KISHWAUKEE COLLEGE

2023-2024

Adjunct Faculty Handbook

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Introduction

The Adjunct Faculty Handbook is published to give current, new and prospective adjunct faculty a convenient guide to useful information about the College and its policies, the use of various services, and staff duties and responsibilities. It is, however, only a guide. The official policies and procedures of the College and applicable collective bargaining agreements will govern the topics addressed. Adjunct faculty are represented by the Kishwaukee College Adjunct Education Association (KCAEA). The collective bargaining agreement can be found at this link:
https://mykc.kish.edu/collegeareas/hr/Collective%20Bargaining%20Agreements/KCAEA%20Contract%202021-2025.pdf

Information about KCAEA can be found on the website at: https://kcaea.weebly.com/

The information in this handbook has deliberately been presented in an informal manner and is only a summary. Separate policies, contracts and documents describe processes summarized only briefly here. The actual provisions of each policy or contract will govern if there is any inconsistency between this summary and the college's formal plans or contracts.

The handbook supersedes any prior Adjunct Faculty Handbooks and/or Procedures Manuals and does not create an expressed or implied contract or guaranteed employment for any term. Employment with Kishwaukee College is at will, and nothing in this manual is intended or should be construed as altering this employment at will relationship.

The information contained in this handbook is subject to change as a result of action by Federal and/or State governments, the Trustees of the College and the Administration of Kishwaukee College. Additional information is available at the Kishwaukee College website at www.kish.edu. The College reserves the right to make changes in any policy and procedure without prior notice to personnel and to take all actions necessary to effectuate the mission of Kishwaukee College. Should changes occur in the laws of the United States or the State of Illinois, or, policies, and contracts, those laws, or policies and contracts will control. Such changes take precedence over handbook statements.

While reasonable effort is made to publicize such changes, it is the responsibility of the employee to verify the current policy or procedure. Periodic revisions and updates will be issued as needed. Any oral or written statements made by supervisors are not binding upon the College unless they have been approved in writing by the Director of Human Resources or College President. For questions about the content of this publication, please contact Human Resources.

Additional information on important links and resources for some of the most frequently requested information for adjunct faculty can be found on the adjunct faculty website at: https://kish.edu/about/careers/adjunct-faculty.php

I.   Institutional Information

Strategic Plan
Kishwaukee College improves lives by providing equitable, student-centered education. Institutional resources, including funding and staffing are allocated according to the Goals of the College's Strategic Plan. Current planning goals can be found at
https://kish.edu/about/leadership/president/goals.php

Mission
Kishwaukee College improves lives by providing equitable, student-centered education.

Vision
Kishwaukee College will provide accessible and innovative education by responding and adapting to changing student and community needs.

Purpose
Kishwaukee College: Helping you create the life you want.

Civility Statement
Kishwaukee College embraces an environment, which is conducive to learning and fosters a culture of mutual respect.

Equity Statement
Kishwaukee College is committed to a culture of diversity, equity, inclusion and belonging, focused on respect and fairness, in all aspects of the College experience.

Values
Collaborative
Build positive and trusting relationships through partnership and teamwork.

Equity
Support and embrace a diverse campus community.

Future Focused
Respond and adapt to changing needs through innovation and flexibility.

Quality
Provide an accessible education with a focus on excellence and continuous improvement.

Supportive
Foster an empathetic, civil, and encouraging College environment.

Academic Calendar & Important Student Deadlines

Please familiarize yourself with the registration dates, tuition due dates and refund dates on the College's Important Dates & Deadlines webpage https://kish.edu/academics/resources/dates-deadlines.php The Academic Calendar can also be found on this webpage and includes the semester start dates, end dates, and college closure dates adopted by the Board of Trustees.

Organizational Chart

Please familiarize yourself with the College leadership. Kishwaukee College organizational charts can be found on the Kishwaukee College website at https://kish.edu/about/leadership/president/documents.php

Instructional Division Contact Information

The Office of Instruction is led by the Vice President of Instruction/Chief Academic Officer.

Title	Name	Extension	Room
Vice President of Instruction/Chief Academic Officer	Barbara Leach	9666	B1307
Executive Assistant, Vice President of Instruction	Kim Jordal	9364	B1301

Functions reporting up through the Vice President of Instruction/CAO:

Phi Theta Kappa

Title	Name	Extension	Room
Interim Dean	Jessica Santillan-Reyes	9683	B2335
Title III Project Director	Ashley Shambaugh	9312	C1216
Director of Adult Education and Transitions	Patti Wragg	9386	C1224

DIVISIONS:
Arts, Communication, and Social Sciences Division (ACSS)

Title	Name	Extension	Room
Dean	Jud Curry	9532	B1304
Associate Dean	Ariel Owens	9540	B1303
Administrative Specialist I	Kailey Bednarek	9828	B1301

Academic Departments reporting up through the Dean in ACSS:

ANT	Anthropology	ENG	English/Reading	PHL	Philosophy
ART	Art	GEO	Geography	PLS	Political Science
COM	Communication	HIS	History	PSY	Psychology
ECE	Early Childhood Education	HUM	Humanities	SOC	Sociology
ECO	Economics	MOD	Modern Language (FRN, GER, SPA) and Linguistics	THE	Theatre
EDU	Education	MUS	Music		

Functions reporting up through the Dean of ACSS:
Art Gallery   Kamelian

Business and Technical Education Division (BTE)

Title	Name	Extension	Room
Dean	Chase Budziak	1708	B1309
Associate Dean	Jescelynne Gibbons	9840	B1310
Administrative Specialist I	Katie Macias	9453	B1301

Academic Departments reporting up through the Dean in BTE:

ACC	Accounting	ELE	Electronics Technology
AGR/AGT	Agriculture/ Agriculture Transfer	HOR	Horticulture
AMT	Automotive Technology	HOS	Culinary/Hospitality
BUS/MM	Business/ Marketing/ Management	MT	Manufacturing
CAD	Computer-Aided Design	OS	Office Systems
CIS	Computer Information Systems	WT	Welding Technology
CRJ	Criminal Justice	HLT/PE	Health /Physical Education
DPT	Diesel Power Technology	TRK	Truck Driver Training

Functions reporting up through the Dean of BTE:
Caukin   Greenhouse   Skills USA

Health Sciences Division (HS)

Title	Name	Extension	Room
Dean	Dr. Jessica Berek	9408	B1310 & B1224
Director of Nursing	Angela Delmont	9686	B1223
Coordinator of Allied Health	Leslie Ciaccio	9363	B1241
Coordinator of Short-Term Training	Melissa Gallagher	9466	B1237
Administrative Specialist I	Cynthia Karasewski	9307	B1222

Academic Departments reporting up through the Dean in HS:

NUR/BNA	Nursing/Basic Nursing Assistant	MA	Medical Assistant
EMS	Emergency Medical Services	RA	Radiologic Technology
EST	Esthetics	TPM	Therapeutic Massage
HIT	Health Information Technology		

Functions reporting up through the Dean of HS:
> Short-Term Training

Math and Science Division (MS)

Title	Name	Extension	Room
Dean	Jud Curry	9532	B1304
Associate Dean	Ariel Owens	9540	B1303
Administrative Specialist I	Kailey Bednarek	9828	B1301

Academic Departments reporting up through the Dean in MS:

BIO	Biology	MS	Military Science
CHE	Chemistry	PHS	Physical Science
EGR	Engineering	PHY	Physics
MAT	Mathematics/Technical Math		

Functions reporting up through the Dean of MS:
> EMSA

Academic Support & Effectiveness (ASE)

Title	Name	Extension	Room
Dean Academic Support & Effectiveness (ASE)	Anne-Marie Green	9443	A1313
Director of Curriculum & Program Development	Terry Lyn Funston	9338	C2209
Director of Library & Academic Support Services	Frances Whaley	9499	A1113
Instructional Designer	Tim Lockman	9543	B2331
Administrative Assistant ASE and WCE	Tricia Hernandez	9441	C1210
Teaching Chair: Assessment	Will Michels	9802	A2247

Functions reporting up through the Dean of ASE:
Accreditation   Assessment   Library
Tutoring Services   Teaching & Learning Innovation Center

Functions reporting up through the Director of Curriculum & Program Development:
ICCB and HLC program management   Articulation and Transfer Agreements

Campus Map
Kishwaukee College maintains several campus maps located
https://kish.edu/about/collegeinformation/contact/maps.php District maps, campus maps, hallway maps, and an interactive tour map are available to help you familiarize yourself with campus.

II. Institutional Standards & Policies
(Subject to change by vote of the Board of Trustees. Check website for current versions.)
https://kish.edu/about/leadership/board/policy-manual/chapter-2.php

Academic Freedom
Kishwaukee College regards freedom in the discussion of facts as necessary to meaningful education. However, when speaking as citizens, it should be remembered that an instructor's special position in the community imposes the special obligations of accuracy, restraint, and respect. Academic Freedom and professional standards are covered fully in the *KCAEA Contract, Section 4.1*.

