the college believes that having faculty live on campus helps to reinforce interaction between faculty and students and contributes importantly to building a sense of community. Both furnished and unfurnished apartments are available and appliances like TV's can be rented as well.

Living on campus is convenient, as services ranging from meal service to laundry service to banking are readily available. It also facilitates faculty participation in student-initiated activities, such as dance competitions, movie nights, sports and extemporaneous speaking competitions.

Faculty housing is inspected before faculty members move in, and residents are responsible for keeping the space and its contents in the condition in which they were handed over. Residents will be assessed for any damages to the living space or for loss of property there.

Faculty living on campus are strongly advised to note that leases for on-campus housing contain a clause prohibiting keeping pets, most particularly dogs, in such housing. For the sake of health, safety, the protection of property and community harmony, please keep this clause in mind. The feeding of dogs on campus is also not allowed for the same reasons.

17. Faculty Leave

Faculty are expected to work while classes are in session, although under very special circumstances the Dean may approve leave of up to 5 days a year during such times. Leave during the Fall and Spring semesters is rarely approved because of the disruption it causes to students' learning. In the rare cases in which such leave is approved, faculty, in consultation with their respective PLs must have class cover up plans finalized and such leave be recommended by the later for approval by the Dean. He/she must also inform students of their impending absence, make specific effective plans to ensure that student learning occurs through activities such as continuous assessment assignments while they are away. Leave may also be provided under appropriate conditions for study and training as mentioned earlier in Faculty Professional Development section of this handbook. For more details on other kinds of leave (maternity leave, casual leave, extra-ordinary leave) please see the *Human Resources and Service Manual* available from the HR Office. Relevant policies can also be found at Cloud.rtc.bt under Faculty-Staff Read Only Approved Policies

Every year the college publishes an academic calendar in advance which shows the official RTC break and the public holidays observed. During the break periods

between semesters faculty are free to pursue consulting and research, or they can take the opportunity to refresh themselves and take care of personal obligations. However, the college management has the right to require faculty to spend up to two weeks during each break period to attend workshops, prepare for the following term or engage in other professional activities.

18. Faculty Arrival and Departure Dates

All faculty are expected to carefully consult the academic calendar before making travel or other plans at the beginning and end of each semester because it is important that they arrive on or before the required date and that they stay at RTC at the end of the semester at least until the announced departure date. Because faculty members' presence at these times is crucial to the smooth functioning of the college, financial penalties are imposed for disregard of this important obligation.

19. Faculty Code of Conduct and Ethics

All employees of the Royal Thimphu College (RTC) are expected to conduct themselves with the highest standard of integrity, professionalism and ethics. Teaching staff are expected to be role models for students and must endeavor to live by the values they teach.

- All faculty must perform their duties in good faith and in the interest of the college with the aim to help it achieve its vision and mission.
- All faculty must abide by all the rules and regulations of the RTC as well as any written or verbal instructions given by authorized officers and refrain from any activity that may be harmful to the RTC.
- Faculty are expected to display commitment and ownership, and be responsible for their assigned duties as well as to take care of the assets at their disposal and under their care. Faculty members should not neglect or ignore their duties for personal gain. Rather, they should further the interests of the college and its students.
- All faculty must maintain the utmost confidentiality of official information and decisions, and must refrain from making any statements to outside parties which may have adverse effects on the college.
- To ensure fulfillment of the college's academic mission and consistent with the contract agreement that a faculty had signed with the college, faculty members leaving before the end of their contract must give three months' notice to avoid financial penalties.
- Faculty cannot undertake any private trade/commercial activity or additional employment or activity outside the approved activities and regulations of the college, unless such behavior has been agreed upon by RTC in the Employment Agreement. However, consulting and research activities (whether or not outside compensation is received) are encouraged as long as the College is informed of them before the faculty member commits to undertake them, they do not interfere with the faculty members duties as described in their contracts and/or this Handbook, and they are conducted in a manner in line with RTC's policies and norms.

