TOMPKINS CORTLAND COMMUNITY COLLEGE

2021 - 2022
Teaching Manual

FOREWORD

Let us start by saying thank you. If you are new to TC3, thank you for coming on board with us. If you are returning, thank you for another semester. Please take a moment to review our mission, vision, and values. Without you, they are just words on a wall and maxims to put on a shelf. Teaching is an art, and it evolves differently for each professor over time. However, it starts with respect for our students, for their process, and for their learning. They've earned that just by setting foot in the classroom (virtual classrooms count as well!). From that foundation students and faculty and staff enter a vibrant culture, a space for empowerment, and a forum to change lives for the better. So we want to start by thanking you for embodying our mission, our vision, and our values.

This manual is a reference for faculty, both full-time and part-time, at Tompkins Cortland Community College. It is designed with the teaching process in mind and is divided into sections based on time frame (preparing for the semester, the start of a semester, etc.), combined with some more general information. It is a mixture of College policies and procedures as well as helpful teaching advice. Please know that this is a document that needs continual review and revision, so we encourage you to contact us with any changes or additions you feel would make it more useful.

Please know that the Provost's office is here to help you. We like offering assistance, because we know it can help you to support our students.

Thank you again for all you continue to provide our students.

Best wishes,

Office of the Provost

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Special thanks go out to professors Anndrea Mathers and Aaron Decker for redesigning the Teaching Handbook in Spring 2021.

Mission

We serve our community by meeting educational needs, creating an environment for student success, and preparing our students and ourselves for citizenship in a global society.

Vision

To see strengths and unique potential in every person. To inspire people to make the courageous choice to learn, grow, and serve.

Values

LEARNING

Learning is the most important outcome of our work. We are all learners and we know that teaching and learning happen both inside and outside the classroom. Each of us is responsible for our own learning and for supporting the learning of others.

EXCELLENCE

Exceptional teaching, programs, and service are critical to our success. We believe that excellence must be built on a foundation of integrity, honesty, and academic freedom. We achieve it by focusing on strengths, learning from experiences, and assessing our work.

OPPORTUNITY

Education transforms lives. We value access to education as a fundamental right. Our students can start here and go anywhere.

INNOVATION

Change creates vitality. We value active pursuit of thoughtful innovation and continuous improvement. We empower and challenge ourselves to create, innovate, take risks, and nurture an environment of trust.

RELATIONSHIPS

Relationships are the heart of our work. We value a caring, supportive community built on integrity, openness, honesty, and respect. Our internal and external relationships are flexible, collaborative, and interdependent.

DIVERSITY

Diversity enriches our learning. We embrace diversity in all of its contexts, including strengths, perspectives, and people. We seek to increase our capacity to understand issues of difference, power, and privilege and to constructively resolve conflict.

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(Please note each of these link to the areas listed)

Understanding TC3

Open Access Policy

One of the founding tenets of the community college system is that all people, regardless of background and economic means, should have access to a quality and affordable education. As such Tompkins Cortland Community College is open to those who provide the proper documentation with the understanding that they will be treated equally as members of our college community. The range of academic preparation may be more extensive than you may find at a traditional four-year institution. In your classes, you might have students who need more support and students who need a greater challenge. In order to best serve all students, you might want to consult with other instructors in your department or the Provost's Office for suggestions and best practices.

Demographics

The demographics of our student body represent a wide variety of students from the local area, throughout the state and the U.S., and other countries. Our residence halls allow for a greater sense of diversity and cultural diffusion beyond the limitations of our local counties. This situation means that we have a diverse student body that all need to feel like they belong at TC3. This diversity creates a vibrant community, and it allows many opportunities for students to learn from one another about a range of current issues. These conversations can deepen the learning experience for students by showing them the relevance of college material, and these conversations need to be guided to make sure they are productive and respectful.

Demographic information may be found on the College's Institutional Research website.

https://www.tompkinscortland.edu/college-info/institutional-research

Placement

The College's assessment policy is designed to give students guidance in selecting courses at an appropriate skill level. All students are assessed prior to course registration. Tompkins Cortland utilizes multiple measures to place students in first semester coursework including high school GPA, grades/Regents exam scores earned in high school, prior college credits earned (if applicable), TASC/GED scores, and/or placement tests in English, reading, and mathematics. Students for whom English is not their first language take the Accuplacer ESL placement test. All placement takes place through the entering student advisement process conducted by staff in Student Success, part of the Enrollment Services Center (Room 101).