FERPA
The Family Educational Rights and Privacy Act stipulate how our institution should store, disclose and dispose of students records. Please remember to protect students' privacy when handling assignments and rosters. Do not post grades in a public forum (doors,

windows, etc.) Do not disclose academic information to parties other than the student registered for the course. Please channel all e-mail transactions with students through their official Kishwaukee College e-mail address, or through the password protected Brightspace/D2L (Desire2Learn) e-mail. For more information on FERPA please read http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Non-Discrimination

Board of Trustees Policy Manual, Section 4.10 Equal Employment Opportunity
https://kish.edu/about/leadership/board/policy-manual/_pdfs/ch4/4.10.pdf
It is the policy of Kishwaukee College not to tolerate harassment in any form or to discriminate on the basis of race, color, ancestry, creed, national origin, age, material status, pregnancy, physical or mental handicap or disability (if otherwise able to perform the essential functions of the job with reasonable accommodation), sexual orientation, order of protection status, military status, unfavorable discharge from military service, or any other legally protected category. Kishwaukee College complies with the Age Discrimination in Employment Act of 1975. Inquiries regarding compliance may be directed to the Executive Director of Human Resources at Kishwaukee College.

Harassment Prohibited

Board of Trustees Policy Manual, Section 2.13.14 Harassment/Discrimination
https://kish.edu/about/leadership/board/policy-manual/_pdfs/ch2/2.13.14.pdf
Harassment or discrimination based on race, color, sex, gender expression, sexual orientation, religion, national origin, age, disability, veteran or marital status, or retaliation for complaining about harassment or discrimination is a violation of federal and state law. Harassment and discrimination are prohibited in all areas of the College. Appropriate preventative measures shall be used within the College to promote respect for rights of co-workers and students. Remedial measures and/or corrective actions, up to and including dismissal, shall be utilized when acts of harassment or discrimination occur. Additionally these policies apply to anyone who does business with the College (contractors, vendors, customers, etc.). All harassment complaints relating to College employees, regardless of where reported or from whom, shall be taken seriously and assessed by the Office of Human Resources; if the Office of Human Resources is involved in the complaint, in which case it should be reported to and assessed by the President. Sexual harassment, discrimination, and misconduct complaints involving students shall be reported to the College's Title IX Coordinators (Vice President of Student Services and Executive Director of Human Resources). More information regarding the College's Title IX Process and Procedures can be found at https://kish.edu/about/college-information/title-ix.php

Sexual Harassment Prohibited

Board of Trustees Policy Manual, Section 2.13.14.01 Prohibiting Sex-Based Misconduct Policy
https://kish.edu/about/leadership/board/policy-manual/_pdfs/ch2/2.13.14.01.pdf
It is the policy of Kishwaukee College, in keeping with efforts to establish an

environment in which the dignity and worth of all members of the College community are respected, that sexual harassment of employees at Kishwaukee College is unacceptable conduct and will not be tolerated. Disciplinary consequences for such conduct may include, but are not limited to, suspension or dismissal. Sexual harassment of employees at Kishwaukee College is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of sexual nature, when: • Submission to such conduct is made whether explicitly or implicitly a term or condition of an individual's employment; • Submission to or rejection of such conduct is used as the basis for employment decisions affecting that individual; • Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile, or offensive work environment.

Copyright
Board of Trustees Policy Manual, Section 4.04 Copyright Policy
https://kish.edu/about/leadership/board/policy-manual/_pdfs/ch4/4.04.pdf
No student or employee of Kishwaukee College may reproduce, exhibit, or engage in public performances of copyrighted works in print, video, or digital form in violation of the law.

Copyrighted works include, but are not limited to, printed articles from publications, audio and video recordings, television and radio broadcasts, photographs, software programs, database and web pages.

No student or employee of Kishwaukee College may reproduce, exhibit, or engage in public performances of copyrighted works in print, video, or digital form in violation of the law.

Illegal copies or illegal sharing of copyrighted printed materials, software, movies, or music may not be made or used on equipment owned by the College.

Employees who willfully disregard this policy do so at their own risk and assume all liability for their actions up to and including termination. Not all academic uses of copyrighted material are considered Fair Use. For more information, please visit the Copyright Guidelines for Faculty *myKC* page.
https://mykc.kish.edu/employeeresources/facultyinfo/librarysupport/Pages/copyright-guidelines-for-faculty.aspx

Whistleblower Policy
Board of Trustees Policy Manual, Section 2.13.33 Whistleblower Policy
https://kish.edu/about/leadership/board/policy-manual/_pdfs/ch2/2.13.33.pdf
Kishwaukee College is committed to maintaining the highest standards of conduct and ethics. This Whistleblower Policy reflects the practices and principles of behavior that support this commitment. The college will investigate fraudulent or dishonest use of college property or resources according to established procedure. The College expects

every employee, volunteer, and trustee to read and understand the Policy and its application to the performance of his or her responsibilities.

Intellectual Property

Intellectual property rights pertain to materials that can be trademarked, copyrighted, patented, as well as those created for instructional, artistic, or scholarly pursuits. Intellectual materials created by an adjunct faculty member on his/her own time using his/her own resources shall be the property of the adjunct faculty member alone. Intellectual materials created by an adjunct faculty member using substantial College resources shall be the property of the College. Substantial College resources are direct costs to the College that include additional secretarial or technical support, or the use of specialized equipment. *KCAEA Contract, Section 3.5*

Acceptable Use of Technology

Board of Trustees Policy Manual, Section 4.17 Use of Information Technology, Facilities & Resources
https://kish.edu/about/leadership/board/policy-manual/_pdfs/ch4/4.17.pdf
All Employees are expected to abide by the terms of the Acceptable Use Policy for campus technology.

Prohibition on Adjunct Faculty Private Tutoring

Board of Trustees Policy Manual, Section 2.06.04 Adjunct Faculty Tutoring
https://kish.edu/about/leadership/board/policy-manual/_pdfs/ch2/2.06.04.pdf
Adjunct faculty may not accept private remuneration from students currently enrolled in their classes for tutoring. Private tutoring for which adjunct faculty receive a fee is not permitted on campus; College equipment may not be used for such private tutoring. Students not enrolled in an adjunct faculty member's class, for which an adjunct faculty member receives a fee for tutoring, are not permitted to be tutored on campus.

Conduct and Appearance

Board of Trustees Policy Manual, Section 2.13.05 Conduct and Appearance
https://kish.edu/about/leadership/board/policy-manual/_pdfs/ch2/2.13.05.pdf
The reputation of Kishwaukee College in the district is reflected by one's attitude toward students, staff and visitors with whom one comes in daily contact. Personal conduct should be in keeping with the highest standards and ideals with which Kishwaukee College is operated. Regardless of the position, it is important to remember that good manners, appropriate dress, and a willing, cooperative attitude are an important part of the job.

An individual's appearance on the job reflects the image of Kishwaukee College. Employees are expected to be neat and well-groomed at all times on the job. Inappropriate or unclean clothing detracts from the College's image and cannot be allowed. Employees should dress in a manner appropriate to their position or job category.

III. Employment Basics

Getting Started

Before beginning your teaching assignment at Kishwaukee College please complete the following steps. Review any outstanding questions with your Mentor. Some of these items or steps may have been part of your hiring process:

- Submit all required paperwork to Human Resources. Once HR has you entered in the system, you will be assigned an employee identification number (Kish ID number). This ID number is required before keys, swipe cards, Photo IDs or other college resources can be requested or accessed.
- Use your KishID number and last name to set-up a password to access the *myKC* portal at https://kish.edu/mykc/index.php
- *myKC* gives you access to a wide variety of information and services through a single web interface. *myKC* is your source for College events and announcements, and your starting point for access to online tools such as email, Brightspace/D2L, and other college tools. Please see https://www.kish.edu/mykc for additional instructions.
- Obtain your Kishwaukee College Photo ID in the Library. Please bring your Kish ID number and another photo ID and Library staff will create your ID/Swipe card,
- Talk to the division office for information on obtaining an instructor copy from the publisher. Please do NOT purchase a copy of textbooks from the bookstore using department funds, unless directed to do so by your division dean.
- Parking is open for Lots A and B, but if you would like to park in the small employee-only lot, please pick up an employee parking tag from the Business Office at no charge.
- The college uses Concourse Syllabus Management software. A member of the Office of Instruction staff will assist with the use of Concourse.
- Campus mail is located in room C1262
- BTE Adjuncts: If you do not have a Bachelor's degree please work with your Dean as they complete a tested experience form for your personnel file.
- Work with your Dean and the Adjunct Administrative Specialist to assure you have access to the shared drives and any accounts you need to order copies or purchase supplies needed within your department. Make sure you know how to use the copy machine and have a copy code.
- Work with your Dean to become oriented to your classroom, media resources within the classroom and classroom safety guidelines. A more detailed orientation can be arranged with Media Services.
- The college will make a laptop available for loan to adjunct faculty during the semester in which the adjunct faculty member is teaching. Please contact the IT department at helpdesk@kish.edu to learn more.

Roles and Responsibilities of Adjunct Faculty

First and foremost, the primary responsibility of adjunct faculty is to provide classroom instruction to support the mission of the college in a variety of formats.

Responsibilities of a Kishwaukee College Adjunct Instructor include:
- Promoting the philosophy, mission, and vision of the College.
- Providing engaging, enthusiastic, and student-centered teaching to community college students.
- Establishing a professional classroom atmosphere that encourages mutual respect and civil engagement.
- Contributing a collegial, collaborative and positive attitude to the college campus.
- Understanding and conveying the essentials of the course discipline that students should master.
- Maintaining high academic standards while demonstrating equitability and fairness.
- Working successfully and productively in a team environment with full-time faculty.
- Performing the necessary duties of an adjunct instructor to ensure quality instruction.