- Faculty seeking employment elsewhere while working for the RTC must give adequate notice and should aim to keep the management abreast of such departure possibilities.
- Faculty shall not misuse RTC resources (college property, tools, equipment, computers, facilities, funds, staff housing, etc.) and shall also refrain from misusing their official position and authority to promote their own personal interests or those of their families, friends and/or acquaintances. Faculty facing any conflict of interest issues are required to inform the RTC management immediately.
- Faculty must be sensitive to differences of nationality, culture, gender, age, and religion as well as for the special needs of the mentally and physically challenged individuals and avoid all forms of discrimination in carrying out their responsibilities.
- Faculty must remain apolitical in the discharge of their duties.
- Faculty are expected to demonstrate due respect and courtesy to all co-workers, students, staff, guests, etc. while promoting mutual cooperation and avoiding unnecessary conflict.
- Faculty must ensure professionalism, transparency and accountability in the discharge of their duties.
- Faculty must not be involved in any criminal or malicious activities or spread rumors about other employees or students that could endanger their health or reputation or the smooth operation of the college.
- There will be no tolerance for a faculty member's sexual harassment (engaging in unwelcome sexual behavior including but not limited to gestures, statements, written remarks or engaging in other offensive, humiliating or intimidating behavior of a sexual nature) of any other employee or student. Engaging in such behavior shall lead to disciplinary action up to and including immediate termination. In the unfortunate event that a faculty member is the recipient of sexual harassment by a member of the RTC community, that faculty member is strongly encouraged to report it to the HR department and/or other trusted authorities, such as a Programme Leader, the Academic Dean or the President.
- All faculty must become familiar with and abide by the RTC policies relating to fraternization and proper behavior with regard to students and other employees. (These can be found in employment contracts, this Handbook and in the RTC Employee/Student Relationship Policy at cloud.rtc.bt).
- All faculty must inform the management when they become aware of any occurrence or suspicion of occurrence of activities that may cause harm to the RTC, its staff or students.
- All faculty must provide examples of good behavior to the students by refraining from any activity that might reflect unfavorably on them or the RTC. This includes refraining from consuming alcohol and smoking within the college premises (excluding staff residences), as well as refraining from other activities such as the use of illegal drugs, behaviors that may infringe on health and safety rules, wasting resources, carrying lethal weapons on

college premises, and engaging in any form of sexual harassment or other sexual impropriety with students or others.

- Faculty shall not willfully place at risk the health or safety of any person at the workplace.

20. Emergency Numbers

Police: 113

Fire: 110

Ambulance: 112

21. RTC Contact Information

Following is contact information for individuals with whom you may need to be in touch. This list was prepared before the beginning of the semester, so information for some pertinent individuals is not available. More complete contact information, including faculty contact information, will be made available shortly.

Contact	E-Mail	Phone
Dean of Academic Affairs: Dr. Shiva Raj Bhattarai	dean@rtc.bt	02-351804/ 351801 (ext.107)
Registrar: Ms. Dechen Dolkar	dechendolkar@rtc.bt	351805/351801 (ext.116)
Head of Administration and Finance Department: Mr. Bikash Chhetri	bikash@rtc.bt	17304070 (ext. 160)
Associate Dean of Academic Affairs: Ms. Nawang Yangden	nawangy@rtc.bt	17500529 (ext.146)
Assistant Academic Manager Mr. Asish Rai	asishrai@rtc.bt	17824771 (ext.127)
Academic Officer: Ms. Susmita Rai	susmitarai@rtc.bt	17240754 (ext. 125)
Asst. Academic Officer: Mr. Arjun Subba	arjunsubba@rtc.bt	17268021/77400736
Asst. Academic Officer (CE Coordinator): Ms. Banshika Rai	banshikarai@rtc.bt	17799557 (ext.132)
Asst. Academic Officer: Ms. Bijayata Rai	bijayatarai@rtc.bt	17367949(ext. 133)
Asst. Academic Officer (CITL): Ms. Jamyang Choden	jamyangc@rtc.bt	77831033 (ext. 148)
Asst. Academic Technical Officer: Mr. Sonam Tenzin	sonamtenzin@rtc.bt	17301349 (ext. 126)
Assistant Academic Officer (LRC): Ms. Sarita Poudel	saritapoudel@rtc.bt	17970963 (ext. 169)
Program Leader-CITL: Mr. Kelzang Tentsho	kelzangtentsho@rtc.bt	17400498 (ext. 170)
Asst. Academic Officer (CITL): Ms Chimi Yuden	chimiyuden@rtc.bt	17962621(ext. 170)
Senior Office Assistant: Ms. Kinley Zangmo	KinleyZ1@rtc.bt	77683006 (ext. 114)
Office Assistant: Mr. Nar Bahadur Biswa	nbbiswa@rtc.bt	17275113 (ext. 114)
Student Services & Admissions Manager: Mr. Sanjay Pradhan	sanjaypradhan@rtc.bt	77794595 (ext. 134)
Asst. Student Services Officer: Ms. Karma Pema Wangmo	karmapwangmo@rtc.bt	77210160 (ext. 119)
Health Officer/Student Services Officer: Ms. Deepanjali Dewan	deepenjalidewan@rtc.bt	17581088 (ext.149)
Asst. Student Services Officer: Mr. Ganesh Pokhrel	ganeshpokhrel@rtc.bt	17700572 (ext. 105)