College Catalog

The College course catalog contains information and descriptions about courses, degrees, programs and certificates the College offers. The college catalog is online: **https://www.tompkinscortland.edu/academics**

Statement on Diversity and Harassment

Unlawful discrimination or harassment based on factors including race, color, religion, national origin, sex, sexual orientation, gender identity or expression, age, disability, citizenship status, military status, including Vietnam era or special disabled veteran status, HIV/AIDS status, familial status, pregnancy, predisposing genetic characteristics, domestic violence victim status, or any other protected status is strictly prohibited by Tompkins Cortland Community College. The College is committed to maintaining an educational and work environment that is free of any discrimination or harassment and to fostering positive business and personal conduct so that everyone, including students, employees, and invitees, is treated with respect and dignity in a nondiscriminatory environment. The educational environment shall be considered to include all academic and nonacademic programs and activities. Please refer to the college website for all college policies and procedures.

https://www.tompkinscortland.edu/college-info/harassmentdiscrimination-policy

If you become aware that a student, colleague, or anyone else on campus has experienced, or perceives themselves to have experienced, any form of discrimination or harassment, please refer him/her to one of the four intake Specialists/Title IX coordinators:

Carolyn Boone in Access and Equity Services, Room 130, Baker Commons
Sharon Clark in Human Resources, Room 219
Darese Doskal in Student Conduct and Community Standards, Room 229
Seth Thompson in the Office of Diversity Education and Support Services, Room 230

Financial Aid

Changes to student schedules (drop, withdrawal, etc.) could impact financial aid. Students should be directed to make an appointment with the financial aid office when making adjustments to their schedule. To schedule an appointment they should email **AID@tompkinscortland.edu** or schedule through Starfish. Students should be encouraged to consult with their advisors whenever making schedule changes.

https://www.tompkinscortland.edu/admissions/financial-aid

FERPA

The **F**amily **E**ducational **R**ights and **P**rivacy **A**ct (FERPA) was passed by the U.S. Congress in 1974. The law grants four specific rights to a college or university student:

- to see the education records the institution is keeping on the student.
- to seek amendment to those records and in certain cases append a statement to the record.
- to withhold the disclosure of his/her records except for situations involving legitimate educational interest or as may be required by law.
- to file a complaint with the FERPA Office in Washington, D.C.

FERPA applies to all educational agencies or institutions that receive funds under any program administered by the U.S. Department of Education.

What is protected by FERPA?
FERPA protects education records of students who are or have been enrolled at a college or university. It does not protect records of *applicants* who did not attend that institution.

What is a student education record?
A student education record consists of information about a student that is maintained by the institution or by a party acting for the institution. Examples include personal information, emergency contacts, advisor, grades, grade point average, student schedule (i.e., courses, meeting times, and rooms), and emails to, from, or about a student.

A student education record does **not include** alumni records, law enforcement records, medical treatment and counseling records, personal notes to which only the maker of the note has access, or work records (unless the individual's employment is dependent on being a student).

What are the basic rules?
Student education rights are considered confidential and may not be released without the <u>written</u> consent of the student. You have access to student education records and the information contained therein only for legitimate use in completion of your responsibilities as a college employee. You have a legal responsibility under FERPA to protect the confidentiality of the student educational records in your possession. You **may not** release or access education records for personal reasons. Student information stored in an electronic format must be secure and available only to those entitled to access the information. You may not release lists or files with student information to any third party. Student information in paper format must be shredded before disposal or placed in a locked disposal bin.

As an instructor, YOU SHOULD **NOT**

- leave graded tests, papers, or other student materials for students to pick up in a stack that requires sorting through the papers of all students.

- discuss the progress of any student with anyone other than the student or a college employee with legitimate educational interest without the consent of the student.

Release of Information to Parents
When a student reaches age 18 or begins attending a postsecondary institution regardless of age, FERPA rights transfer from the parents to the student. The student must grant written permission for you to release or discuss information from the student's education record. A student who wishes to authorize

the release of information to parents or other individuals, must first complete and sign a *Permission to Release Education Record Information* form in the Enrollment Services Center, Room 101.

https://www.tompkinscortland.edu/academics/family-educational-rights-and-privacy-act-ferpa

Preparing for the Semester

Modalities and Back Up Plans

Tompkins Cortland Community College currently offers an array of teaching modalities to serve a variety of student and instructor needs. A complete list of our current modality offerings along with a brief description of each can be found here:

Instruction Guidance on Teaching Modalities

Back up Plans
Please pay particular attention to back up plan requirements for each modality in case the campus (or a class) is required to be remote. All classes that have a face to face component must have a clear back up plan delineated in the Course Outlines.   Back up plans must include a live-online synchronous component to replace the face to face synchronous component.   Under no circumstances should a course with a synchronous component become completely asynchronous.

Master Course Syllabus

The Master Course Syllabus provides an overview of the course, including student learning outcomes, topics, pre-requisites, general education emphasis, instructional methods, grading policy, textbook, and bibliography. Every instructor is responsible for creating a course that conforms to the Master Course Syllabus, but has every freedom to decide how to do so.

Electronic versions of the master course syllabi of active credit courses can be accessed through myTC3. For more information contact Katrina Campbell, Registrar, 844-8222, ext. 4305, **KMC@tompkinscortland.edu** or Julie Ray, Curriculum Assistant, ext. 4388, **JKR@tompkinscortland.edu**.

To access master course syllabi, select myTC3 from the main Tompkins Cortland web page, then from the list on the left side of the page, click "Department and Team Sites," then "Curriculum Committee." On the left side of the page, click "Master Course Syllabi" from the list. The current academic year's syllabi should have a folder there. Scroll down to find your course. You can download the PDF.