The duties of adjunct faculty are outlined in KCAEA Contract, Section 4.2.

Responsibilities to the Profession
- Provide preparation and instruction in the field of study incorporating current and relevant technology as appropriate.
- Stay current in assigned discipline and teaching methodology.

Responsibilities to the Student
- Distribute syllabus to students on the first day of the class through college course management systems in Brightspace/D2L and/or print copy.
- Evaluate student progress through homework, tests, examinations, or other appropriate methods and provide with timely feedback on student work.
- Maintain communication with students using college provided systems.

Responsibilities to the College
- Learning platforms, email systems, and other technology used to deliver courses must be approved by the college.
- Engage in collecting data for course, program, and institutional level assessment efforts.
- Complete syllabus in Concourse software before the first week of class to assure compliance with Illinois Community College Board Administrative Rules.
- Prompt attendance at each class meeting, appropriate use of the entire class period, and meeting the number of sessions scheduled for the semester.

- Prompt and timely submission of grade-backups, attendance verification roster (AVR), Mid-term certification roster, and other requested and required reports for all courses by college deadlines.
- Submit final grades no later than twenty-four (24) hours after the last day of final exam week.

Compensation & Payroll information

Compensation for classroom teaching, substitute pay, new course development and other assignments are governed by the *KCAEA Contract, Section 11.1-11.15*.

Pay Periods

Per Section 11.10, Adjunct Faculty members will be paid on the fifteenth (15th) and the last working day of each calendar month, except in the month of December, during which salaries shall be paid on the fifteenth (15th) and the last day of the semester. If such regular payday falls on a paid holiday or weekend, the paycheck shall be issued on the preceding workday. The first paycheck for the Fall semester courses beginning no later than September 4th will be on September 15th. The first paycheck for Spring semester courses beginning no later than January 20th will be on January 31st.

Supervision & Performance Review Procedure

To ensure quality and provide feedback the Dean or their designee may observe any adjunct faculty member's class and student feedback may be sought. For further information and procedures on observations and evaluation, please refer to the *KCAEA Contract, Section 9.1-9.3*.

If misconduct is suspected, the employee shall have the opportunity prior to discipline to have a conference with the College. Should discipline become required, the adjunct faculty shall be apprised in writing of the reason(s) for discipline and a copy of the disciplinary notice will be placed in the adjunct employee's personnel file. This process is governed by the *KCAEA Contract, Section 8.1 and 8.2*.

Paid Time Off

Paid time off is available to those who qualify. See *KCAEA Contract, Section 5.1 and 5.2.* If absent, your available leave bank will be reduced according to the contract. If paid leave is exhausted, pay may be reduced.

Job Continuity and Assignments

Board of Trustees Policy Manual, Section 2.06.01 Adjunct Faculty Assignment
https://kish.edu/about/leadership/board/policy-manual/_pdfs/ch2/2.06.01.pdf
Employees covered by a collective bargaining agreement will have this policy administered consistent with their respective agreement. *KCAEA Contract, Section 10.1 and 10.2.*

Mentoring

Based on availability, the college will assign an appropriate mentor for an adjunct upon request of the adjunct.

IV. Classroom Policies & Procedures

Class Roster

It is important to check your class roster(s) not only on the first day of class, but periodically during the first 2-3 weeks of class. If a student does not appear on the roster, the student MUST go to Student Services to resolve the situation. Students may attend class ONLY if they are on the roster. Student registration issues must be solved early in the semester for the benefit of the student and the college.

Add/Drop

<u>Prior to the First Day of Class -</u> Students may add or drop classes from their schedule in person, by fax, by mail or through the *myKC* interface.

<u>After the First Day of Class -</u> Instructor Signature Required

The decision to add students to your class lies with you. Please discuss with the student the consequences of what they have already missed, and be certain that the student can still be successful.

The last day to register will be 5 business days after the 1st day of the class.

Student should:
- Complete the Add/Drop form (ID, date, term name, course, signature)
- Contact instructor in person or through <u>Kishwaukee College student email</u> to request permissions to be added to course. *The instructor is <u>NOT</u> required to allow late enrollment or override seat count.*
- If permission is granted, attach email from instructor granting permission or if in person have instructor sign Registration form.
- **<u>Dated signature/email is valid for three business days.</u>**
- Email instructor permission to onestop@kish.edu or take completed form with authorizations to Student Services (C-2100).

Students must either pay in full, sign up for payment plan, or complete financial aid file.

<u>Administrative Withdrawal -</u> Kishwaukee College reserves the right to administratively withdraw those students who are not actively pursuing course objectives as established by their instructors, or who are in violation of standards of behavior as outlined in Kishwaukee College's Code of Student Conduct and Discipline, or have not paid monies owed to the College. **See the College Catalog for the Code of Student Conduct and**

Discipline. https://www.kish.edu/student-life-student-online-handbook/student-code-conduct

Attendance Verification Roster (AVR) and Mid-Term Certification Roster

Instructors must verify attendance of students on their rosters in myKC Self Service, typically during the second week of classes and at mid-term. You will receive a Kishwaukee College e-mail with instructions at the appropriate times. The verification of student attendance is essential for a number of State and Federal reports that have a direct impact on student financial aid availability, state apportionment to the college, and performance measures by which we, and the Illinois Community College Board, gauge our institutional effectiveness. You must complete these requests by the deadline to keep the college in compliance.

Grades

Kishwaukee College does not post midterm grades.

Kishwaukee College gives only grades of "A, B, C, D, F or I" at the end of the semester. Final grades are posted in myKC Self Service.

Final Grades

- Instructors must input their final class grades through their myKC Self Service account by the assigned deadline. Deadlines for grade submission are posted on myKC on the Academic Calendar page.

- Instructors must also submit to the Division Office grade documentation that justifies the grades given in the course. Documentation is due to the Division Office upon entry of the final grade. Be sure to include your name, course number/section and the semester with your submission.

Incomplete Grade Procedures

All course requirements must be completed by the end date for the course. If there are extenuating circumstances which merit granting a student more time to finish course requirements, an incomplete grade ("I") may be given. To receive an incomplete, an Incomplete Grade Contract Form found on myKC, frequently used forms under Faculty/Instructor Specific Forms must be completed by the instructor. Student's signature on form or email stating student is agreeing to incomplete must be included to process, then approved by the Dean. If the requirements are not completed by the specified date according to the grade contract, the "I" will revert to an "F."

The completed form must be presented to the instructor prior to the instructor's submission of final course grades. The College is not obligated to approve the awarding of an incomplete grade. If the Incomplete Grade Contract Form is approved, the actual deadline for finishing incomplete course requirements will be determined by the instructor. However, an "I" grade must be removed by the date specified on the incomplete grade contract, but no later than

the end of the following semester. Incomplete Grade Contract forms are available from the Division Office.

Change of Grade Policy

Students' grades are considered final when recorded by Student Services. A grade cannot be changed after recording, unless it is an "I" or a grade which resulted from an error in computation or recording. Students in disagreement with their final grade should consult their instructor.

Grade Discrepancy Resolution (Grade Appeal Policy)

Kishwaukee College has both informal and formal procedures to guide grade disputes. Please see the Grading section of the college catalog (Grade Discrepancy Resolution) for a complete outline of these procedures, http://catalog.kish.edu/ It is best practice to save the students' tests and papers that were not returned for at least 45 days in the event of a grade dispute.

Class Meeting Times

Length of Class Hours - Normal class hours are fifty minutes per semester hour credit. This is required by the Illinois Community College Board as well as the Illinois Board of Higher Education. Instructors and Deans are not authorized nor permitted to shorten meeting times. Evening classes for three semester hours credit meeting once a week are usually taught in two seventy-five-minute periods with a fifteen-minute break between. Break location and duration (not to exceed fifteen minutes) remain flexible and at the discretion of the instructor. Some instructors prefer five-to-ten-minute breaks with fifty-minute class sessions.

Final Exams

Unless otherwise determined by the department, the use of the final exam period is at the discretion of the instructor. If a final exam is given, it must be administered according to the schedule published on the College's website. Please do not deviate from this schedule without prior approval from the Division Office.

Campus Closures

Class cancellation due to campus closure will be announced through social medial, the Kish website, and through the RAVE alert system. This system will automatically send notice to all active Kish emails. Be sure cell phone information is up to date in the Kish system, in order to guarantee that you will receive text message alerts. Please go to the following link to confirm contact information: https://www.kish.edu/student-life-student-online-handbook/mass-notification- system.

The College has appointed specific Administrators to monitor severe weather and make closure decisions as necessary for both day and evening hours of operations. If a severe weather or tornado watch is issued, these administrators will monitor the threat. If a tornado warning is issued for the Kishwaukee College vicinity and a shelter in place is required, communication will take place via the building's PA system along with a RAVE Alert.   Remain in the shelter areas until you hear another announcement over the PA system that the severe weather warning has been lifted. A RAVE alert will follow stating that the warning has been lifted.

Student Disability Accommodations

Kishwaukee College complies with applicable laws by providing reasonable accommodations to qualified individuals with disabilities.

The following process is in place at Kishwaukee College for instructors to know if they have a student who is eligible to receive accommodations:

1. It is the student's responsibility to self-identify and provide documentation of their disability to the Disability Services (DS) office.

