Department of English/Philosophy
Adjunct Faculty Handbook

Revised Spring 2017
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Welcome to the English/Philosophy department at Monroe Community College. Adjunct faculty members are a vital and important part of our department.

This handbook is an overview of MCC English/Philosophy department and MCC college-wide policies and procedures. There is also information about our core course, English 101: College Composition.

Besides this department-specific handbook, there is also a college-wide handbook, the Faculty Resource Handbook (FRH). It is an invaluable resource for all college-related policies and procedures. You can find a copy of the handbook using the Web A-Z Index on mymcc.monroecc.edu. The MCC website (www.monroec.edu) and the MCC Catalog and Student Handbook (available on the MCC website) also provide useful information.

We value the enrichment you bring to the department and our students and hope that this handbook can serve as a helpful source of information for you. If you have questions or need further clarification or guidance on any of the issues outlined here, please do not hesitate to contact an adjunct faculty coordinator, the adjunct faculty secretary, the department secretary, or the department chair. We are always happy to help.

Finally, we would like to thank the members of the 2015-2016 Adjunct Faculty Affairs Committee, Patricia Drumright, Midge Marshall, Jean McDonough, Kelli Eberle, Jeffery Jones, Nancy O’Donnell, Fionnuala Regan, and Matthew Koehler, for their commitment to the needs of future adjunct faculty. Their feedback and advice have helped us to revise this handbook.

Revised, Spring 2017
ENGLISH/PHILOSOPHY DEPARTMENT POLICIES, PROCEDURES AND RESOURCES

Adjunct Faculty Coordinators
Experienced full-time faculty members in the department act as adjunct faculty coordinators and provide mentoring for all departmental adjunct faculty. These coordinators are knowledgeable resources in terms of classroom management and can offer helpful information about teaching (for example, required Course Learning Outcomes or recommended textbooks and assignments) and the policies and procedures of both the department and the college. They also conduct class observations and evaluations. (See Appendix for evaluation procedures and forms.) Significant student conflicts, such as those that threaten to disrupt your teaching, should be discussed immediately with an adjunct coordinator and the department chair.

Adjunct Faculty Affairs Committee
A committee of adjunct faculty meets regularly to discuss and support the professional, scholarly, and social needs of adjunct faculty at MCC. If you would like to join this committee, an adjunct faculty coordinator can give you the contact information for the current committee chair.

Class Assignments
The department scheduler oversees the assigning and coordination of all scheduled courses. Midway through any given semester, the scheduler will submit a request to adjunct faculty, asking for projected availability for the upcoming semester, a list of courses that the faculty member is qualified to teach, and preferred times and days for teaching assignments. The scheduler attempts to respond to the needs and abilities of adjunct faculty when scheduling classes. However, with the recent decline in enrollment and available sections, it is not possible to accommodate all scheduling requests. The department’s present scheduling needs, the adjunct faculty member’s scheduling flexibility and ability to teach the specific courses that need staffing, and satisfactory teaching observations and evaluations by an adjunct faculty coordinator are all taken into consideration.

Adjunct faculty who have taught for at least five years and ninety credit hours at MCC do get some priority in terms of scheduling, assuming that classes are available. The language in the Faculty Contract is as follows:

Assuming available section(s) and that the adjunct faculty member has the qualifications to teach the available section(s), beginning in Fall 2008 an adjunct faculty member with five (5) years continuous teaching service at MCC and ninety (90) FCH of MCC experience will be assigned to at least one course per semester, including summer. Continuous service is defined as having no service break longer than one year.
Similarly, the previous year’s winner of the Julianne Palma Adjunct Faculty Teaching Award is promised priority scheduling and at least one class for the next semester. However, this too, is subject to availability.

After all adjunct faculty with priority scheduling have been offered one course, there are no “seniority” rights among the adjunct faculty to the remaining courses.

Scheduling assignments for adjunct faculty are provided as quickly as possible after all full-time members are scheduled. Changes to the college’s master schedule, course cancellations, and changes to full-time faculty members’ schedules are factors that may delay adjunct faculty scheduling. In these instances, the scheduler will remain in contact with adjunct faculty to apprise them of the revised timeline. If a course assigned to a member of the adjunct faculty is cancelled for any reason, replacement courses cannot be guaranteed.

Also, adjunct faculty should be aware that if a class is assigned just before classes start, it is very likely that late paperwork may cause the first pay period to be missed. In this case, pay will be averaged over seven pay periods instead of eight.

Adjunct faculty are limited to teaching a total of 24 FCH from September 1 through August 31 of each year. This means if you teach three credit courses, you would be limited to teaching eight classes in an academic year. If you also teach in other departments, please keep that cap in mind as you request classes. Additionally, please note that hourly assignments (like tutoring in the writing center) are included in your limits per academic year. The Human Resources office can help you with the details.

Communication
Communication from the college, the department and students is delivered through three media: email primarily, as well as inter-office mail and voice mail. All faculty members, including adjunct faculty, are responsible for regularly monitoring these media and for the consequences of missing time-sensitive information.

E-Mail
MCC email is the department’s and the college’s official method of communicating important and time sensitive information. Faculty members are expected to check their MCC email account on a frequent and consistent basis and respond in a timely manner. Both the college and the department routinely distribute information via email, and the college also provides a daily electronic newsletter (the MCC Daily Tribune), which
highlights announcements, general news and events pertinent to all faculty and staff. Additionally, since all students have MCC email accounts, faculty should be mindful that students may attempt to reach their instructors via this method. Although some faculty require students to communicate using their MCC student email, there is no official policy about this. You may accept student emails from personal email accounts, such as Gmail, as well.

**Setting Up Your Outlook Account**
The Human Resources Department will give you instructions about how to get your Outlook account set up. Please note that your user name and password give you access to classroom computers and Banner (used for attendance reporting and final grades) as well as your email. If you have any questions, please call the Technology Support Center at 292-8324 when off campus or x8324 when on campus.

**Mail Folder**
Each adjunct faculty member is assigned a mail folder in the department office that is used for correspondence from the department, the college, and students. The college also maintains a mailroom located in 1-107 on the Brighton campus and in room 4216 at the Damon campus, where all adjunct faculty are assigned a hanging mail folder. Adjunct faculty should regularly check all mail sources.

**Voice Mail**
While voice mail is not the official communication tool of the department or college, if you wish, you can be provided your own personal voice mailbox. Contact the adjunct faculty secretary, Margarita Ortiz, and she will make the necessary arrangements.

When your mailbox is set up, you will be notified of your mailbox number and given instructions on how to initialize and use your mailbox. Voice mail may be accessed remotely from off campus at myvoicemail.monroecc.edu.

**Department Meetings**
Adjunct faculty are always welcome to attend department meetings, which are held monthly on Mondays from 3:30 p.m. – 5:00 p.m. Watch for email announcements of dates and locations. Minutes from monthly meetings are available on the M drive under Offices/Academic Services/Division/Liberal Arts/English Philosophy/Department Meeting Minutes.