Course Outline

The course outline is an essential part of the educational process here at Tompkins Cortland, and the Academic Standards Policy at the College states: "**Each instructor must deliver a course outline to each student no later than the end of the first week of classes. This outline will contain specific information about the topics to be covered as well as the expectations of that instructor and will be consistent**

with the official syllabus." This outline must address certain topics important to student success. In addition, it should be consistent with the official master course syllabus on file; contact your program chair or the registrar if you are unfamiliar with the requirements for the syllabus.

You should be aware that these outlines have a reading audience much wider than just your students. Colleagues and administrative staff, both within and outside of the college, read these documents, often in critical academic situations. Transfer evaluations, reviews of course content, and decisions on student grievances are all made through reference to these outlines. Therefore, your style should be somewhat formal and your information both accurate and complete.

Course Outline Checklist
The College has created a Course Outline Checklist that includes a link to the course outline template and a list of key items to include.   In order to facilitate the preparation of these outlines, please follow this link:

https://mymailtc3.sharepoint.com/PCS2020/Shared%20Documents/Teaching%20Manual/Course%20Outine%20Checklist%20Fall%202021.pdf

Uploading Course Outlines
The college is required to retain copies of all course outlines for each course, every semester. Faculty must upload a copy of each of their course outlines to the college's portal no later than the first week of class. To upload your course outline, log in to MyTC3, select Department and Team Sites, select Course Outlines.
Name your document using the file name format: CourseNumber.Section.LastName.Semester
(ex. ENGL100.M01.Jones.Fall2021). Select Upload, Browse to find the document on your computer, double click on your document and select OK. Done!

https://mymailtc3.sharepoint.com/CourseOutlines/SitePages/Home.aspx

Academic Calendar

The Academic Calendar contains important information and dates, including but not limited to contractual and non-contract days, professional development days, College holidays. It also contains information including but not limited to semester start and end dates, return of students, final exam week, attendance reporting dates, add/drop deadlines, deadlines for 5, 7.5, 10, 12, and 15 week classes. Important dates are available for spring, summer, fall, winter, and concurrent enrollment classes. See the links below for a copy of the current academic calendar.

https://www.tompkinscortland.edu/academics/academic-calendar

The Current Academic Calendar (and those for previous years) are also in the **Provost Communications Folder on Sharepoint**.

Textbooks and Materials

Follett Bookstore
The Tompkins Cortland Bookstore is managed by Follett Corporation and is located on the main campus for the convenience of our students. Students with sufficient financial aid resources may be eligible for a book deferral, in which they may charge their books against their anticipated financial aid. Students relying on deferral money may be subject to financial aid restraints early in the semester. Instructors are encouraged to plan appropriately by leaving reserve copies at the library circulation desk, using free electronic resources if possible, having printed copies, or not using the text early in the semester if possible and appropriate.

The College contract with Follett states "Follett shall have the exclusive right, free from any alternate source endorsed, licensed, or otherwise approved or supported on campus, by catalog or through electronic commerce, including hyperlinks to alternate sources." Due to this clause in the contract, Tompkins Cortland faculty and staff **are not permitted** to include alternate sources for purchasing books in course outlines, emails or correspondence to students. Open resource material and other resources may be used in lieu of purchasing textbooks.

The bookstore has experienced a shortage of books for courses in which the instructor has not ordered materials in writing. Do not assume that if a book was used in the past or in a previous semester, the bookstore will automatically place the order for the same book. An order must be submitted for each course, each semester. Book information <u>must</u> be provided to students at the time of registration, and thus book orders are due before the start of registration for the given semester. Please be aware that the bookstore will often order the most recent edition of texts when they are available.

Books will be available at the Bookstore on the main campus or through the web site at **www.TC3.bkstr.com** . If students are unable to get to the main campus to purchase their books, they should order them via this website, and/or contact the store manager. The bookstore also offers the purchase of class supplies over the Internet. For special arrangements, call 607-844-8211, ext. 4489. Some texts are available for rental. Students should contact the store manager for more information.

The Follett Refund Policy can be found here: **https://www.bkstr.com/tompkinscortlandccstore/help-faq/return-policy**

Textbook Verification
Federal legislation requires that each institution of higher education receiving Federal financial assistance must disclose textbook information for each course (Including ISBN and retail price) listed on the Tompkins Cortland course schedule as students register for these courses. To verify that a book order has been placed for your course, you may check online.

https://myinfo.tc3.edu/SelfService/Search/SectionSearch.aspx

Search for the appropriate course (e.g., ENGL101) and period (e.g., Fall 2021). Once you locate the section you are teaching, click on the blue course code, and then "View Book Information".

Reserve Copies of Textbooks
Some disciplines require that a standard book be used for certain classes. Please consult with your

program chair and/or the master course syllabus regarding your course requirements. If possible, instructors should place a copy of their textbook on reserve in the Library.

https://www.tompkinscortland.edu/library/reserves

If you do not have a spare copy of your textbook, the Library may be able to purchase one. Funds are limited and the priority is multi-section classes. Email **tc3library@tc3.edu** for more information.

Textbook Desk Copies
If you need a desk copy of a text, contact your Program Chair or Vicki Pousseur, Office of the Provost (Room 229) or you may order it from the publisher directly. Many publishers provide complimentary desk copies for faculty, as well as online instructional supplements.