2. The DS staff and student then work to determine reasonable accommodations. It may be necessary to contact the Instructor to talk about course layout, types of exams, etc. before needed accommodations can be determined.

3. The DS staff sends a Letter of Accommodation via e-mail to each Instructor stating the student's name and approved accommodations at the beginning of the semester (or at the point at which the accommodations are requested).

4. The Instructor is asked to provide the authorized accommodations as long as the accommodations do not alter the fundamental nature of the course or program. Questions or concerns about any accommodations should be directed to the DS office.

5. Students are asked to follow up with their Instructor at the beginning of the semester to begin any needed discussion about how accommodations will be implemented and which accommodations the student will be using in each class.

6. The student, Instructor, and DS staff continue working together throughout the semester to help make the logistics of providing accommodations a smooth process.

Instructors have no legal obligation to provide accommodations if they have not been notified by the Disability Services. A student who is requesting accommodations in this situation should be referred to Disability Services.

If an Instructor has received notification but the student has not said anything, this gets trickier. While students are supposed to follow up with the Instructor, many students are experiencing this process for the first time and may need some patience as they improve these skills. A simple technique is to make a general and anonymous class announcement, as a "reminder," that if students are receiving educational accommodations they need to make sure to speak with you (the Instructor) to work out the details, etc.

Examples of Common Accommodations
Accommodations can be greatly varied and are based on the individual and their documentation. This list includes more commonly utilized accommodations:

- test taking accommodations: extended time, reader, alternate test format, private room for testing, use of word processor, scribe

- note taking accommodations: volunteer note-taker, use of laptop to take notes in class, tape recording class, hard copies of notes/PowerPoints

- assignment accommodations: computer with spell check for written assignments, deadline extensions, use of calculator, large print/braille

- other accommodations: books on tape, adaptive technology, allowance of classroom assistant for personal care, sign language interpreters/CART, use of assistive listening devices, closed captioning, large print/braille, attendance adjustment due to impact of condition

Student Behavior and Code of Conduct

If you need immediate help due to violent acts, erratic/bizarre/inappropriate behavior occurring "right now" , call "911" or dial extension 9529 for the on campus Dekalb County Sheriff's Office.

Students at Kishwaukee College are expected to demonstrate the college values of Integrity, Honesty, and Respect. These values are important to the learning environment and should guide the conduct of everyone in the College community, in and out of the classroom setting.

Faculty who encounter disrespectful student behavior or disruptive conduct may take the following intermediate steps before or in lieu of initiating a conduct complaint.

1. Ask the student to leave the class during the period in which unacceptable behavior is exhibited and contact your Dean via e-mail with the particulars.

2. Ask the student to see you after class at a time agreed upon by both of you to discuss classroom decorum.
3. If the student fails to appear for the appointment or if behavior is not improved, contact the student's Academic Advisor, or ask the Director of Student Success to meet with the student. You may request to be present at this meeting.
4. Use the College's Student of Concern Form to report your observation or concern for a student exhibiting academic difficulty, excessive absences from class, financial issues, injury/illness, personal wellness, unusual behavior or other issues requiring attention. Kishwaukee College is committed to maintaining a safe campus environment for all members of the college community. The College will respond to reports of students displaying signs of behavioral or emotional distress.

Please use the Student of Concern form to report all instances of:
- Violent acts (threats, assaults, etc.)
- Erratic/bizarre/inappropriate behavior
- Disturbing writings or drawings
- Observed behavioral changes over a period of time
- Thoughts or gestures of self-harm
- Drug or alcohol abuse.

In addition, the College's Student Code of Conduct prohibits certain behaviors and activities which interfere with the orderly operation of the College and the pursuit of its educational mission and vision. The college provides reporting tools for students, faculty and staff to submit an official report of violations of the code of conduct that took place on or off campus involving Kishwaukee students.

The Academic Dishonesty Form is used report incidents of cheating, plagiarism or other academic misconduct as identified in the Student Code of Conduct. Allegations of sexual Misconduct, harassment or other college policies can be reported through the Sexual Misconduct, Title IX, Harassment Report

For definitions and additional information view the Prohibiting Sex-Based Misconduct or the Title IX page.

V. Pedagogical Expectations

Syllabus Preparation

Kishwaukee College utilizes Concourse Syllabus Management Software for syllabi. Faculty are required to complete a syllabus for each course each term prior to the first day of class. Concourse provides a template for the syllabus. Faculty should at minimum update the following sections: section meeting information, faculty contact information, tentative course schedule, student grading/assessment/and evaluation, and course policies regarding class attendance, active pursuit, and make-up. Students have access to view the Concourse Syllabus in the course D2L shell.

Office Hours

Although not required, we encourage you to make yourself available before and/or after class to meet with students. You may be approached by students seeking advice on course material or career choices. Please engage students and share your relevant knowledge and expertise and refer student to available Kishwaukee College resources such as Advisors and Counselors and Faculty Advisors.

Student Attendance

Since the College is required to certify student attendance through mid-term in order to claim apportionment funding from the State, faculty members should maintain a record of student attendance in their official grade book. Faculty members may establish their own student attendance rules for the classes they teach. However, these attendance rules should be clearly stated in each course syllabus.

VI. Performance Expectations

Use of Equipment & Facilities

Office Space: The College provides shared office space for adjunct employees. Computers, telephones and meeting spaces are available in the Instructional Commons, B2336 to B2337. Additionally, lockers and offices are located in several wings of the college. Please refer to the map in Appendix C for the additional office locations. Adjunct faculty wishing to access these offices should contact the adjunct administrative specialist in the Office of Instruction to receive swipe card access for the semester.

Phones: You must dial 8 to get an outside line; however, you may dial 911 without any prefix. Dialing 0 will connect you to the main menu of phone system. Listen to the prompts to connect to the appropriate area.

Classroom Usage: Classroom doors are typically set to be locked and closed. To gain access use your ID Swipe card. If you encounter a room that is locked and you need to gain access, please visit Office of Instruction at B1301 or dial 9700. When you leave the classroom, please close the classroom door for the next class instructor to swipe entry.

Equipment: Each adjunct employee shall have access to departmental copying, transparency, and Scantron equipment. Equipment is available in the Office of Instruction mailroom, the Health Education office and the Instructional Commons.

Reporting problems with facilities: Any emergency facility problems should be reported to the Campus Operations Department Ext. 9380. Other facility issues such as bulb

replacements or broken chairs, can be reported to your Division Administrative Assistant to create a maintenance work order. IT equipment problems can be reported to IT on the myKC Helpdesk form http://helpdesk.kish.edu or by calling x9888.

Please help us keep our facilities clean and in good repair. Please return classroom furniture, whiteboards etc. to their original state after your class finishes each day. Be sure to turn off media equipment before you leave the room. Please do not move any items to another classroom.

Printing and Mail Service

Online Printing Services through PaperCut - Use the printing account number provided by your division office or mentor to place your copy center work order. From your myKC portal under Printing Services click on Printing and Mail Services Workorder Requests. The digital request is the preferred method.

Paper requests can be made by filling out the paper form found in your division mailroom on the shelf and submitting in a blue folder.

Walkup service is available and is handled on a case-by-case, first-come first-serve basis at Printing Services inside the Bookstore.

All completed copies will be delivered through intercampus mail delivery at the regularly scheduled times throughout the day or can be picked up at Printing Services inside the Bookstore.

E-mail

To ensure FERPA compliance, Kishwaukee College e-mail accounts must be used whenever communicating with students or any of the College's offices. You can access your Kishwaukee e-mail account through *myKC*. Only accept and correspond with students through their Kishwaukee College student e-mail account.

Technical Support

To reach the help desk for technical support with campus computers or classroom technology, pick up any campus phone and dial ext. 9888 or submit a help desk ticket https://kish.edu/student-services/additional-services/technology-assistance.php

Confidentiality of Student Records

Student records are to be kept confidential. To ensure FERPA compliance, no enrollment, grade or attendance information can be given out to anyone (including, but

not limited to parents, spouses, or children) without written permission from the student. Avoid sending emails with information that students can obtain through Brightspace/D2L or myKC. Do not post students' social security numbers, telephone numbers, addresses, etc. and shred any documents with students' personal information printed on them. See your Division Dean for the location of confidential paper disposal.

Faculty Attendance

If you will be absent, please follow the absence procedure outlined in *KCAEA Contract, Section 4.4*. The Office of Instruction must be notified at least one day before the class absence, except in cases of emergency. Faculty must notify the Office of instruction by email at officeofinstruction@kish.edu if they are sick or otherwise unable to teach class. A leave request form must be completed upon return to campus.

Faculty must obtain approval of the Office of Instruction before sending a substitute to teach a class.

Emergency Procedures

An emergency information guide is posted next to the telephone in each classroom. As classroom leader, you are expected to know how to lead your class in case of Fire, Tornado, General Evacuation or Shelter in Place emergency scenarios. Please read the instructions in the guide and review them with your students on the first day of class.

EMERGENCY CALL BOXES AND PHONES (Dial 911)
- In an emergency, **911** can be dialed from any phone. Yellow signs are posted in all rooms identifying room numbers and closest access door.
- Emergency phones are also located in all campus wings.

SECURITY ESCORTS (Dial 0)
To receive an escort from anywhere on campus to your vehicle staff, students and visitors may dial extension 9529 from any phone. If there is a cadet available, they will escort you, if not the Sheriff's Department will escort you to your vehicle.