**Adjunct Faculty Secretary and Department Office**
The adjunct faculty secretary is Margarita Ortiz; she is located at the Brighton Campus in 5-212. She is the go-to person for all of your needs. Margarita is here M – F from 8:45 am – 4:45 pm and can be reached at 292-3379 or mortiz@monroecc.edu.

The English/Philosophy department office is located at the Brighton Campus in 5-532 and houses the offices of the department secretary, Tina Woodruff, and the department chair. It is open M – F, 8:45 a.m. – 4:45 p.m. The phone number is 585-292-2027. While adjunct faculty are not assigned keys to the office, you are more than welcome to stop by during open hours and use any resources housed there, like the fax machine and the small
copier. If you are not on campus during office hours, ask an adjunct faculty coordinator for assistance. Printer paper is available in the department office. If you need supplies, such as whiteboard markers, chalk, bluebooks, or file folders, the key to the supply cabinet is also available in the department office.

**Office Assignments**

Each adjunct faculty member is assigned to one of several departmental adjunct faculty offices located on either the Brighton or Damon campuses. The offices are equipped with phones, file drawers, bookcases or shelf space, computers, and laser jet printers. Brighton adjunct faculty offices are located in Building 5, rooms 549, 334, and 230. The Damon Campus office is located in room 4234 (fourth floor). Office assignments are based upon teaching schedules to reduce congestion as much as possible. Once assigned to an office, each adjunct should complete a Key Request Form. The form is available online and the adjunct faculty secretary, Margarita Ortiz, can help you if you have questions. Office keys are on loan from the college and must be returned to Public Safety (21-140) if no longer needed. Please be mindful that offices are shared spaces.

**Office Hours**

Adjunct faculty members are *not* required to post and hold office hours. However, they are encouraged to hold at least one hour each week per three credit hours taught. Students should have reasonable access to you outside the classroom for questions or concerns. Please let students know that you are accessible via MCC email and that you will return email messages within a reasonable timeframe (24 hrs. recommended). This contact information must be included in your Course Information Sheet (CIS). See Appendix for all information that should be included on your CIS.

**Online Teaching**

The department offers many sections of courses that are delivered online through the Blackboard course management system. Interested adjunct faculty must successfully complete two semesters with the department to qualify for online training. If you are interested in teaching online, let an adjunct faculty coordinator and the scheduler know. Training is offered throughout the semester and more information is available under the Faculty Tab and Faculty Tools on myMCC. To web-enhance a course you need nine hours of training; to teach hybrid or fully online you need 15 hours of training.

**Orientation**

MCC provides college-wide orientation and professional development for all adjunct faculty at the beginning of each semester. The orientation is an opportunity to become familiar with the college’s staff and departments, its policies and procedures, and the important role that adjunct faculty play at MCC.

The fall orientation is geared towards new faculty and includes specific information regarding course information sheets, appropriate responses to typical classroom situations and a copy of the *Faculty Resource Handbook*. The spring orientation is focused on the professional development needs of returning adjunct faculty.
**DVD Library**
The department houses an extensive collection of DVDs of movies and other relevant teaching aids. The collection is in a closet across from the department office and can be accessed with a key available in the department office. If you decide to use one of the items, please sign it out (and in) using the sign-out sheet in the binder located inside the department office. You can also ask the department secretary for access to the Children’s Literature and Young Adult Collection, located in 5-505.

**FACULTY RESPONSIBILITIES**

**Annual Faculty Development Report (AFDR)**
Adjunct faculty members are encouraged to complete an Annual Faculty Development Report by June 15th of each year. Completion of this yearly form greatly aids in consideration for promotion. Please note that adjunct faculty members are not expected to meet all the criteria in this form. See the Appendix for a sample form and more details.

**Book Orders**
Once you are assigned a class, you will be required to submit a book order by a specific deadline. To submit your order online, use the Bookstore link on the MCC website and click on Faculty Adoptions. If you have questions about this process, the adjunct faculty coordinators can help.

Please make every attempt to order your book(s) by the deadline for the following reasons supplied by the bookstore:

- The Higher Education Opportunity Act [a federal statute]….mandates that any school that receives federal funds must publish required textbook info (including ISBNs and prices) on its website when it posts the courses for registration. Because the bookstore already collects and posts text info, the college has designated us as its official source. And while there are allowances made for courses that haven’t yet been assigned, we are still expected to have that info up as soon as we are able once the master schedule is posted. Failure to comply puts financial aid and other federal funds to the college at risk.

**Classroom Management/Support**
To help ensure an effective learning environment for you and your students, you should establish clearly stated guidelines of appropriate classroom behavior and communicate those verbally and in your Course Information Sheet (CIS) so all students are aware of your policies. Once you’ve established and communicated those guidelines, it is equally important that you adhere to them early, consistently, and fairly.

Please note that you and your students have the right to work and learn in a safe environment. If a student interferes with this through disruptive or threatening behavior, you have the right to ask that student to leave your classroom. If the student refuses to leave, you can contact Public Safety (x2911 at Brighton, x1414 at Damon). If you
remove a student from your class, you should report that action as soon as possible to an adjunct faculty coordinator and the chair of the department. You should also notify Student Services, x2122 at the Brighton Campus and x1749 at the Damon campus.

**Course Information Sheet (CIS)**
All faculty are required to supply students with a Course Information Sheet (CIS) during the first week of class; *an electronic copy also needs to be provided to the adjunct faculty department secretary*. A list of requirements and suggestions is included in the Appendix and is covered in the *Faculty Resource Handbook*. Samples are also available from the department secretary, the adjunct faculty secretary, or from an adjunct faculty coordinator.

**Class Cancellations and Instructor Absences**
While the department recognizes that an occasional missed class may be unavoidable, the terms of your employment do not provide adjunct faculty sick pay for days missed. To minimize any concern, we ask faculty to be *prepared* to cover a missed class by having a specific, thorough lesson plan ready to implement via the class cancellation note, class email and/or Blackboard (if you are trained to use it). Making a concerted effort to *plan for and cover classes* will most likely be considered as working as long as it is diligently monitored.

Also, please note that the college requires you to use the MCC website to cancel a class. *Those found using alternate means of doing so (e.g. Facebook, private e-mails to students, etc.) may be subject to immediate dismissal.*

You are responsible for cancelling your class online. Please do not email/call the adjunct faculty secretary or the department secretary requesting her to cancel your class.

**Class Cancellation Procedure**
1. Go the MCC homepage at [www.monroecc.edu](http://www.monroecc.edu)
2. Click Employees
3. Log in
4. Click Faculty
5. Under faculty tools click Cancel a Class
6. Click Create a Class Cancellation
7. A screen appears asking for
   - Course
   - Your name
   - Your email address
   - Your cancellation date
   - Your cancellation time
   - Campus
   - Room number
   - Semester
   - Academic department
   - Any special instructions message that you want to send to your students
8. Click Submit cancellation

If you expect that you will have to miss more than one class, please contact an adjunct coordinator as soon as possible to work out a plan for a long-term absence.