Open Textbooks/OER (Open Educational Resources)

Open textbooks are protected by an open copyright and are an excellent way to reduce textbook costs and increase accessibility to class resources, both of which can improve student success and retention. While faculty are not required to use OER textbooks, TC3 has been a pioneer in OER creation and adoption. We encourage you to visit this link to learn more:

https://tc3.libguides.com/OER

Blackboard (Learning Management System)

The College uses Blackboard as our LMS (Learning Management System). All classes have a Blackboard Shell. See the section on technical assistance for more information.

Required Blackboard Use
Blackboard also has the ability to offer some consistency and cohesion across each of our Modalities. Thus, we require that all classes post to Blackboard the following: a course outline, an up-to-date syllabus/list of assignments, links to any live online class sessions, and appropriate class content (notes, PowerPoints, assignments).   Each of these tasks can be accomplished with minimal training.

Recommended Blackboard Use
Blackboard is a tool that can make the work of faculty much easier, especially once you put in the time to create content, which can be imported into future classes. Please consider using the following to enhance your teaching:

Content Repository: Blackboard allows instructors to provide easy access to class materials such as lecture notes or slides, videos, web links to outside resources, etc.

Gradebook: The gradebook feature helps students understand and track their grade throughout the semester. Students often struggle with how to calculate a grade and are often doing far better or worse

than they think they are. An up-to-date gradebook, in conjunction with discussions with instructors, can alleviate this concern.

Submission of Assignments/Drop-Boxes: Online submission of assignments allows faculty to easily track, respond to, and grade assignments.   Furthermore, use of online rubrics makes grading easier and helps clarify grades for students. Online rubrics can be embedded into assignments.

Calendar: The Calendar feature allows students to see what is expected and what is due, especially when they may have missed a class. Furthermore, this takes away the "I didn't know what was due" excuse that students often levy when they have missed an assignment. Furthermore, ongoing use of the calendar can take the place of a syllabus of assignments and due dates.

Discussion Boards: Discussion Boards offer students the opportunity to take part in discussions, including those that are an extension of class or a new topic. They can also be used for peer workshops and small group work. Also, please note that sometimes class discussions can be dominated by a few students who quickly are able to formulate and express opinions or questions. Also, keeping a discussion board open for student questions or concerns can help with house-keeping.

Online Exams/Quizzes: Blackboard allows for small-stakes quizzes and high stakes exams to be taken online.

Microsoft Teams/Video Conferencing Platforms

The College is requiring that Video-Conference platforms meet accessibility guidelines, and they must have live-captioning.   The Video-Conference platforms listed below are acceptable.

Microsoft Teams
Microsoft Teams meets our accessibility guidelines, and it will be supported by the College. College Faculty/Staff and all students already have access to Microsoft Teams, and the College will populate a Team for each of your classes. Please note that Teams works better when the app is downloaded onto a laptop, phone, or tablet. Not all functionality is included in the web browser version, and it does not work the same in all browsers.

Microsoft Teams has available shells or "rooms" for each class you teach, and the roster will update daily (at least). Primarily, Teams is used for remote or hybrid classes where some or all of the class is being taught remotely. In addition, many classrooms have lecture capture equipment where students can log into the class remotely. While it is not mandatory for instructors to use the lecture capture equipment, it is recommended. Additionally, each instructor should still abide by the College attendance policy, and set forth specific and consistent rules for using Teams and lecture capture (e.g., will all classes be recorded, what constitutes participation, etc.). Teams also has the ability to store files and resource material similar to BlackBoard. Some College meetings and professional development may be held on Teams throughout the semester. Teams can be accessed through your MyTC3 account using the

links on the left side. For more training and information, see the "Training Documents" under the "Transitioning to Remote Education" Blackboard Community.

Google Meet

Google Meet includes all accessibility needs. Faculty may use this platform; however, the College will not be providing support or training for this platform.

Class Recordings and Video Requirements for Students

Class Recordings

We encourage faculty to record remote class sessions and post them in a timely manner. Faculty who do not record class sessions should provide appropriate alternatives for students to make up classwork where appropriate, especially if students become ill.

Video Requirements for Students in Live Online Classes

We recognize that in some/many cases it is important for students to be able to be seen while in a remote class session. However, we ask that the faculty be clear about such requirements and have rationales for their existence. Faculty should encourage video camera usage as a norm but be wary of legitimate concerns students may have with being on camera. Before crafting your policies, consider the following. First, consider whether camera usage is absolutely necessary for students to complete learning outcomes of the course. Second, consider if it is vital for cameras to always be on or is it needed only for specific moments/assignments, and then consider appropriate times when exceptions can be made. Third, consider that for many students this is an equity issue, especially if a student loses access to a web camera and must, for example, call into a class session. Fourth, some students may be uncomfortable showing where they are viewing classroom sessions; consider making sure students are aware of ways to blur their background or show an alternate background. Fifth, some students may lose bandwidth and need to turn off their camera (as this often helps when video-platforms lag) for valid reasons. Again, please make your camera policies clear and include them in your Course Outline so students fully understand how classes will run and can drop or add courses as needed.