Football Coach Cum Manager: Mr. Ugyen Dorji	ugyendorji@rtc.bt	17605163/77653858 (ext. 123)
Finance Manager: Mr. Prakash Sharma	prakashsharma@rtc.bt	77367189 (ext.106)
Finance Officer: Ms. Mon Maya Chhetri	monmchhetri@rtc.bt	77412922 (ext. 141)
Asst. Finance Officer: Mr. Yenten Jamtsho	yententjamtsho@rtc.bt	17364682 (ext. 113)
IT Manager: Mr. Namgay Tshering	namgaytshering@rtc.bt	17115352 (ext. 150)
Database Developer: Mr. Sherub Rangdrel	sherubrangdrel@rtc.bt	17788899 (ext. 144)
IT Officer: Mr. Mamick Pradhan	mamickpradhan@rtc.bt	17839732 (ext. 144)
Senior IT Assistant: Mr. Dil Bahadur Ghishing	DBGhising@rtc.bt	17619430 (ext. 109)
IT Technician: Mr. Dorji Chedup	dorjichedup@rtc.bt	17760861 (ext. 109)
Librarian: Ms. Dil Kumari Rai	dilkrai@rtc.bt	17350118 (ext. 128)
Librarian: Ms. Tashi Paldon	tashipaldon@rtc.bt	17674308 (ext. 128)
Counselor: Ms. Tshering Choki	tshokeetpenjore@gmail.com	17912127
Human Resource Manager: Mr. Yeshey Lhendup	yesheyhendup@rtc.bt	17111336 (ext.164)
Asst. HR Officer Ms. Tashi Pema	tashipema@rtc.bt	77726492 (ext. 161)
Asst. HR Officer Ms. Shachitta Gurung	shachittagurung@rtc.bt	17479280 (ext. 161)
Office Assistant Ms. Sukumari Rai	sukumari@rtc.bt	17625610 (ext. 103)
International Relations Manager: Mr. Tshewang Rinzin	tshewangrinzin@rtc.bt	77216932 (ext. 157)
International Relations Officer: Mr. Tenzin Namgyel	tenzinamgyel@rtc.bt	77286035 (ext. 166)
Asst. International Relations Officer: Ms. Pema Lhanzo	pemalhanzo@rtc.bt	77295161 (ext. 130)
Asst. International Relations Officer: Mr. Sonam Tashi	sonamtashi@rtc.bt	77634940 (ext. 130)
Asst. International Relations Officer: Ms. Jamyang Choden	jchoden@rtc.bt	77330818 (ext. 155)
Business Development Officer: Ms. Tshering Yangdon	tsheringyangdon@rtc.bt	17598681 (ext. 145)
Business Development Officer: Ms. Neelam Adhikari	neelamadhikari@rtc.bt	77789258 (ext. 162)
Marketing & Business Development Officer: Ms. Kezang Tshomo	kezangtshomo@rtc.bt	77490774 (ext. 136)
Asst. Marketing Officer: Ms. Mon Rita Subba	monrsubba@rtc.bt	17869379 (ext. 136)
Executive Centre Assistant: Ms. Sherab Wangmo	sherabwangmo@rtc.bt	17933205/351837
Executive Centre Assistant: Ms. Dawa Lhamchu	dawalhamchu@rtc.bt	17920658/351837
Asst. Administrative Manager: Mr. Pem Tshering	pemtshering@rtc.bt	17641499 (ext.108)
Senior Administrative Officer: Mr. Dawa Drakpa	dawadrakpa@rtc.bt	77214515 (ext. 139)
Asst. Administrative Officer: Mr. Nima Norbu	nimanorbu@rtc.bt	17500524 (ext. 139)
Estate Manager: Mr. D.P. Guragai	dpguragai@rtc.bt	17609164/77609165