If you know ahead of time of a planned absence, you need to ensure the class will be appropriately covered. Feel free to contact an adjunct coordinator for guidance.

If you find yourself running late for a class, please inform the department secretary and she will attempt to alert your class.

**Listing in College Catalog**
Adjunct faculty who have taught for four semesters are entitled to have their names and degree information listed in the College Personnel section of the *MCC Catalog and Student Handbook*. If you qualify and wish to be listed in the handbook, please inform the department secretary. The deadline to submit this information is late February of each year.

**Professional Development Opportunities**
Adjunct faculty who have served the department for at least three semesters may apply for professional development money to help fund attendance at conferences, seminars, or workshops that relate to the study and teaching of the department’s course offerings. The department chair is responsible for allocating these funds. See the department secretary to initiate the process of requesting these funds.

Adjunct faculty members are always welcome to participate and/or attend any department or division scheduled professional development activity. Throughout the semester, the Teaching and Creativity Center (TCC) also sponsors a professional development series specifically designed to meet the needs of adjunct faculty. It meets three times a semester in the evenings. You can find out more information if you search for the TCC on the MCC A-Z Index.

**Reporting Attendance**
It is expected that attendance will be recorded for all class meetings. At the end of the third week of the semester, all faculty members are required to complete attendance reporting in the Banner system. Many students receive financial aid and cannot receive their checks until their attendance is verified. *Late or missing attendance data costs the college and our students money.*

Watch for announcements and directions via email by the third week of the semester. Feel free to contact an adjunct faculty coordinator or the Records and Registration office if you have further questions.

**Records**
Faculty are required to keep attendance records for two years after the semester has concluded. Grade records, such as scores on tests, essays, and other assignments, should also be kept for two years. Essays and test booklets that were not returned to students
(for example, final papers that students did not come back to pick up) should be kept for six months after the end of the semester.

**Syllabus or Course Outline**
In addition to the required CIS, you should provide students with a syllabus or course outline that lists class meeting dates, topics to be discussed, and assignments and due dates. See the department secretary, the adjunct faculty secretary and/or an adjunct faculty coordinator for samples.

**RECOGNITION, EVALUATION AND PROMOTION**

**Julianne Palma Adjunct Faculty Teaching Award**
Each year the English/Philosophy department solicits nominations for its Adjunct Faculty Teaching Award, which is presented to a member of the adjunct faculty who demonstrates outstanding teaching. A one or two page letter of nomination directed to an adjunct coordinator is usually written by a colleague, either full-time or part-time, who wishes to recognize a fellow teacher. However, those interested in competing for this award may also self-nominate by submitting a letter on their own behalf, and, if they wish, other materials that demonstrate their superior teaching abilities, such as a course information sheet, a course syllabus, and assignments. Look for further details via email from one of the adjunct faculty coordinators. A plaque located just outside of the English/Philosophy department office displays the names of adjunct faculty recognized with this distinction in past years.

**Observations and Evaluations**
Adjunct faculty can expect to be observed and evaluated at least twice during their first teaching year at MCC, and then once every year until the fifth year of teaching at MCC. After the fifth year, the observation/evaluation will occur every three years. Classroom observations and evaluations will be written by an adjunct faculty coordinator and/or the department chair. See Appendix for forms and procedures. Adjunct faculty should expect to communicate with an adjunct faculty coordinator about their class agenda before the observation. They should also have an opportunity to discuss the observation after the fact, either in writing or face-to-face. The evaluation concludes with a recommendation about whether the adjunct faculty member should be assigned classes in the future. The evaluation takes into account the classroom observation, the sample assignment and Course Information Sheet, and the level of professionalism, for example whether the faculty member meets grading and attendance deadlines and responds to emails in a timely manner. All observation and evaluation reports are filed with the adjunct faculty secretary.

**Promotions**
Adjunct faculty members are eligible for promotion after four years in rank and having taught a minimum of eight classes. Part-time and temporary full-time appointments count, as do summer session courses. The procedure to apply for promotion is as follows:
1. An adjunct faculty coordinator will notify eligible adjunct faculty via MCC email early in the spring semester.
2. Eligible adjunct faculty should request promotion consideration from the adjunct faculty coordinator by the specified deadline.
3. Minimum requirements for promotion are:
   a. Time in rank
   b. A classroom observation completed within the past 12 months.
   c. Official transcripts from the adjunct faculty’s degree-granting institutions must be on file with Human Resources.
   d. Current Annual Faculty Development Report (AFDR) covering the time period since the last promotion. The AFDR is acceptable in one of two ways:
      i. Either an AFDR has been submitted every year since your last promotion and/or hire date or
      ii. One document can be compiled that summarizes those years. Please note that adjunct faculty members are not expected to meet all the criteria in the AFDR.
4. A promotion packet must be submitted to the appropriate adjunct faculty coordinator by the assigned deadline. The packet should include:
   - A formal letter to the adjunct coordinator requesting promotion
   - A copy of the current AFDR
5. The promotion selection process will be completed by mid-May
   a. Once a complete promotion packet is received, the adjunct faculty coordinators will review the packet.
   b. The adjunct faculty coordinators will make a recommendation and review with the department chair.
   c. An adjunct faculty coordinator will write (with endorsement from the department chair) a letter of support for the candidate.
   d. The department chair will write a letter of support for the candidate.
   e. The department’s recommendation will be sent to the Dean of Liberal Arts, who also must write a letter of support. All material is then forwarded to the Academic Provost in June.
   f. The Provost then makes a recommendation to the Board of Trustees who typically vote on approval at the August board meeting.
   g. The adjunct is then notified by mail of the promotion.

STUDENT ISSUES AND POLICIES

Academic Honesty and Plagiarism
If you find that one of your students has been guilty of cheating or plagiarism, depending on the seriousness of what the student has done, you have some discretion regarding the appropriate response to the situation. You may wish to consider the following questions.
Was an entire essay plagiarized or just a section of it? Did an inability to master the skills of paraphrasing or shoddy source introductions lead to the plagiarism? Was it a case of what Rebecca Moore Howard calls “patchwriting,” something that she noted in
her 2008 study of writing by college composition students, and, as she argues, actually a part of the learning process? You also might find it helpful to consult with an adjunct faculty coordinator or the department chair.

Depending on the case, it might be appropriate to give the student a warning. On the other hand, you might choose to give the student a reduced grade for the assignment. You might ask the student to redo the assignment for a reduced grade. You might give them an F for the assignment or give them an F for the course.

If your response will affect the student’s grade, you should report the plagiarism to Student Services. Send an email with the student’s name, M#, the course you are teaching, and a brief explanation of what happened. If the student is a habitual offender, communicating with Student Services will raise awareness about this. It should be noted that the burden of proof is yours, and a student does have the right to appeal if they wish to do so.