Lecture-Capture Equipment

Many of our classrooms have lecture-capture equipment that allow faculty to simulcast and record class sessions.   The use of the equipment is not required but is highly recommended. Information on how to use this equipment can be found in the **Tools for Online Education** document. Please be sure to include in your course outline if you will use the lecture capture equipment and the parameters under which students may use the equipment. The **Course Outline Checklist** has more information.

Technical Assistance/Training for Teams, Blackboard, and Other Instructional Technology

- Tools for Online Education
  https://mymailtc3.sharepoint.com/:b:/g/EXzg-6r9eEBBiHB2D0Xj018Bgw1ysGLMK1O0jRTvnjRITg
- TC3 Helpdesk:
  https://tompkinscortland.on.spiceworks.com/portal_registrations
  or **help@tompkinscortland.on.spiceworks.com**)
  or 607-844-8211 x 4550
- OpenSUNY Helpdesk
  opensunyhelp@suny.edu
  844-673-6786 (1-844-OPENSUNY)
- Breton Bienvenue, Instructional Technology Associate
  bb054@tompkinscortland.edu
  607-844-8222 x4308
- Gregg Kiehl, Library Director (for assistance with video)
  TC3Library@tompkinscortland.edu
- Carolyn Boone, Coordinator of Access & Equity
  clb@tompkinscortland.edu

Class List

Class rosters containing students' names and contact information (address, phone numbers, and email address) are available through myTC3. All student contact information is to be kept confidential and used for educational purposes only (see the FERPA section above).

Room 101: The Enrollment Services Center

The Enrollment Services Center, located in Room 101, combines functions of admissions, registration, financial aid, billing, student success, and advisement into one area that provides services to students from the first time they contact the College until they leave and beyond. Some part-time students have assigned advisors located in this office instead of faculty advisors. Furthermore, the Enrollment Services Specialists, advisors, and other staff can provide all students and staff useful information regarding courses, programs, and College procedures related to academic planning and registration. Stop in or call 607-844-6580 for information or assistance.

Student Success: Advising, Career & Transfer

The office of Student Success: Advising, Career, and Transfer (SSACT) supports students during all stages of their academic journey. Student Success coordinates new student onboarding and advisement

through START (Student Transition, Advising, Registration and Testing). Student Success provides ongoing advisement for part-time and non-matriculated students and supports faculty advisors in the advisement of full-time degree-seeking students. The office also provides programs, workshops, and advising specific to career development (career exploration, resume building, job search, etc.) and transferring to another college or university. Student Success advisors also conduct outreach, programming, and training and serve as success advocates for all students to promote retention. The Student Success team works with students in special populations such as adult learners (e.g., Pathways Scholarship recipients), students returning to the college, and students who have fallen below the College's minimum academic standards. In addition, SSACT provides a variety of intervention services for students in academic jeopardy including oversight of Starfish, our early alert system. Faculty and staff who are concerned about a student's academic progress are encouraged to refer the student to SSACT for assistance and support by raising a flag or submitting a referral in Starfish.

Room 101, by phone ext. 4521, or success@tompkinscortland.edu

Course Enrollment

The instructor's signature is required to allow a student to add a class if the class is full or if the class has already begun (specific guidance about add/drop deadlines is emailed to faculty and staff by the Registrar on the first day of each semester). It is the instructor's decision whether to add a student in those situations. The instructor should first verify that there are no students on the wait list for the course and that the student has met all prerequisites before granting the student permission to add the course. College Administration reserves the right to over-enroll classes by ten percent if necessary.

A copy of the Registration Form (as a fillable pdf) and a Change of Schedule Form (as a fillable pdf) can be found online via the links below. Students may obtain these forms from the Enrollment Services Center in Room 101, online, or by contacting their academic advisor. Advisors: please work with students to complete the form and submit the form via email to **regbilling@tompkinscortland.edu** along with a statement authorizing the class schedule change.   Registration & Billing will email the student and faculty advisor once the form has been processed.   The form can be found here.

Registration Form

Change of Schedule Form

Classroom Review

Please take some time in the week prior to the semester to come to campus and make sure that you have a full understanding of how to use the technology in your scheduled classrooms, that the technology is operating properly, and to ensure that the rooms are appropriate for your classes. Checking this out before your first class and can save you the problem of trying to navigate technology on the first day of class with students in the room.

The Semester Begins

First Day of Class Importance

The first day is vital for showing students your passion and helping them understand how your class is relevant to their lives and their academic major/studies.

The Chronicle of Higher Education had an article called "How to Teach a Good First Day of Class" that may interest you. Here is a link:

https://www.chronicle.com/interactives/advice-firstday?cid=cc&utm_source=cc&utm_medium=en&elqTrackId=c75fb6c9f72c4442852321d6f744cf96&elq=e456c7aef8574cccac2e03c622a48791&elqaid=21911&elqat=1&elqCampaignId=10690

This is an example of a small thing that really matters. You'd be surprised about how many faculty across the country just launch into day one without ever trying to contextualize why the class is relevant to students; why they should care about the content; how it will benefit them. So many just do a very dry run through the "rules" of the class and then let students go. That should probably be flipped: put the course outline (rules) online; have students read it for the second class session; field questions and go over highlights; give a mini-quiz,etc. Students make a lot of judgments about a class on day one, and a lot of faculty waste that opportunity to be dynamic and engaging because they think that you are required to go over rules on day one. You have to go over the rules, but there are many ways to do that.