CADET CORPS (Dial 9431)
Under supervision of the Director of Campus Safety and Security, Cadets perform a variety of duties to assist the college in meeting its goal of providing a safe learning environment. The Cadet Corps Program features a variety of ***non-hazardous support duties*** that provide service to the college community including, but not limited to, the following:
- Responding to various calls for assistance of a non-criminal nature.
- Assisting on medical aid calls.
- Providing security and crowd control for sporting or special events.
- Controlling the flow of traffic before, during, and after special events.

- Providing direct services such as battery jumps, escorts to vehicles at night, message deliveries
- Unlocking and locking of doors
- Reporting potential safety hazards.
- Patrolling campus by vehicle or on foot.
- Assisting the DeKalb County Sheriff's department with parking enforcement.
- Other duties or related tasks as assigned.

TIMELY NOTIFICATION/SPECIAL ALERTS

If circumstances warrant, special alerts are distributed throughout campus to students, staff and visitors through various means which may include the college website, the campus Public Address System, Fire Alarm System or through campus phones, text alerts, Facebook, Twitter, the outgoing message on the college main phone line and local radio stations.

VII. Faculty Development Resources and Opportunities

Teaching & Learning Innovation Center B-2332

The Teaching & Learning Innovation Center is a place for faculty to gather for professional development and collegiality. For more information visit
https://guides.kish.edu/tlc/innovation-center

Student Feedback

Student feedbacks will be conducted in classes upon request of a faculty member or as scheduled by a Dean or their designee. These surveys are intended to give important information to the instructor and Dean. Feedbacks are administered between the 13th and 15th week of class. Students will receive an email from the Office of Instruction with information on the feedback. (See Appendix A)

Classroom Observation

To ensure quality and provide feedback, any faculty member's class may be observed at the discretion of the Dean or their designee. The Dean will schedule classroom observations periodically. (See Appendix B)

Professional Development

As outlined in the *KCAEA Contract* Section 11.14, professional development activities on topics directly related to the adjunct's teaching assignment may be eligible for reimbursement. Professional development activities must be specific to the adjunct employee's assignment at the college.

Pre-approval must be requested prior to incurring any expenses. Reimbursement of expenses incurred between the initial request to the Dean and receipt of final approval will be at the discretion of the Dean or his/her designee.

Each adjunct faculty member is limited to a maximum four-hundred dollar ($400) reimbursement amount. Reimbursement shall be subject to Board policy and where applicable shall have pre-approval by the Dean (or his/her designee). The annual maximum professional development reimbursement budget for all adjunct faculty will not exceed thirty-six hundred ($3,600) dollars.

Full-Time Faculty Vacancies
Open positions for full-time faculty can be found at: https://kish.peopleadmin.com/

To sign up for job alerts, create an Interest Card by click the "Job Alerts" bar and providing the required information (email, first name, last name). Next, select the category of interest and click "Subscribe".

Emails regarding job postings from the categories selected will be sent as they are posted.

To unsubscribe, enter the personal information and click "Unsubscribe."

VIII. Benefits Available
Please review benefits located in the *Kishwaukee College Board of Trustees Policy Manual, Section 2.06.02*

Wellness Benefits Available:
- Free use of the Wellness Center: https://kish.edu/student-life/health-wellness/fitness-wellness-center.php
- Employee Assistance Program (EAP): https://mykc.kish.edu/collegeareas/hr/Pages/Employee-Assistance-Program.aspx

IX. Tuition Waivers
As outlined in the *KCAEA Contract* Section 11.11, any adjunct faculty member is eligible for the tuition waiver benefit if they have taught at least three semesters at the College and are scheduled to teach a minimum of three credit hours per semester. The tuition waiver is also available for an adjunct faculty member's spouse and dependent children under age twenty-five (25).

Guidelines/Limitations:
- 100% tuition reduction: does not include course fees.

- Tuition waivers are available for classes that are approved for State credit hour funding; non-credit classes are not eligible for tuition waiver.
- No more than three credit hours per semester are available for tuition waiver.
- Waivers are available only when the adjunct faculty member is teaching for the College.
- If an adjunct faculty member teaches in the Fall semester, this tuition waiver may be used for a course in either the Fall semester, the Spring semester, or one of the Summer sessions of the academic year in which the Fall semester occurs. If an adjunct faculty member teaches in the Spring semester, this tuition waiver may be used for a course in either the Spring semester or one of the Summer sessions of the academic year in which the Spring semester occurs. If an adjunct faculty member teaches in a Summer session, this tuition waiver may be used for a course in one of the Summer sessions of the academic year in which the Summer session occurs.
- Tuition waivers not used in the academic year cannot be carried over to future academic years.
- If the adjunct teaching assignment is cancelled no earlier than two weeks prior to the start of the semester, the adjunct faculty member may use tuition waiver for that semester only.

X. Guide to Campus Resource Organizations

Disability Services

Disability Services is located in C-1210. Please contact them at x2931 or e-mail them at ds@kish.edu. More information can be found on the website at: https://www.kish.edu/services/disability-services

Custodial

Dial extension 9468 to reach the Custodial Supervisor. Provide the specified location what service is required.

Classroom Technology

The Information Technology division is a service area that provides access to technology and related services in a secure and reliable environment that empowers users to enhance lives and fulfill the dreams of Kishwaukee College Learners.

For information on how to use classroom technology, please see the Classroom Technology section on the Faculty Information Tab on *myKC*. https://mykc.kish.edu/employeeresources/facultyinfo/classroomtechnology/Pages/default.aspx

To report malfunctioning classroom technology, please call the IT Help Desk at X9888.

Media Services also a part of Information Technology supports and facilitates the application of media technology and non- print media resources to support and enhance teaching, learning, and administrative services, as well as other campus activities and events. Media Services provides training in the College's learning management system, Brightspace/D2L. Media Services also provides faculty, students, and staff with a variety of technology resources, equipment and services to the campus community. Classroom "clicker" response technology and laptops may be reserved for classroom lab use.

More information is located on the Kishwaukee College website: https://kish.edu/student-services/additional-services/technology-assistance.php

Library
One of your most valued items will be your College ID or Library Community Card. With it you will gain access to the world's libraries and databases. Library Services will be your go-to source for research materials, books and publications. With over 45,000 print titles, 90,000 eBooks and 8,000 full text periodical titles available online, Library Services is a resource to be treasured. Visit the library website at: https://kish.edu/student-services/library/

myKC >Employee Resources > Faculty Information >Library Resources for Faculty https://mykc.kish.edu/employeeresources/facultyinfo/librarysupport/Pages/default.aspx

Testing
Testing Services provides secure and professional academic testing for Kishwaukee College students and community residents while adhering to all standards set forth by the "NCTA Professional Guidelines and Standards." Proctored testing is a service offered to faculty to support students who have been absent and need to make-up an exam or need accommodations. More information can be found on *myKC* Testing Services tab in the Faculty Information section.
 https://kish.edu/student-services/additional-services/testing-services/

Tutoring
Tutoring Services provides individual and small group tutoring assistance for a variety of subjects. This service is available on a walk-in basis and is free to all Kishwaukee College students. One-on-one assistance in study skills is also available. Tutoring is available when classes are in session and schedules are available in the Tutoring Services Center and on *myKC*.
https://kish.edu/student-services/tutoring-services/index.php

Career Center

The Career Center offers comprehensive services to students, alumni and community members looking for employment. More information is available in the Student Resources section of *myKC.*
https://mykc.kish.edu/collegeareas/vpi/careercenter/Pages/default.aspx

Academic Advisors/Counselors

Students are provided with assigned Academic Advisors/Counselors to help them achieve goals and gain the most from the college experience. The Academic Advisors assist students with academic planning, transfer planning and career planning. The Counselors assist students with academic planning, transfer planning, career planning and personal counseling. Information can be found on the website at:
https://kish.edu/student-life/health-wellness/personal-counseling.php

Talkspace

To prioritize the well-being of our students, Kishwaukee College provides online therapy through the digital mental health service Talkspace. Talkspace offers free, confidential therapy to all full-time and part-time Kish students.

Public Transportation

Kishwaukee College in cooperation with Voluntary Action Center of DeKalb (TransVac) and Lee-Ogle Transportation System (LOTS) provides limited bus transportation between the College and DeKalb and the College and Rochelle. Information can be found on the website at: https://kish.edu/student-services/additional-services/public-transportation.php

Bookstore

Kishwaukee College Bookstore is a full-service store offering required and optional textbooks for your classes, as well as a great variety of merchandise at competitive prices. The bookstore offers used books whenever possible, great prices for your books during our school buyback at the end of each term, and a textbook rental program, among other services.

TRIO Student Support services

Student Support Services (SSS) is a program that is federally funded through the United States Department of Education. Student Support Services is one of eight TRIO programs designed to promote academic success. Kishwaukee's Student Support Services program offers a variety of resources and services to help participants overcome barriers and have a successful college experience.