There is more information in the Faculty Resource Handbook and in the Academic Honesty section in the MCC College Catalog and Student Handbook. Some instructors find it helpful to go over the section in the College Catalog and Student Handbook (included in the Appendix) as a class. Students often do not know that some things that seem simply efficient to them, like including sources they have not used in a bibliography or turning in an essay that they have written for a prior course, are considered academic dishonesty.

Confidentiality and Privacy
Although there are some exceptions for students under 18, you are prohibited by federal privacy laws to discuss a student’s performance with a parent, spouse or anyone else without the student’s written consent and/or attendance in a face-to-face meeting. As outlined under “Privacy Rights” in the Faculty Resource Handbook, “In accordance with the Family Education Rights and Privacy Act of 1974 (FERPA or Buckley Amendment), students at MCC have full access to their education records, the right to challenge the content of such records, and the right to limit the transfer of such records without their consent.” Feel free to direct the parent to the department chair for further clarification.

Grade Change
Mistakes happen and sometimes incorrect grades are assigned through errors in calculation, misplaced papers, or miscommunication with a student. Grade change forms are available in the department office. Changing a grade requires your signature and the department chair’s signature.

Grades of Incomplete or “I”
The department strongly discourages the use of incompletes. Incompletes should be considered only in emergency situations. For example, an incomplete grade would be appropriate if a student’s health fails dramatically near the end of the semester. If you find yourself in a situation where you think an incomplete grade is necessary, contact an adjunct faculty coordinator and/or the department chair for guidance.
An incomplete grade form must be completed and signed by both you and the student before the end of the semester. The forms are available in the department office and are required to be on file. This form represents a contract with the student that details both the specific work to be completed by the student and the deadlines for completion. A copy of the contract/form should be given to the department secretary. If the student does not complete the work within the declared time period, the Banner system resets the grade to an F.

**Midterm Grades**

Assigning and/or reviewing midterm grades with students is encouraged. However, please do not submit midterm grades in Banner. Although Banner technically allows you to put a grade in for a student, it does this only so you can withdraw a student for non-attendance. Inputting midterm grades causes problems with entering final grades because of the way the Banner system is set up.

**Student Grievances**

Student grievances are formal complaints by students against a faculty member. While rare, grievances are usually filed because either the student feels rights and freedoms in the classroom have been violated or because academic regulations have been violated, misinterpreted or inequitably applied. For specific definitions, procedures and time restrictions see the *MCC Catalog and Student Handbook*.

Department and college policies require that students bring their concerns to the faculty member involved first before proceeding to the department chair or division dean. Every effort is made to resolve problems at the department level. Disputes that cannot be resolved within the department will then move to the official college procedure as described in the *MCC Catalog and Student Handbook*.

Faculty anticipating the possibility of a student grievance should alert the department chair and/or an adjunct faculty coordinator and attempt to document aspects of student performance such as written work, grading records or other material that may be subject to dispute.

**Students with Documented Disabilities**

Faculty members are expected to comply with any notices received from the Office for Students with Disabilities. For further clarification, please see “Accommodations for Students with Disabilities” in the *Faculty Resource Handbook*. If you have any questions about accommodations and how to provide them, an adjunct faculty coordinator can help.

**Wait List**

MCC allows its students to sign up for a class using a wait list system in Banner. If you have an excessive number of students, you probably have a number of wait listed students (marked LW on your Banner class roster). Writing classes should have no more than 27 students (maybe 28 if you have a faculty member’s child) and literature courses should have no more than 35. The wait listed students are not enrolled in your course and should receive materials and seats only after the students on your roster have been attended to.
Just because a student is on the wait list does not entitle a student to a permanent seat in your class, and you should make that clear to students. If someone drops the class between the first day of class and the end of the drop-add period, a student on the wait list will “roll” into the course; but if no one drops, the only way a wait listed student can become a registered member of your class is for you to provide a green slip.

Allowing Extra Students into Your Classes
Sometimes, students who are either on the wait list or not enrolled will petition you to allow them to register for your course when your course is full or after the drop/add period (the first five days of class) has passed. The mechanism by which you do so at MCC is called a “green slip.”

The department strongly recommends not to “green slip” a student into your class. Keep in mind that most of your classes already have two extra students. Given the crowded classrooms, lack of chairs, shortage of books and the extra hours you will spend grading papers, it does not benefit you or the class to allow an extra student in. Allowing “extra” students into your class also sends a message to the administration that we can handle more students than the amount now mandated. That is not a message we want to send.

If, however, you are convinced there is a good reason to green slip a student, it is now possible to green slip a student electronically. You should send an email to greenslips@monroecc.edu and cc the department chair. The subject of the email should be the class CRN and the name of the student you wish to add. In the body of the email, you should include the semester, student name and M#, the CRN, and the class number and section.

COLLEGE WIDE RESOURCES

Access to MCC’s M drive
The M drive is the MCC’s internal network where faculty and staff can store, share and access documents. Adjunct faculty members have some access. To find out more information about accessing the M drive contact the adjunct faculty secretary.

Banner
All attendance reports, class lists and grades are completed in the Banner system. Please familiarize yourself with the Banner system as soon as possible. If you have any questions, an adjunct coordinator can help you with this.

Career and Transfer Center
The Career and Transfer Center is committed to assisting students in determining their career path and successfully accomplishing their transfer and/or employment goals. To do all this, the Career and Transfer Center develops and offers to students numerous programs and services to assist them with career decision making, transfer college planning and job search exploration. They also offer many resources for faculty,
including classroom presentations. See all the resources they offer via their page on the MCC website.

**Copier Information**
MCC’s Printing Services group oversees copier services. All information is found at the Printing Services web page on the MCC website.

The copier in the department office is available if you have to make a quick copy or two; however, larger jobs should be sent to Printing Services or completed in the copy centers.

**To Request Copies:** To request that Printing Services make copies (usually over 50) with a one to three day turnaround, use the Online Request form accessed under Printing/Copying Service on the Technology Tab of the MCC website. You can attach electronic originals to your request. You can also use the paper copy request forms available in the copy centers. Completed copy requests will be delivered to the English/Philosophy file cabinet in either 5-210 (Brighton) or the fifth floor of Damon behind the security desk.

**Copier Locations:** For immediate copies under 50, copy machines are available for use in the following locations:
- Brighton: 5-210, 8-539 and the Print Shop (3-168). The Brighton Campus department copy code is 937. The Damon Campus copy center is located on the 4th floor, and the department copy code is 2763.

**Faculty Association**
The Faculty Association (FA) is the union representing full-time and adjunct faculty members. All faculty members automatically have an “agency fee,” which goes to the Faculty Association, deducted from their paychecks; however, **paying that fee does not automatically enroll you as a member of the FA.** If you would like to be a member, please stop by the FA office (7-205) to pick up a membership form. Enrolling as a member does not increase the fee, but doing so does give you a voice and a vote.

The Faculty Association Contract outlines the college policies and responsibilities for adjunct faculty members. You can find the FA Contract online through the MCC website.