Campus Technology Support

Campus Technology provides a variety of services to assist college staff in integrating instructional technologies in teaching and learning. Please follow these links for more information.

Campus Technology Overview:

https://www.tompkinscortland.edu/college-info/technology-support

Campus Technology Support:

https://www.tompkinscortland.edu/college-info/campus-technology

Disability, Access & Equity Services for Students

Any student who identifies as being a person with a disability is invited to meet with the Coordinator of Access and Equity Services, Carolyn Boone. Using the information contained in the student's documentation, Carolyn works individually with each student to develop and recommend an access plan. Students who desire to use their modifications and/or auxiliary aids and services (formerly referred

to as *accommodations*) must deliver a memo of course academic adjustments (created by the Baker Center for Learning (BCL)) to each instructor each semester. The BCL assists the faculty by providing testing modifications when possible. The BCL also provides adaptive equipment and software. More information is provided on the college website; for additional procedures and information, contact the BCL at 607-844-8222, ext. 4415.   It is the responsibility of students receiving accommodations/academic adjustments/auxiliary aids and services to notify their instructors. Once instructors are notified, it is their responsibility to provide them. The instructors may work with the BCL staff for their provision. For example, students taking in person exams who are eligible for alternate testing accommodations may send/bring the exams to the BCL for provision of exam modifications, while instructors must schedule and provide the exams in a timely manner to the staff.   Please follow this link for more information:

https://www.tompkinscortland.edu/library/access-and-equity

If you need help understanding the items on your students' *Course Academic Adjustments Memos*, here is a great resource for you:

https://www.tompkinscortland.edu/library/academic-adjustments

Administrative Withdrawal (AW)

Students who stop attending and stop participating in all academically-related activities for *two full weeks (or its equivalent in a session that is shorter than 15 weeks) prior to the end of the withdrawal period* **must** be administratively withdrawn from the course by the faculty member. Administrative Withdrawals are not a way to note poor performance; they are designed to show when a student has made no effort to be a part of a course over a two-week period prior to the end of the withdrawal period. You must include the criteria for issuance of an AW in your course outline.

An AW is designed to help the College comply with federal financial aid regulations and list students who have completely stopped taking part in a course. Thus, a student who attends class sessions but doesn't submit work should NOT be given an AW; a student who doesn't attend class but submits work should NOT be given an AW. A student who fails to attend class sessions and fails to do any work over a two-week period SHOULD be given an AW. However, faculty may, at their discretion, work with students who have forewarned them about pending absences/lack of participation.

Please note the following: Due to the nature of online classes, simply logging in to a Blackboard shell does not constitute attendance or participation. Students in online or hybrid classes must take some active step, other than logging in to show they are attending or performing work.   Students in face-to-face classes may simply attend a course, because that presence notes a sustained level of engagement (e.g. they have to be attentive, they may be called on, etc). This is not the equivalent to logging into a class website, since that may take less than a minute to accomplish.

Students who are administratively withdrawn will receive a grade of AW on their transcripts.

Rescinding an Administrative Withdrawal

Faculty may rescind an AW if a student returns to attendance/participation or if one was submitted in error. However, faculty are not required to rescind an AW that was awarded following college policy as listed above. Faculty may contact the Registrar if they have specific questions about the AW policy. The form for an Administrative Withdrawal and the form to Rescind an AW can be found here:

https://mymailtc3.sharepoint.com/FormsAcademicRecords/default.aspx

Attendance Reporting

Faculty must verify attendance at the end of the second week of the semester. This information is reported by faculty through myTC3/myINFO. To be considered "attending," a student must either attend a class, participate in an online discussion, submit an assignment, or initiate contact with the instructor to ask a question about the academic subject studied in the course. Logging into a fully online class (or any class) without active participation does **not** constitute attendance. It is imperative that faculty report this information accurately.

Although faculty will not be required to report any additional attendance data for their students throughout the remainder of the semester unless the student ceases attending/participating (see Administrative Withdrawal), it is strongly recommended that all teaching faculty maintain personal attendance records for your classes, most particularly in situations where students have been informed through course outlines that attendance comprises part of how the final course grade is assigned.

Faculty may maintain attendance records through myINFO, in Blackboard, in Starfish or through Teams.

Please keep in mind that many of our colleagues, including counselors, coaches, advisors, financial aid staff, residence hall staff, and student success/advisement staff, will continue to rely on attendance information from faculty to sustain efforts that help our students succeed at Tompkins Cortland.

Tutoring Services

The College employs a robust Tutoring Center across every major academic discipline including, but not limited to, Math & Science, Accounting & Business, Digital Media/Arts, and Writing. The tutoring Center can offer an array of resources for students and instructors to help facilitate the learning process. While the tutoring services are not a replacement for classroom learning, and students are encouraged to maintain good communication with their instructors and attend office hours, the services can be an excellent auxiliary resource for those who may need extra help. Faculty are encouraged to work with the Tutoring Center whenever applicable to facilitate good communication. The Tutoring Center can be located on the second floor of the Baker Commons. Online tutoring may also be available. More information is available at:

https://www.tompkinscortland.edu/library/tutoring-general-information

It Takes a Village/ Student Support Services Guides

The linked document below is a creation of professor Matty Hamel that is a guideline to some basic college logistics of which many students are unaware.