Currently being revised

Feedback Questions

For the questions below please use the following scale:

A.) Strongly Agree, B.) Agree, C.) Neither agree nor disagree, D.) Disagree, E.) Strongly disagree

1. The course policies, requirements and grading procedures in the syllabus were followed.
2. Course projects increased my understanding of concepts and principles.
3. Lecture materials, reading assignments, projects and exams were consistent with the syllabus and each other.
4. Assignment requirements were clearly explained.
5. The pace of the course was appropriate for the content to be learned.
6. The class met as scheduled and for the entire class period.
7. Class time was used effectively by the instructor.
8. The textbook for this class was used appropriately by the instructor.
9. The textbook for this class contributed to my understanding of this course and its subject matter.
10. I was satisfied with the course content.
11. I would recommend this course to a friend regardless of the instructor.
12. Tests and quizzes in the course were valuable learning experiences.
13. I would recommend this instructor to a friend.
14. The instructor came well prepared to class.
15. The majority of instruction focused on the most important topics.
16. The instructor did a good job of relating the course topics to one another.
17. The instructor was interested in how well students were learning.
18. The instructor provided adequate feedback which guided my progress in this course.
19. I always knew what my grade was in this course.
20. The instructor was prompt in returning tests and papers.
21. The instructor displayed enthusiasm when teaching.
22. The instructor set high academic standards for this course.
23. The instructor challenged me to learn.
24. Concepts were presented in a manner that helped me learn.
25. The instructor effectively managed the learning environment, student conduct and discipline.
26. Mutual respect was a concept practiced in this course.
27. The instructor was available for help outside of class.
28. The instructor treated students fairly.
29. This course required approximately_____hours of work per week outside of class.

      A.) <1   B.) 1-3   C.) 3-5   D.) 5-7   E.) 7+

Classroom Observation

Checklist Key
Y= Well Done
X = Need Improvement
NA = Not Applicable

Instructor	Class	Date of

Observed by:

Classroom Observation

	Planning (Prior to Class)	Comments
	1. Identifies instructional objectives	
	2. Lesson planning illustrates consistency with objectives	
	3. Organizes materials in an appropriate manner	
	4. Uses syllabus in teaching or references syllabus	
	5. Written notes prepared for class	
	6. Handouts or resources given to class	
	7. Evaluated assignments returned to class	
Other		
Planning General Comments		

	Human Relations	Comments
	1. Exhibits positive verbal & nonverbal influences on students	
	2. Shows respect of students	
	3. Used effective patterns of communication	
	4. Accepts and supports ideas of students and colleagues	
	5. Manner is relaxed, cheerful, and pleasant	
	6. Moves among students and confers individually	
	7. Communicates objectives and their importance to students	
	8. Frees students from embarrassment, tension, or feelings of insecurity	

	Human Relations	Comments
	9. In class early and available for students	
	10. Knows student names	
	11. Acknowledged, accepted, supported and/or clarified other's ideas	
	12. Provides out-of-class help for individual students	
	Other	
Human Relations General Comments		

	Classroom Management	Comments
	1. Started class on time and used time appropriately	
	2. There is evidence of student work	
	3. Students are observed to be secure, cared about and accepted	
	4. Demonstrates a continuous awareness of students' activities	
	5. Establishes a classroom climate that promotes individual achievement	
	6. Attempts to establish and maintain respect between self and students	
	7. Control is evident	
	8. Selects appropriate evaluation techniques	
	9. Assignment made to students	
	Other	
Classroom Mgmt General Comments		

	Knowledge	Comments
	1. Demonstrates thorough knowledge of the content area	
	2. Works to improve instructional effectiveness	

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		Comments
	3. Endeavors to keep knowledge current	
	4. Uses language of instruction and subject area correctly	
	5. Uses a variety of subject resources	
	6. Uses resources in teaching	
	7. Answered questions thoroughly	
	8. Gave more than one example of major concepts	
	9. Emphasized ways to solve problems (process) and not just the Solution	
	10. Showed application and relationship of theory to practice	
	11. Used "real world" examples that students easily related to	
	Other	
Knowledge: General Comments		

Instructional Skills – Presentation of Material		Comments
	1. uses words and content appropriate for the course and students	
	2. Reference to reading assignment	
	3. Provides information in a clear and concise manner	
	4. Phrases questions so that students may respond	
	5. Classroom is an alive and vital place to learn	
	6. Paces activities according to the needs of students	
	7. Summarized main points periodically	
	8. Provides students with in-class feedback	

	Instructional Skills	Comments
	9. Uses a variety of presentation techniques	
	10. Transitioned effectively to new topics/ideas	
	11. Flexible with presentation, allowing for diverse discussion if appropriate	
	12. Involves students in experiences & activities designed to develop skill and stimulate thought	
	13. Provides opportunities for questioning	
	14. A variety of questioning techniques are used (i.e. direct, general, probing, etc)	
	15. Used informal assessment to assure students understand concepts	
	16. Encourages students to go beyond the textbook in seeking information	
	17. Demonstrated variety of movement, speech, and gestures	
	18. Makes students aware of expectations	
	19. Involves students in learning	
	Other	

Instructional Skills – Presentation General Comments

Instructional Skills – Organization of Material	Comments
1. Uses appropriate materials for instruction	
2. Uses strategies to involve students in higher levels of thinking	
3. Uses and builds upon student interest and prior knowledge	
4. Allows for interaction among students	
5. Implements instruction that is consistent with syllabus	

	6. Links subject matter with student needs and interests	
	7. Uses instructional methods which provides for a variety of learning styles	
	Other	

Instructional Skills – Organization General Comments

Other Professional Responsibilities	Comments
1. Does the instructor keep current on developments in the field of study?	
2. Does the instructor exhibit a positive working relationship with colleagues, the administration, support staff, and other professional staff?	
3. Does the instructor follow procedures and time guidelines required by the division offices or college for such documentation as syllabus, certified class lists, grade input sheets, scheduling, etc.?	
4. Did the instructor adequately prepare and return in a timely manner, the required paperwork for this evaluation process?	

Instructor signature acknowledges receipt of this evaluation. The signature does not imply agreement or disagreement with the contents of this evaluation.	
Instructor signature:	Date:
Observer signature:	Date:
Vice President of Instruction signature:	Date:

Optional Comments from the Instructor:

Classroom Observation: Online Course Section

The Seven Principles for Good Practice in Undergraduate Education

1. Encourages contact between students and faculty
2. Develops reciprocity and cooperation among students
3. Encourages active learning
4. Gives prompt feedback
5. Emphasizes time on task
6. Communicates high expectations
7. Respects diverse talents and ways of learning

Chickering, A., & Gamson, Z. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin (39)*7.

Background

Arthur Chickering and Zelda Gamson's "Seven Principles for Good Practice in Undergraduate Education" have been widely used to guide and improve college teaching.

The Seven Principles provide a useful framework to evaluate the effectiveness of online teaching and learning. This observation form adapts the Seven Principles to facilitate the observation of online courses. Each principle is described in detail, including evidence of how a principle may be met. Examples of evidence to look for and resources for additional information are also included.

As the College holds Quality Matters standards to be the technical standards of excellence for online teaching, Chickering and Gamson's principles are mapped to Quality Matters standards within this form.

Instructor	Course

Modality				
Asynchronous		Synchronous		

Date of Observation	Name and Title of Observer

Principle 1: Good practice encourages contact between students and faculty.	Feedback for Instructor
Frequent and timely student-faculty contact is an important factor in student motivation and involvement, particularly in an online environment. Evidence of faculty concern helps students get through challenging situations and inspires them to persevere. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans. **Look for examples of the following:** • Instructions make clear how to get started and where to find various course components and contact the instructor (QM 1.1). • Learners are introduced to the purpose and structure of the course (QM 1.2). • The self-introduction by the instructor is professional (QM 1.8) and may include a narrated "welcome message" or "tour" course overview that encourages student-to-instructor contact for course-related discussions or concerns	Evidence Found: Strengths: Areas for Improvement:

• The instructor encourages and fosters a healthy exchange of ideas and sharing of experiences among course participants • The instructor initiates contact with or responds to students on a regular basis in order to establish a consistent online presence in the course and prior notice is given to students in the event that the instructor will be unavailable. • A prominent announcement area is used to communicate important up-to-date course information to students such as reminders of impending assignment due dates, scheduled absences, etc. • Online or F2F Office Hours are provided (FT only) • Student inquiries are responded to in a timely manner **Where to look:** • Course syllabus • Discussion forums • Posted announcements • Gradebook	

Principle 2: Good practice develops reciprocity and cooperation among students.	Feedback for Instructor

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.
 	
Look for examples of the following:
• Regular opportunities for students to engage in one or more of the following activities:
   o Formal and/or informal discussions of course topics
   o Collaborative course assignments
   o Study groups
• Learners are asked to introduce themselves to the class with an "Introduce Yourself or Meet your Classmates" type of activity at the beginning of the course so students can begin to
	Evidence Found:
	
	Strengths:
	
	Areas for Improvement:

make personal connections (QM 1.9)
- Group assignments that follow the basic tenants of cooperative learning in order to avoid the common pitfalls of "group work"
- Criteria for "good" participation for online discussions and other communication expectations via email and other forms of interaction are clearly stated (QM 1.3).
- Modeling of good discussion participation practices by the instructor
- Discussion prompts that help to guide and elicit student participation in class discussion activities
- Instructor facilitation of class discussions by encouraging, probing, questioning, summarizing, etc.