**Keys**
You need keys for your assigned office and possibly for specific classrooms. To obtain keys, you will need to fill out a Key Request Form. This is available online or from the adjunct faculty secretary. This form must be signed by the department chair and is then forwarded to the Public Safety Office. In 2-5 days, you may pick up your key(s) at the Public Safety office, located in Building 21-140 at the Brighton Campus. At the Damon Campus, contact the Faculty Secretary in office 4225 (262-1625).

**Learning Centers**
Monroe Community College has a number of learning centers at both Brighton and Damon campuses that are staffed with instructional personnel and may be equipped with computers and software to assist students. The Writing Center, the Center for Academic
Reading (CAR), and ESOL Resourcing (for students who speak English as a second language) in the Learning Center are especially helpful for our students. For a full listing of learning and resource centers, please check the MCC Directory on the MCC website.

**Library and Library Instruction**

Located in room 423 of the LeRoy V. Good Library and room 4069 of the Damon City Campus (DCC) Library, the library instruction centers serve as teaching facilities for course-related library instruction and workshops. The centers allow for hands-on instruction in library research methods and other components of information literacy.

See the MCC Libraries webpage on the MCC website for more information or to schedule course-specific, customized library training for your students.

Please keep in mind that:

- The Library Instruction Centers are designed to support library instruction only.
- Professors are required to attend library instruction sessions with their students. Library instruction is most useful and best received by students when it has the benefit of professor/librarian collaboration.
- With the exception of general library orientations, professors should have already assigned research work to students prior to a library instruction session.
- Library instruction sessions should be scheduled at minimum two weeks in advance.
- Librarians can adapt their instruction to fit the needs of a particular assignment and/or student group. To schedule a session at either library instruction center, contact the following individuals:
  
  For Brighton Campus instruction sessions call x2665.
  For Damon instruction sessions call x1413

You will need to provide contact information, the particulars of your assignment, day and time of instruction, name of the class and the number of students involved.

**Parking Pass**

To register your car to park in the MCC parking lots, log on to myMCC, click on the Banner Tab, and Banner Self Service link. From there, select the Employee Tab and go to My Parking Account. Select the appropriate term in the drop down menu, and click on the vehicle registration link to complete the registration process. Your license plate serves as your parking permit and will allow you access to gated employee parking lots A, K & P on the Brighton Campus.

Parking passes are not provided for the Damon City Campus. However, there are many parking lots nearby where you can park for as little as $3 or $4 a day.

**Photo ID**

You need an MCC photo ID to do things like check books out of the library or use college athletic facilities. To obtain an ID on the Brighton Campus go to building 3-
At the Damon City Campus, go to the Campus Center, room 5251. Please note that you must wait until after you have received your official letter of hire from the Academic Provost to carry this out. You will also need a picture ID, such as a driver’s license, in order to get your MCC ID.

**Classroom Changes and Additional Furniture**

If you feel your classroom does not (or will not) meet your needs, you may request a classroom change. The classroom change request form is located under Faculty Tools on the Faculty Tab of myMCC. If you need a temporary room change, for example, in order to meet in the computer lab for a few days, you should contact Lyndsey Presutti at lpresutti2@monroecc.edu.

If you need to add desks or chairs, please do not take them from other classrooms. Contact Facilities at 292-2800. If you need chalk or whiteboard markers, ask the department secretary.

**Teaching and Creativity Center (TCC)**

The Teaching and Creativity Center (TCC) is an arm of the college that supports teaching and faculty professional development. Its mission is to inspire faculty to enhance teaching potential and effectiveness so that students are more likely to achieve desired learning outcomes.

The TCC promotes the scholarship of teaching and the principles and practices of teaching at the individual, departmental and college-wide levels. It is located at the Brighton Campus, building 12-201 and at Damon, room 5091. More information and resources are available at the Teaching and Creativity Center webpage on the MCC website.

**Writing Center**

The Writing Center’s purpose is to guide students through the writing process and to provide support for faculty who assign written work. Tutoring sessions at the Writing Center are interactive discussions that encourage students to make informed decisions about their writing. The outcome of tutoring should be that the writer, not necessarily a specific piece of writing, will be changed.

Writing Center Tutors will not write, rewrite, or line edit any portion of a student’s paper. Rather, they will assist with pre-writing, drafting, researching, revising and editing. Most importantly, the Writing Center aims to build student confidence and improve writing skills. Many of our adjunct faculty also tutor students in the Writing Center.

In addition, the Writing Center offers class tours, in-class presentations, custom in-class workshops, the College Hour Workshop Series, and a number of other special events. Please visit the Writing Center webpage on the MCC website for more information.

The Writing Center is located in 11-208 on the Brighton Campus and in 4261 on the Damon campus.
English 101--College Composition

Description and Course Learning Outcomes

Course Number: ENG 101
Course Title: College Composition
Course Credits: 3 Credits

Course Description: A course emphasizing college-level, source-based writing (summary, analysis, synthesis, research), with special attention to critical reading and thinking skills. Students will draft, revise, and edit multiple thesis-driven essays. They will also study and practice argument and persuasion. (ENG 101 or ENG 200 satisfy the composition requirement for graduation.) Three class hours. (SUNY-BC)

Prerequisites:
Waiver of Accuplacer reading and sentence level tests; placement into ENG 101 or ENG 200 (minimum score of 81 on reading test and minimum score of 65 on sentence level test); or completion of TRS 200 with a C or better; or completion of TRS 105 with a C or higher; or completion of ESL 201 with a C or higher, or ENG 200 placement. Co-requisite(s): REA 100 is required for students scoring between 71 and 80.9 on the Accuplacer reading test. Students may take REA 100 concurrent with ENG 101 or may take it prior to ENG 101. Students who take REA 100 before ENG 101 will need to earn a C or better in REA 100 in order to enroll in ENG 101. 3 Credits

Course Learning Outcomes

- Summarize sophisticated texts.
- Analyze and critique persuasive texts.
- Support a well-articulated thesis statement by integrating information from source material.
- Locate and evaluate a variety of sources as potential support material in a written essay.
- Use standard documentation style for source-based writing.
- Exhibit proficiency in practices of standard written English (such as grammar, mechanics, and style).
- Identify areas of weakness in their own written work, and revise for improvement.
- Demonstrate basic oral communication skills.
Source-Based Writing and English 101
In June, 2011, the department’s English 101 committee presented findings that college students are overloaded with information and do not have the skills necessary to evaluate and present information from reliable sources. Nationwide, many college writing courses are now asking students (and English comp teachers) to focus on source-based writing. The English department agreed to pursue this approach by approving the Course Learning Outcomes (CLOs) above. A Course Learning Outcome is a skill or activity that students should have mastered if they pass the associated course.