The document can be found by following this link.

The College has two guides to commonly needed support services: one is for Faculty to use to assist students and the other is for students. Each were created by Kerry Curran and Kate Donohue. Each are designed to be printed out as a front/back one sheet document.

The Student Guide can be found by following this link.

The Faculty Guided can be found by following this link.

As the Semester Progresses

Communication with Students

Responding to Student Correspondence and Grading

Please include in your Course Outline how long it will generally take you to respond to student correspondence/questions and the best way to contact you. Ensure that your response time will be less than 1 -2 business days. Furthermore, please include in your course outline how long it will generally take you to grade student assignments, especially high-stakes work like papers, exams, etc. If you fall behind your typical procedures, please make sure to let students know that you will be taking longer than usual. We ask not that you follow a specific or standard timeline; instead, we ask that you grade student assignments with deliberate speed and keep students informed about when they can expect work to be graded.

Communication Tools Available
- E-Mail: All formal college correspondence between instructors and students must be conducted via Tompkins Cortland email accounts to ensure both network security and conformity to FERPA legislation (Starfish, Blackboard, and other communication systems use these accounts). TC3 emails are owned by Tompkins Cortland Community College, and the College maintains the right to access these accounts. It is advised that you keep your personal and professional emails separate.
- Texting Function: In your class list in MyInfo, you have access to a texting function. You can select individual students or the entire class, and then click on "Email/text (Short) Message Selected" from the left-hand list. A new dialogue box will appear, and you can enter a text message and an email message (if needed).

- Starfish: You can message a student in Starfish by searching for the student and then clicking on "Message" in the dialogue box that appears. Those messages go directly to the student's email inbox and are only seen by the student. If you choose "Note," that note can be seen by the student's support team.
- Teams: Because MS Teams was used during the 2020-2021 academic year, students are familiar with that platform. They can call you during office hours or send a chat.

It is strongly recommended you avoid distributing your personal phone number and email to students; instead, use one of the official college modes of communication.

Office Hours

You should schedule at least one office hour per week for each section you teach in order to be available to students for extra assistance. When possible, please make your office hours mirror your teaching modality (e.g., have face to face office hours for a face to face course and live remote office hours for a live remote course). *However, faculty – for the Spring 2022 academic semester – may take on remote office hours at their discretion.* Please make your students aware of how they may find you for help.

Starfish: Faculty shall use Starfish to note their office hours and the choice of video-conference platform. This will allow students and enrollment services staff in Room 101 to access information about office hours in one place and format, and it will allow faculty to make changes to office hours as needed (for example if they increase office hours during peak advising season or must change office hours for conferences, etc.). Starfish shall be the remote equivalent of posting office hours on an office door or posting on a door that hours have been changed or cancelled. Starfish also automatically links with your Outlook Calendar.

Setting up office hours in Starfish
 https://ensemble.itec.suny.edu/Watch/TC3facultyOfficeHoursFA20 (7 minutes)

Changing/Canceling your office hour blocks in Starfish:
https://ensemble.itec.suny.edu/Watch/TC3facultyChangeCancelOfficeHours (2.5 minutes)

Granting Permission for the Suite Secretaries to See Your Calendar
Your students and advisees will have access to your calendar for office hours, but please grant Chrissie Askew and Deb Fedenko access as well. This will enable them to help other students, staff, and faculty to find your office hours as needed. The videos above show how to do this, and **this document does as well**.

Video-Conference Platform: Faculty may use their choice of Video-Conference platform for Office Hours, this includes using Zoom. However, if a student requests live-captioning for Office Hours, Faculty must make it available.

Office Space: Shared office space is available for adjunct instructors in Rooms 212 and 243. Adjunct faculty teaching in English, math and science will be located in Room 212, adjacent to faculty suite 220; faculty teaching in business, social sciences, and other disciplines will be in Room 243, adjacent to faculty suite 241. Keys to cabinets assigned will be issued through the Facilities office, please request from Deb/Chrissie as needed.

Computer Classrooms/Laptop Carts

There are several computer classrooms and computer carts available for reserve for individual class sessions as needed. Contact Lauren Wright (wrightl@tompkinscortland.edu) and the library (tc3library@tompkinscortland.edu) to inquire about availability for a computer classroom. The computer carts contain anywhere between 11 and 20 laptops. The laptops connect to our wireless network for internet access and have Office365 products installed. Some of our computer carts have printing capabilities, but please ask us to test it first. Submitting a ticket through Spiceworks allows us to prepare the cart for you in advance. We want to make sure the laptops are fully charged before they are used. However, please feel free to visit us, call us, email us, or visit our website if you prefer Room 208, Ext. 4550, or
help@tompkinscortland.on.spiceworks.com or
https://tompkinscortland.on.spiceworks.com/portal_registrations

Class Cancellation by Instructor/Instructor Absence

Cancellation of Classes by Instructor:
State University regulations require a specified number of class contact hours for all credit courses. If it is necessary for you to be absent (e.g., not being available for a scheduled class session or an established office hour) during the semester, please follow these procedures:

E-mail ClassCancel/ Contact Provost's Office

If you need to cancel a class at any time during the semester, **please email** the following email address, **ClassCancel@tompkinscortland.edu** rather than a particular staff member. To prevent students from unnecessary travel, if your class meets at 8:00 am or after 4 PM, please contact your students via myINFO <u>as well</u>. If you're unable to send an email, please contact one of the individuals listed below. Please do not leave a voice message. In the case of an emergency, contact the Campus Police (ext. 6511).