Where to look:
- Assignment submission form
- Course syllabus
- Discussion forums
- Instructional materials/Assignment instructions

Principle 3: Good practice encourages active learning.	Feedback for Instructor

Active learning methods engage students in the learning process by encouraging them to discover, process, and apply information. Empirical support for the positive impact of active learning on student achievement is extensive.
 	
 Look for examples of the following:
 • Student activities that involve one or more of the following:
     o Active use of writing, speaking, and other forms of self-expression
     o Opportunity for information gathering, synthesis, and analysis in solving problems
     o Engagement in collaborative learning activities
     o Examples of student work where they think, talk, or write about their learning
     o Reflect, relate, organize, apply, synthesize, or evaluate information
	Evidence Found:
	
	 Strengths:
	
	 Areas for Improvement:

o Perform research, lab or studio work, projects or physical activities
- The instructional materials (QM 4.1), learning activities (QM 5.1), and tools (QM 6.1) used in the course contribute to the achievement of the stated learning objectives or competencies.
- The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials (QM 4.3)
- The instructional materials represent up-to-date theory and practice in the discipline (QM 4.4).
- A variety of instructional materials is used in the course (QM 4.5).
- Both the learning activities and course tools promote learner engagement and opportunities for interaction that support active learning (QM 5.2, QM 6.2).
- The requirements for learner interaction are clearly stated (QM 5.4).
- A variety of technology is used in the course (QM 6.3).
- The course information provides learners with information on protecting their data and privacy online (QM 6.4).

Where to look:
- Assignment submission form
- Course syllabus
- Discussion forums
- Instructional materials
- Reflection journals & Assignments

Principle 4: Good practice gives prompt feedback.	Feedback for Instructor
Instructors help students by frequently assessing their knowledge and competence and providing them with opportunities to perform, receive meaningful suggestions, and reflect on their learning. **Look for examples of the following:** ● The course grading policy is stated clearly and information about course feedback methods and standards on the course syllabus (QM 3.2)	Evidence Found:

● Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained. (QM 3.3) ● The course provides learners with multiple opportunities to track their learning progress with timely feedback (QM 3.5) and the faculty provides an up-to-date, student-accessible course gradebook ● The instructor's plan and expectations of themselves for interacting with learners during the course is clearly stated (QM 5.3). ● The assessments, assignments and activities used measure the achievement of the stated learning objectives or competencies. (QM 3.1) ● Options (or requirement) for students to submit drafts of assignments for instructor feedback ● Meaningful feedback on student assignments that is provided within a publicized and reasonable timeframe ● Assignment feedback that is clear, positive, specific, and focused on observable behavior that can be changed ● An open discussion forum where students can ask questions and receive instructor feedback about course content and activities ● Student surveys that provide the instructor with feedback for course improvement ● Faculty member showcases exemplar examples of the expected work from previous student assignments and discussions. The faculty gains permission from previous students in order to showcase their work. **Where to look:** ● Assignment submissions form ● Course syllabus ● Course gradebook ● Discussion forums ● Graded feedback and/or rubrics ● Instructional materials/Assignment directions ● Survey instruments	Strengths: Areas for Improvement:

Principle 5: Good education emphasizes time on task.	Feedback for Instructor

The frequency and duration of study, as well as effective time management skills, are critical for students and professionals alike. Students need help in learning to manage and prioritize their study time.
 	
Look for examples of the following:
 	
• Course learning objectives (CSLOs) are stated clearly on the syllabus and are prominently located in the course (QM 2.1, 2.3).
• A course schedule that outlines topics to be covered and assignment due dates so students can plan their workload accordingly.
• The learning objectives for topical modules are shared, describe outcomes that are measurable and consistent with the course-level objectives and competencies, and are suited to the level of the course (QM 2.2, 2.5)
• Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided (QM 1.4).
• Time-to-completion information on course assignments (e.g., "This assignment should take you approximately 2 hours to complete")
• Course-specific study tips that provide students with strategies for utilizing their time well
• Campus-based resources are readily available to the students
    o Faculty articulate, refer, or link students to the technical support offered and how to obtain it (QM 7.1).
    o Faculty articulate, refer, or link students the institution's accessibility policies and services (QM 7.2).
    o Faculty articulate, refer, or link students to the institution's academic support services and resources that can help learners succeed in the course (QM 7.3).
    o Faculty articulate, refer, or link students to the institution's student services and financial resources that can help learners succeed (QM 7.4).
	Evidence Found:
	
	Strengths:
	
	Areas for Improvement:

- Assignment feedback that provides students with information on where to focus their studies

- Assignment due dates and timeframes that take into account the nature of the target audience

Where to look:
- Assignment submission form
- Course Navigation Menu
- Course syllabus that includes all of the required sections using Concourse syllabus template.
- Evaluation tools in D2L
- Instructional materials/Assignment directions

Principle 6: Good practice communicates high expectations.	Feedback for Instructor
Effective instructors have high, but reasonable, expectations for their students. They clearly communicate those expectations and provide support to their students in their efforts to meet those expectations. **Look for examples of the following:** ● Communication of the skills and knowledge every student needs to have in order to be successful in the course. Minimum technology requirements, computer skills and digital literacy skills expected, and expectations for prerequisite knowledge in the discipline and/or any required competencies for the course are clearly stated. Information on how to obtain the technologies, or missing skills is provided (QM 1.5, 1.6, 1.7) ● The relationship between learning objectives or competencies and learning activities is clearly stated (QM 2.4), ● The relationship between the use of instructional materials in the course and completing learning activities is clearly explained (QM 4.2). ● Feedback provided to students through written explanations or narrated screencasts that provide detailed feedback on assignments and other course activities ● Motivation and encouragement that inspires students to move past the easy answers to more complex solutions	Evidence Found: Strengths: Areas for Improvement:

- Routine use of critical and probing questions when communicating with students about course assignments and activities - Examples of high and low quality work, along with a discussion of the differences between these - Examples of student work that demonstrate advancement toward learning goals **Where to look:** - Assignment submission form/Rubrics attached to assignments - Course syllabus - Instructional materials/Assignment directions	

Principle 7: Good practice respects diverse talents and ways of learning.	Feedback for Instructor
People bring different talents and styles of learning to the learning environment. Some bring a wealth of relevant experience to a course, while others may be new to the topic at hand. Likewise, students who are strong in a discussion situation may be less adept at lab or studio work. Students need the opportunity to demonstrate their talents and to "personalize" their learning so that it is relevant to them. It is also important to give students opportunities to learn in ways that may be less comfortable in order to improve their learning skills. **Look for examples of the following:** - Assessments used are both formative and summative, sequenced, varied, and suited to the level of the course (QM 3.4) - Alternative assignment options that allow students to demonstrate their progress in a manner that is best conducive to their talents (Examples: podcast, website, or other technology allowed as learning evidence instead of a written paper) - Supplemental online materials are provided to students who lack prerequisite knowledge or who would benefit from having content	Evidence Found: Strengths: Areas for Improvement:

- presented in an alternative manner
- Timely, corrective feedback for online activities
- A positive online climate where students are encouraged to seek assistance with course content and learning activities if needed
- Course design, navigation and use of multimedia facilitate ease of use and readability (QM 8.1, 8.2, 8.5)
- The course provides accessible text and images (in files, documents, web links) to meet the needs of diverse learners including the presence of accessible elements such as alt-tags, transcripts for audio content, images properly sized, clear audio when used, no-broken links, selectable & searchable PDFs (not image scans), color alone not used to convey meaning (QM 8.3).

- The faculty member can provide alternative means of access to multimedia content in formats that meet the needs of diverse learners as needed (QM 8.4).

- If vendor-provided services or tools are used as part of the course content, vendor accessibility statements are reviewed and provided for all technologies required in the course (QM 8.6).

Where to look:
- Assignment submission form
- Course syllabus
- Discussion forums
- Instructional materials/Assignment directions
- Consistent layout or patterns within units

Summary	Agree/Disagree	Comments
Principle 1: Encourages contact between students and faculty	Frequently Applied ☐ Occasionally Applied ☐ Undeveloped ☐	

Principle 2: Develops reciprocity and cooperation among students	Frequently Applied ☐ Occasionally Applied ☐ Undeveloped ☐	
Principle 3: Encourages active learning	Frequently Applied ☐ Occasionally Applied ☐ Undeveloped ☐	
Principle 4: Gives prompt feedback	Frequently Applied ☐ Occasionally Applied ☐ Undeveloped ☐	
Principle 5: Emphasizes time on task	Frequently Applied ☐ Occasionally Applied ☐ Undeveloped ☐	
Principle 6: Communicates high expectations	Frequently Applied ☐ Occasionally Applied ☐ Undeveloped ☐	
Principle 7: Respects diverse talents and ways of learning	Frequently Applied ☐ Occasionally Applied ☐ Undeveloped ☐	

Other Professional Responsibilities	Comments
The instructor keeps current on developments in the field of study.	

The instructor exhibits a positive working relationship with colleagues, the administration, support staff, and other professional staff.	
The instructor attends and participates in college related activities such as faculty meetings, division meeting and college committees.	
The instructor follows procedures and time guidelines required by the division offices or college for such documentation as syllabus, certified class lists, grade input sheets, scheduling, etc.	
The instructor posts and maintains required office hours	
The instructor adequately prepared and returned in a timely manner, the required paperwork for this evaluation process.	

Tenure	
If applicable, is the instructor moving successfully towards tenure?	Yes____ No____ NA ☐
If no, what steps or actions are needed to be taken by this instructor to reach tenure?	