Recommended Texts:
Graff, *They Say, I Say*
Hacker, *A Pocket Style Manual*
Rosen, *What It Takes*
Spatt, *Writing From Sources*
Veit, *Writing, Reading, and Research*

English 101 Oral Component
The oral component in English 101 is a SUNY General Education requirement. To achieve this competency, students must:
- Demonstrate basic oral communication skills
- Evaluate oral presentations according to established criteria

Group discussion, informal group presentations, and peer feedback, during which students orally discuss a writing assignment, are all ways that we practice oral communication in English 101. Formal, summative assignments at the end of the semester allow us to assess a student’s ability to meet the learning outcomes for oral communication. Such assignments might include a short oral presentation on the final essay or a presentation of a final portfolio of writing to the class, during which the students talk about what they have learned. Students might evaluate the presentations of other students according to an established rubric in order to meet the second part of the competency, or they might write a short summary and analysis of a TED talk or on campus presentation in order to fulfil it.

English 101 Diagnostic Writing and Previous Grades
Assigning your students a short writing assignment the first week of class allows both you and your students to gauge their writing skills when they enter English 101. You might have students read a short article and then summarize and respond to it. The diagnostic also allows you to identify and communicate with students whose writing samples indicate that they may have to put in a little extra work in order to succeed in English 101.

At the beginning of each semester, the Composition Coordinator will also send you a report telling you what grades your students received in their highest ENG, ESL, REA, and/or TRS course. It will also tell you how your students scored on the Accuplacer if they took it. This is another way to identify students who may need extra help.
Research indicates that students entering English 101 with marginal writing skills have a much higher chance at success if they are counseled as early in the course as possible. You can recommend that such students take advantage of the MCC learning centers (particularly the Writing Center) early and often, as well as seek out additional resources you may provide (e.g. office hours or conferences).

Please also note that all of the students in your course have placed into your course. You CANNOT advise students to take developmental courses such as TRS 100, 200, or 105 instead of English 101. Use the information you get from the diagnostic and/or previous grade report as a source for early intervention. Do not use it as a way to discourage students from taking your course.

**Reading 100 and Reading 101**
You may advise students to enroll in REA 100 and REA 101 if you think a student might benefit from work on reading comprehension. These courses are not remedial courses and students who pass either of them earn college credit toward graduation. See the *MCC Catalog and Student Handbook* for detailed descriptions of these courses, both of which stress critical reading skills that may improve the chances of success in English 101.

Students who score between 72 and 81 on the Accuplacer (placement test for new MCC students) for reading can take REA 100 but cannot take REA 101; students scoring 82 or higher on the Accuplacer may register for REA 101.
Requirements for Course Information Sheet

The following items are required. We have included information specific to the English/Philosophy Department where pertinent.

- **Course Title:** Course abbreviation and title
- **Instructor Information:** Name, Room Number, Departmental Extension Number, and Office Hours
- **Required Course Materials:** Textbooks, materials, instruments, special fees, and expenses
- **Email Address:** May include indication as to whether you will accept messages from nonmonroecc.edu accounts and/or assignments via email
- **Course Description and Course Learning Outcomes:** Description of course and course prerequisites (as they appear in the current Catalog and Student Handbook) and Course Learning Outcomes; list Course Learning Outcomes (as approved by the department; copies are on file in the Curriculum Office)
- **Attendance and Withdrawal Policies:** Description of attendance and withdrawal policies (in accordance with the current Catalog and Student Handbook; be sure to advise all students to consult with a financial aid advisor before withdrawing from a class)

**English/Philosophy Department Attendance and Withdrawal Policies:** Missing more than 3 classes for a MWF class or 2 for a TR class will affect your grade. Lateness will affect your grade as well. If you **EXCEED** 4 absences for a MWF course or 3 for a TR course, I may withdraw you for unsatisfactory attendance. In addition, I reserve the right to add a grade penalty for absences incurred after the last day for faculty to recommend course withdrawal for nonattendance. Should you decide to withdraw from this course yourself, please consult with a financial aid advisor first.

- **Academic Honesty:** Highlight policy or refer students to the current Catalog and Student Handbook for complete description of policy
- **Course Requirements:** Classroom participation, projects, class work, readings, and outside assignments
- **Examinations:** Comprehensive or not, number and type of tests
- **Make-up Policy:** Exams, assignments, classes
- **Grading:** Percentage or emphasis placed on exams, quizzes, etc.
- **Learning Center Referral**

**Learning Center Referral:** Monroe Community College has a number of Learning Centers at Brighton (for example, Accounting, Math, Psychology, Writing, the Electronic Learning Center, etc.) and at Damon (for example, the Integrated Learning Center,
Electronic Learning Center, etc.). Learning Centers are staffed with instructional personnel and may be equipped with computers and software to assist students. It is recommended that students use the Learning Centers to get additional help with concepts learned in the classroom and with their homework. Please refer to your MCC student email to review your referral and objectives for your use of the Learning Center(s).

- Emergency Information Closings

**Emergency Closings:** If the College is **closed** or classes are cancelled due to inclement weather or some other emergency, all Rochester area radio and television stations will be notified no later than 5:30 a.m. or in the case of a mid-day decision, no later than 3:00 p.m. In addition, the home page on the MCC website ([www.monroecc.edu](http://www.monroecc.edu)) will display a message indicating the College is closed or classes are cancelled. Please do not call the College to avoid overloading the telephone lines.

In the event of an emergency, such as a campus evacuation or closure, severe weather alert, fire in a building, hazardous material incident, etc., where time-sensitive, proactive actions need to be communicated, the SUNY NY-Alert system will be utilized to provide immediate notification to all MCC students and employees who have opted to receive such alerts. Those who sign up for SUNY NY-Alert can choose to receive emergency messages via a variety of communication technologies, such as e-mail (college and/or personal accounts), and audio and/or text message to a campus, home or cell phone, fax, etc. For more information on SUNY NY-Alert, including how to sign up, please visit [https://www.monroecc.edu/depts/pstd/mcc-alert-system/](https://www.monroecc.edu/depts/pstd/mcc-alert-system/).

Information regarding **class cancellation** is available daily on the web or through the telephone. Simply go to the MCC website ([www.monroecc.edu](http://www.monroecc.edu)) and select the link in the second heading menu labeled “Current Students”, and then select the “Class Cancellations” link along the left column under the “Academics at MCC” section. Additionally, class cancellation information is available by dialing 292-2066, press “1” for the Brighton campus and “2” for the Damon City campus. If possible, please use the web, as there could be delays in the voice recordings based on the number of cancellations.

- Notice of Non-Discrimination

**Notice of Non-Discrimination:** Monroe Community College prohibits discrimination based on race, color, religion, sex, sexual orientation, pregnancy, familial status, gender identity or expression, age, genetic information, national or ethnic origin, physical or mental disability, marital status, veteran status, domestic violence victim status, socioeconomic status, criminal conviction, or any other characteristic or status protected by state or federal laws or College policy in admissions, employment, and treatment of students and employees, or in any aspect of the business of the College.