Senior Estate Officer: Mr. Tenzin Thinley	tenzint@rtc.bt	17739801 (ext. 140)
Assistant Resident Manager & Security in Charge: Mr. Tashi	tashimm@rtc.bt	17894357/02-351814 (ext. 163)
Female Resident Mentor Ms. Kinzang Tshomo	kinzangtshomo@rtc.bt	77352741/02-351813 (ext. 163)
Security Supervisor Mr. Dal Bir Waiba	dalbwaiba@rtc.bt	17954072
Security Gate		Ext. 165
Security Guards		
Mr. Jampel Wangchuk		17771522 77272259
Mr. Tshering Lhendrup		17279300
Mr. Kuenzang Chopel		17658364
Mr. Dorji Wangchuk		77766366
Mr. Pema Gyeltshen		17677216

22. RTC College Song

སྤྲན་ལྗོངས་ཡངས་པའི་གླིང་ལ། །མངའ་བདག་རིམ་བྱོན་རྒྱུ་ལས། །
བྱིན་ཤེས་རིག་ཡོན་ཏན། །ཁྱབ་པར་བཀའ་རྒྱུ་ཆེས། །

Men Jong YaangPai Ling La
Nga Dah Rimjoen Drin Lay
Chhi Nang SherigYonten
Chhap Par Ka Drin Chheso

In this abode of medicinal herbs, thanks to our beloved monarchs, both traditional and modern education have flourished

འབྲུག་གི་རྒྱལ་ས་ཐིམ་ཕུ། །རྒྱལ་འཛིན་མཐོ་རིམ་སློབ་གྲར། །
ན་གཞོན་པོ་མོ་ཡོངས་ལུ། །ཤེས་ཡོན་སྤེལ་བར་ལེགས་སོ། །

DrukGiGyal Sa Thimphu
GyelzinThorimLopdra
NazhoenPhomo Yong Lu
Shey Yon Pel War Leyso

In the capital city of Bhutan, at the Royal Thimphu College, may wisdom and knowledge spread among the youth,

ལེགས་སོ་ན་གཞོན་པོ་མོ་ཡིས། །ཐ་དང་དམ་ཚིག་བསྟེན་ཏེ། །
འབྲུག་གི་རྩ་བ་གསུམ་ལུ། །ཕྱག་བྱིད་ལྷ་བར་ལེགས་སོ། །

Ley so Naazhoen Yong ki
Tha dang Dam chhi Ten Ti
DrukgiTsaWa Sum lu
Chhagchhi Zhu war LeySo

May our youth aspire to serve the *tsa-wa-sum* (king, country and people) with fidelity and commitment.

དཔལ་ལྷན་འབྲུག་པའི་ཆབ་སྲིད། །ཚེས་དང་སྲིད་ཀྱི་རིང་ལུགས། །
གོང་ནས་གོང་དུ་འཕེལ་བའི། །བྲུ་ཤིས་སློན་ལམ་ལྷ་ག། །

PeldenDrukpaiChhaapsi
Chhoe Dang Si ki Ring lu
Gong ney Gong Du Phelwai
TashiMoenlamZhuGey.

We pray that the traditional *chhoe-sid* (temporal and secular system) that has flourished for ages continue to thrive in this glorious dragon Kingdom.