Signatures: (Instructor signature acknowledges receipt of this evaluation. The signature does not imply agreement or disagreement with the contents of this evaluation.)	
Instructor signature	Date
Observer signature	Date
Vice-President of Instruction signature	Date

Optional Comments from the Instructor:

Appendix D – Office and Storage Map
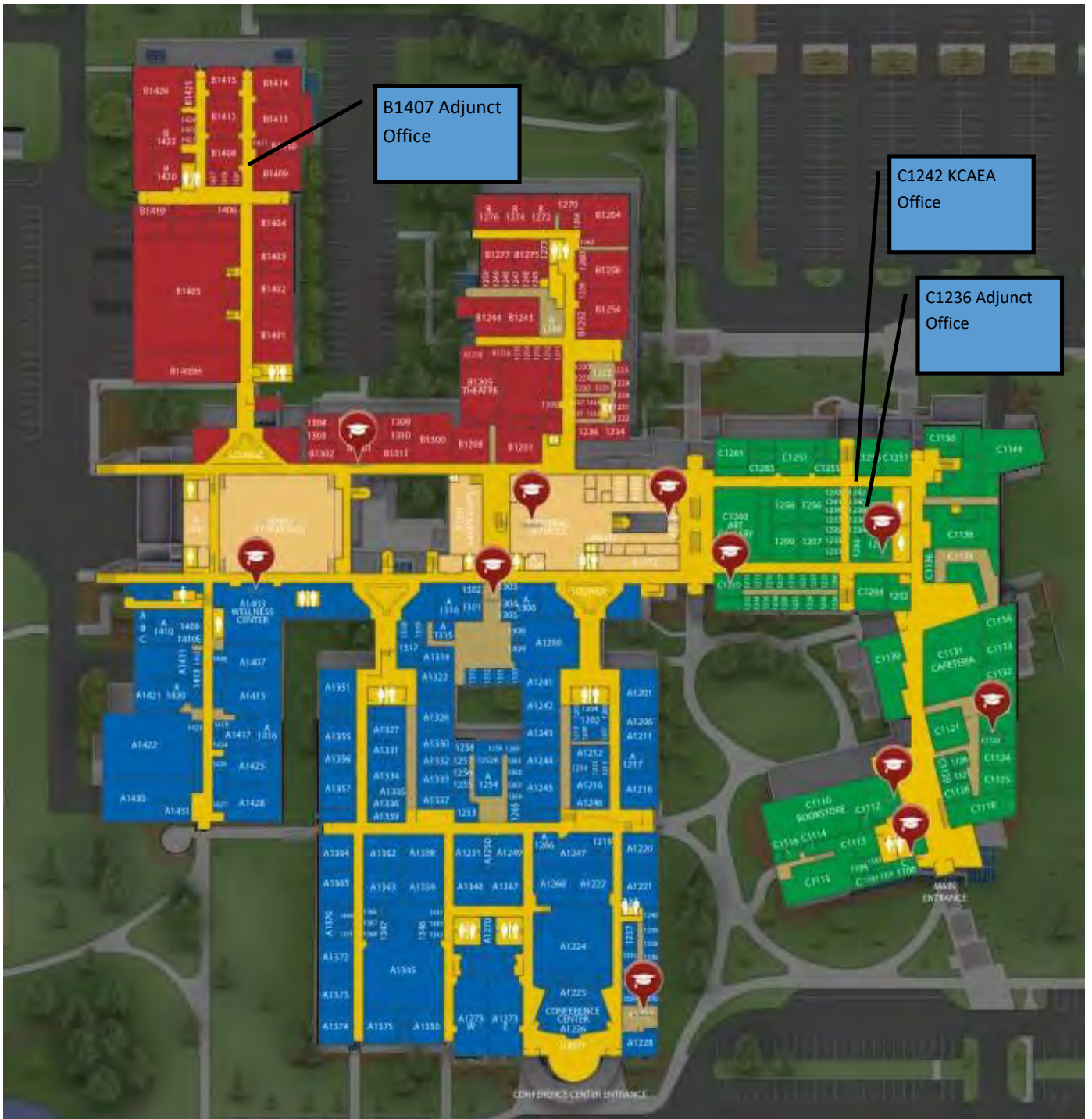
Office Details:

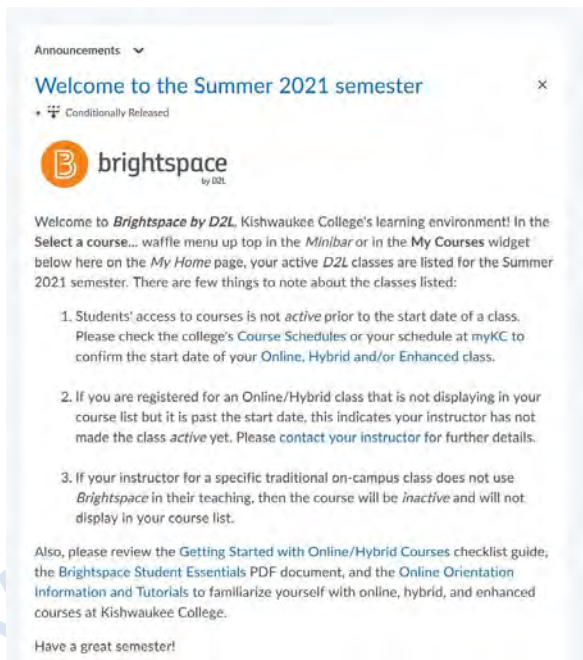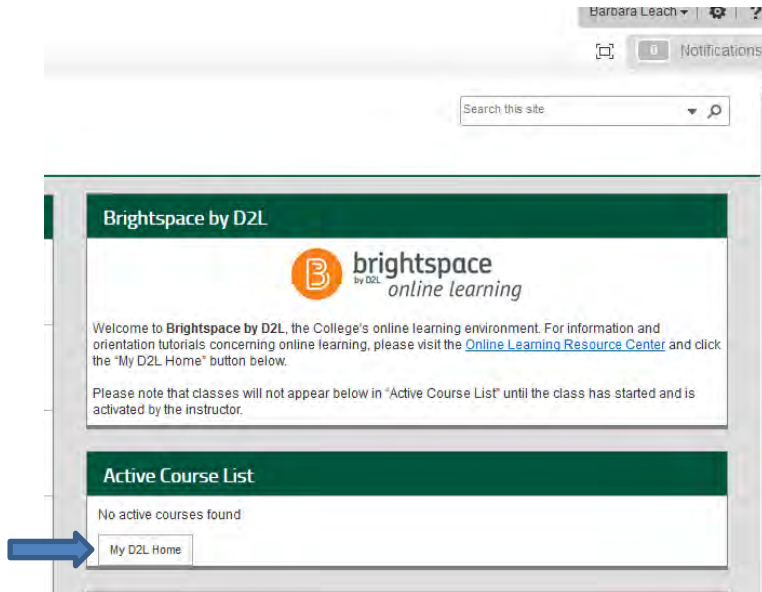- C1236: Computer workstation, bookshelf
- C1242: KCAEA Office

Office Details:

- B2332: Copier

- B2334: Kitchen

- B2336: Meeting room

- B2337: Workroom w/ 2 computers, 1 docking station and 30 lockers

Appendix E - Brightspace/D2L Information Links

My Courses

All   Fall 2020   Sandbox Shell

INACTIVE

BETA648 - D2L
Course Shell Sandbox
BETA648 · Sandbox Shell

OTC 101 - Online
Teaching Commons
OTC-101-1001

D2L 101 - Instructor
Resource Center
D2L-101-1001

Welcome to the D2L Instructor Resource Center   ×

brightspace
by D2L

To help instructors get familar with "Brighspace by D2L", this *Resource Center* is the place to get started and explore the D2L learning environment.

- **Content** Video tutorials and documentation with step-by-step instructions for frequently used tools in the system
- **Assignments** Contains a Sample Assignment to experience submitting homework as a student
- **Quizzes** Contains a Sample Quiz to experience a quiz/exam as a student

There is also a document titled D2L Student Essentials (PDF) which explains the entire system from a student perspective. This is also a great document to introduce instructors to the system as well since it will guide you through the system's interface and tools and how you use it for your students.

After exploring these areas, there is a *D2L Course Shell Sandbox* in your **My Courses** widget back at the **My Home** landing page (or *Select a course...* drop-down menu above in the *Minibar*) for you to "play" in and experiment with D2L.

Appointments for 1-on-1 Web Conferences   ×

Appointments to assist with instructors' individualized needs to prepare classes for online instruction are available to be scheduled here:

Powered by

zoom

https://sars.kish.edu/eSARS/Redirect_OnlineCourse/eSARSRedirect.aspx

Link for 1-on-1 training appointments:

https://sars.kish.edu/eSARS/Redirect_OnlineCourse/eSARSRedirect.aspx

KJ 8.23

Check out the **AGO (Adjunct Guide to Onboarding) course**, which has modules that provide resources to prepare you for the upcoming semester.

Click on the squares, see the red circle below.
A list of courses you are enrolled in should appear, click on AGO-Adjunct Guide to Onboarding to access the course, see the red arrow below.
***NOTE: If you have no access to the AGO course, please reach out to Cindy Karasewski, ckarasewski@kish.edu, or 815-825-9307.