Inquiries regarding the application of Title IX and other laws, regulations and policies prohibiting discrimination may be directed to Shannon Glasgow, Title IX Coordinator, (585) 292-2108 or sglasgow@monroecc.edu OR Melissa Fingar, Esq., Assistant Title IX Coordinator, (585) 292-2117 or mfingar@monroecc.edu.
The following are strongly encouraged for inclusion in the CIS:

- Cell Phones/Pagers: Instructions and or/class policy
- Course Outline and Schedule: Approximate dates of exams and major assignments (precise clarification a minimum of one (1) week in advance)
- Instructional Methods: Lectures, movies, class discussions, field trips, overhead projectors, and handouts
- Student Responsibilities
- Instructor Responsibilities
- Services for Students with Disabilities

**Services for Students with Disabilities:** Monroe Community College is committed to upholding and maintaining all aspects of the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act. If you are a student with a disability and wish to request accommodations, please contact the Services for Students with Disabilities office located in Building 1 – Room 231 to schedule an appointment (292-2140) on the Brighton campus or on the 5th floor – Room 252 (262-1740) on the Damon City campus. Please note that many accommodations require early planning, therefore requests should be made as early as possible.

- Civility, Honor Code, and Grievance Procedures: Provide statement referring student to the current Catalog and Student Handbook for policies
- The Faculty Senate suggests you consider adding the following statement: Neither audio nor video recordings of the instructor or the class can be made without the explicit prior written permission of the instructor.
- Library Information

**Library:** The library can help with your research in this class. You can drop by the library’s Reference desk to ask any question you have, whether you're just getting started or are stuck. MCC's librarians can help students find and evaluate all types of information and resources including: articles, books, websites, statistics, data, government documents, and more. For more information on hours and librarians, visit the library’s website: [http://www.monroecc.edu/depts/library](http://www.monroecc.edu/depts/library).

- MCC’s new tobacco-free policy

**MCC’s New Tobacco-Free Policy** prohibits the use, distribution or sale of tobacco in all college owned, leased or controlled buildings, property and vehicles and at all MCC-sponsored events. This policy applies to everyone on campus. We appreciate your cooperation in MCC’s commitment to being a tobacco-free campus.

Military Service
Military Service: If you are currently in the military and are required to report to duty or drill which will require that you miss class(es), please see me to make prior arrangements.

If you are a current service member or veteran and have not yet made contact with MCC’s veteran services area, please do so as soon as possible. The Veteran Services offices are located in Building 3, Room 103. They provide walk-in services generally Monday through Friday, 8:45 am - 4:45 pm. You can call 585-292-2030 to schedule an appointment at your convenience to meet with a Veterans Services Representative. Email: veterans@monroecc.edu

You will see this “STARS Certified Veteran Friendly” sticker on office doors throughout the campus. These faculty, staff, and administration members have completed a series of training sessions designed to help educate them on the needs of veteran students. If you have questions or just need a safe place, don’t hesitate to knock. Additionally, the co-chairs of the STARS Program can be contacted directly at either ewheeler@monroecc.edu (Eric Wheeler, Veteran Services) or jbarone@monroecc.edu (Jessica Barone, Geosciences).

- Writing Intensive Courses

Writing Intensive Courses: All English and Philosophy classes, including this one, are Writing Intensive (WR). In WR courses, students have the opportunity to learn course content through formal and informal writing assignments. To find out more about WR courses at MCC, consult your student handbook or visit the Writing Across the Curriculum website at http://www.monroecc.edu/depts/wac/.
**Who Should I Ask?**

The department secretary and the adjunct faculty secretary are both there to help you, but as a means to expedite getting the answers to your questions and minimize your runaround time, here is a table about who does what.

<table>
<thead>
<tr>
<th>Department Secretary (Tina Woodruff)</th>
<th>Adjunct Faculty Secretary (Margarita Ortiz)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Key to the Supply Closet</td>
<td>• Help with Voicemail</td>
</tr>
<tr>
<td>• Key to the DVD library</td>
<td>• Help with Key Request Form</td>
</tr>
<tr>
<td>• Grade Change Form</td>
<td>• Help with M drive Access</td>
</tr>
<tr>
<td>• Incomplete Form</td>
<td>• Copies of Observations</td>
</tr>
<tr>
<td>• Sample Syllabi</td>
<td>• Copies of Evaluation Reports</td>
</tr>
<tr>
<td>• Sample Course Information Sheets</td>
<td>• Sample Syllabi</td>
</tr>
<tr>
<td>• Email her when you cancel a class</td>
<td>• Sample Course Information Sheets</td>
</tr>
<tr>
<td>• All other Miscellaneous Questions</td>
<td>• Email her when you cancel a class</td>
</tr>
<tr>
<td></td>
<td>• All other Miscellaneous Questions</td>
</tr>
</tbody>
</table>
Definition of Plagiarism from Section 1.8.1 in MCC’s College Catalog and Student Handbook

1.8.1 Definition (2011)

**Cheating** is defined as the unauthorized use or exchange of information by students or others for the purpose of achieving unfair advantage in the classroom or assessment process.

**Plagiarism** is using someone else’s work as if it were one’s own, whether or not it is done intentionally. This includes, but is not limited to: using the exact language, using nearly the exact language, and using ideas without showing they originated in another’s work. The work taken from another person or source (including publications, web sites, speeches, etc.) may be as little as an isolated formula, portions of a speech, a simple sentence, an idea, or as much as entire paragraphs, papers, or writings of professionals or other students; however, well-known, common knowledge is generally an exception. Omitting quotation marks when using language copied from another’s work, failing to use citations for ideas or language taken from other authors, or failing to use one’s own style of writing when summarizing and paraphrasing someone else’s work constitute plagiarism. Any form of plagiarism is essentially an act of cheating. Specific concerns should be directed to your professor.

The academic honesty policy pertains to all instructional delivery methods offered at the College, including but not limited to classroom and online instruction, and self-study.

Some examples of academic dishonesty include but are not limited to the following:

◊ Taking an exam for another student.
◊ Having another student take an exam for you.
◊ Paying someone to write a paper to submit as your own work.
◊ Writing a paper for another student.
◊ Submitting the same paper for grading in two different courses without permission.
◊ Arranging with other students to give or receive answers by use of signals.
◊ Arranging to sit next to someone who will let you copy from his or her exam.
◊ Copying from someone’s exam.
◊ Allowing another student to copy from you during an exam.
◊ Obtaining answers, information, translations, or material from a source (e.g., the Internet) without appropriate citation.
◊ Getting questions or answers from someone who has already taken the same exam.
◊ Working on homework with other students when the instructor does not allow it.
◊ “Padding”—adding items on a works cited page that were not used.
◊ Unauthorized use of information stored in the memory of an electronic device (e.g., programmable calculators and cell phones) on a test or assignment. No information stored in any electronic devices may be used without explicit permission.
◊ Altering or forging an official document.
Adjunct Evaluation Policy

This policy establishes procedures for evaluating adjunct faculty, as required by the current Faculty Association Contractual Agreement. The Contractual Agreement states that evaluation for adjunct rank is primarily referenced on demonstrated effectiveness in teaching and professional development that supports it.

Adjunct faculty will be evaluated at least once per year for the first five (5) years of teaching and at least once every three (3) years thereafter.

1) Each September (or January if Spring Semester), an assigned Adjunct Coordinator will send written reminders to adjunct faculty members who need to be evaluated according to the schedule given in the opening paragraph above.

2) By October (March) 15, the Adjunct Coordinator will have arranged an observation of a class giving at least four days’ notice. At or before the observation the adjunct faculty member being evaluated will submit to the evaluator copies of representative samples of instructional materials including a course information sheet, a syllabus, and any other materials chosen by the instructor. The evaluator may also review other records kept by the adjunct coordinators.

3) The Adjunct Coordinator will complete a Classroom Observation Form as well as an Adjunct Evaluation Form. Within ten (10) working days of the observation, the evaluator will deliver the Classroom Observation Form and the Adjunct Evaluation Form to the faculty member being evaluated and make arrangements to meet in order to discuss these forms.

4) By December (May) 1, the Adjunct Coordinator shall submit signed copies of the Adjunct Evaluation Form and Classroom Observation Form to the Department Chair.

5) A copy of the completed evaluation will be given to the Department Chair, who may add his or her own comments. The Department Chair will then forward the form to the Dean, who will forward it to the Academic Provost for inclusion in the personnel file.
Adjunct Evaluation Sample Form

Monroe Community College
English/Philosophy Department - Adjunct Evaluation Form

Name: ___________________________________ Rank: __________________ Date: __________________

Evaluator(s): __________________________________________________________

Status of Adjunct Faculty Member: (check the appropriate box)

☐ Fewer than five years of service: Faculty member will be evaluated at least once annually.
☐ Five years or more of service: Faculty member will be observed at least once every three years.

Date of Previous Evaluation: _____________________________________________

Directions: This evaluation will consist of a classroom observation, a review of a current course information sheet, and a review of a sample test or other assessment instrument. Different sections of this form may be filled out by different evaluators. If an evaluator indicates that an aspect of the individual’s performance does not meet the department’s expectations, the evaluator must include a comment explaining why. If the individual being evaluated disagrees with any portion of this evaluation, the individual may submit a written response within 10 days of receipt of this evaluation.

Part A: Effectiveness in Teaching

1. Classroom Observation:
   ☐ meets or exceeds expectation ☐ there are concerns to be addressed

2. Course Information Sheet contains all required components:
   ☐ meets or exceeds expectation ☐ there are concerns to be addressed

3. Sample exam and/or other assessment materials:
   ☐ meets or exceeds expectation ☐ there are concerns to be addressed

Comments: (optional)

Part B: Professionalism

1. Responds to communication in a timely manner:
   ☐ meets or exceeds expectation ☐ there are concerns to be addressed

2. Adheres to departmental and college deadlines, such as attendance reporting, scheduling non-departmental final exams, and submitting course grades:
   ☐ meets or exceeds expectation ☐ there are concerns to be addressed

3. Interacts with the department in a professional collegial manner:
   ☐ meets or exceeds expectation ☐ there are concerns to be addressed

Comments: (optional)

Part C: Other (Professional development; service to department, college, and/or community)
Some professional development is expected for promotion eligibility. Service is not required, but may be acknowledged here.
Part D: Additional Concerns
☐ There are no concerns to be addressed.
☐ There are concerns to be addressed in regards to interaction with colleagues.
☐ There are concerns to be addressed in regards to complying with college-wide, departmental, and course policies.
☐ There are concerns to be addressed in regards to student feedback.
☐ There are other concerns to be addressed.
Comments:

Recommendation for Future Assignments:
☐ The department recommends that future class assignments be made, contingent upon availability.
☐ There are concerns that need to be addressed for future continuity of service:

☐ The department recommends that future class assignments not be made.

Chairs Comments:

Chair signature: _________________________________

Signatures:
Evaluator: _______________________________ Date: _______________ Parts Completed: _______________
Evaluator: _______________________________ Date: _______________ Parts Completed: _______________
Evaluator: _______________________________ Date: _______________ Parts Completed: _______________

Faculty Member Being Evaluated: _________________________________ Date: _____________________
(This signature indicates only that the form has been read, the evaluation discussed, and a copy received.)
# Class Observation Report

**MCC English/Philosophy Department**  
**Class Observation Report**

<table>
<thead>
<tr>
<th>Instructor’s Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number and Name:</td>
<td>Time:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effectiveness in Position</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Marginal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom activities were consistent with the instructor’s objectives of lesson prepared</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Ideas were clearly explained, class was well planned and organized</td>
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<tr>
<td>Professor’s presentation style and class activities were dynamic and engaging.</td>
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<tr>
<td>Professor conducted group discussion skillfully, encouraging critical thinking, diverse viewpoints, and analysis in student participation.</td>
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<tr>
<td>Professor presented assignments which were meaningful and realistic</td>
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<td></td>
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<tr>
<td>Professor’s attitude towards students promoted atmosphere of mutual respect and cooperation</td>
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The signature of the faculty member does not signify agreement with the evaluation.
Annual Faculty Development Report (AFDR)

For Faculty Whose Primary Responsibility is Teaching**:

Period of ________________________________ to ______________________________

Name:
Rank or Title:
Department:

The purpose of the AFDR is to provide you the means to tell your own story about your own work. The AFDR is not meant to function as a comprehensive list of everything you’ve done over the past year. Instead, the AFDR is a self-generated examination of your own performance and growth. The AFDR also provides you the valuable opportunity to consider more broadly the relationship of your work to the work of the College, as defined by the College’s mission and strategic plan. Therefore, please use this document (1) to highlight your most significant choices and activities regarding your teaching/position, your professional development, and your service, and (2) to reflect on your evolving role at MCC. How can you focus each section of your AFDR so it presents your most relevant achievements as an intentional member of MCC’s community?

A. Teaching Effectiveness: List specific courses and types of sections (e.g. hybrid, lab, online). Provide a brief narrative description of the most significant choices you made about course preparations, course revisions, high-impact practices, and/or course materials used. Describe actions taken that have led to an enhancement of assessable student success and supported the College’s mission and/or strategic plan*.

B. Professional Activity and Growth: Provide a brief narrative description and/or a brief list of the most significant courses, seminars, professional associations, credentials received, and/or activities that have supported your professional development and/or pedagogical practices over this past year. Describe how these activities have supported the College’s mission and/or strategic plan*.

C. Service to Students, College, and Community: In addition to your teaching responsibilities, provide a brief narrative description and/or a brief list of how your most significant service activities have enhanced student success, supported the mission and goals of the College*, and/or positively impacted the greater community.

D. Closing Reflections: How have your past year’s work, experience, activities, and accomplishments supported your plan for professional growth and/or your evolving role at MCC? Briefly outline and/or describe your intentions for the coming year to support your plan and/or role.

This report is to be submitted by the date set by your Vice President. Only activities since the submission of the previous report should be included. Retain one copy for your files and forward copies to your Department Chair, Dean, and Vice President. You may include any attachments, electronic or otherwise, though this is not required.

* The current mission and strategic plan can be found on the College website.
** Adjunct faculty need only complete Sections A, B, and D.