Faculty Suites   **Provost's Office**

Chrissie Askew, ext. 4250   Vicki Pousseur, ext. 4349

Deborah Fedenko, ext. 4241

Cortland Extension Center, 756-5275   **Ithaca Extension Center**, 272-3025

Gail Neely   Christine Ibert

As long as the information is received during typical working hours, a cancellation notice will be placed on the classroom door, the cancellation information will be posted on the web site, a text message will be sent out automatically to the students in your class that have signed up for this service, and an email will be sent to the students.

Take Appropriate Leave Time
Faculty should take appropriate leave time when they cancel a class, do not teach a regularly scheduled class, or are unavailable for students during established class time or office hours. The exception is in cases where absences or other arrangements have been approved by their supervisor for work-related duties.

Make Up Work
It is the responsibility of faculty to ensure that all learning outcomes are met in a course. If a class is cancelled by a faculty member, then faculty must determine alternate methods to cover related class material. The most common methods are changing format (i.e., change an in-class exam to an online exam; or change an in-class discussion to a discussion board; or recording of lessons; etc.), or seeking substitutes or appropriate guest speakers. Faculty may <u>not</u> require students to attend an extra class session at a time when the class is not regularly scheduled.

Guest Speakers/Substitutes
If you know about a necessary absence ahead of time, you may arrange for a guest speaker or another instructor to meet the class. Please note that the College does not pay for short-term substitution instruction, and long-term substitutes must be arranged by the Provost's Office. *Note: faculty must still take appropriate leave time, even if they have arranged for a guest speaker or substitute.*

Back Up Plans Instead of Cancelling
All face-to-face classes must have a back-up plan for remote instruction listed in the Course Outline. Faculty may employ their back-up plan for face-to-face courses rather than cancel a class session. Please be sure to e-mail **ClassCancel@tompkinscortland.edu** to let us know when you have employed a back up plan. This way we can inform any students who may be confused about the switch. Please be sure to note that you are employing your back up plan and not canceling your class session.

However, please note that utilizing this back-up plan more than the equivalent of two weeks – excluding days the college may require back up plans be used – requires approval from the Provost's Office. *Note: no leave time need be taken when employing a back-up plan.*

Alternative Meetings

Faculty may <u>not</u> schedule required meetings at times outside of those designated for the class, even if all students in the class agree to the alternate time. Faculty may provide optional meeting times for students, but they may not penalize students who do not attend those sessions and all required course material must be presented in a format available to all students via the established time for the course within the established course modality.

Instructor Absence

Faculty who may experience prolonged absences should contact their supervisor. Your supervisor will then work with the faculty member, HR, and the Department Chair as needed to work out appropriate measures to help faculty and students.

Emergency Closures and Facilities Closed/Remote Instruction

Overview:

Generally, we will have two options to deal with pending weather or emergencies:

Emergency Closures: The College is closed; no instruction will take place.

Facilities Closed/Instruction Remote: Campus facilities are closed; instruction may be happening remotely at the discretion of the instructor.

We reserve the ability to do a full closure if the weather appears to be rather severe. If we anticipate that the weather or emergency will cause significant concerns for people (snow removal, child-care, power outage, etc), then we will initiate emergency closures for the day.

If the anticipated weather or emergency situation is less severe but still causes concern, then we are more comfortable closing facilities but allowing remote instruction at the discretion of the instructor. We could enact this for a full day, for a delayed opening, or for an early closure.

Whenever possible the college will announce changes in operations with **at least two hours notice;** the only exception would be if conditions were hazardous enough to warrant an immediate closure for the safety of the campus. The college will make the announcement the night prior whenever possible**.**

The Following Applies Only to *Facilities Closed/Instruction Remote* **Operations**

When we close facilities but allow remote instruction, essential personnel (e.g., those in the residence halls, the Office of Campus Police, Buildings and Grounds, and the cafeteria) need to be on campus to provide basic services. All other faculty and staff are asked to remain/go home and are not required to work remotely.

Here are the specifics on Academic Classes when facilities are closed but instruction is allowed:

- **Live Remote Synchronous Sessions** may take place at the discretion of the Instructor. However, please be aware that the conditions that created closure of facilities may make attendance and participation difficult for students. If you hold a session then make the class material available to students in some format and be flexible in shifting deadlines to days when the College is fully open.

- **Face to Face Sessions** may not take place when facilities are closed. Faculty may, at their discretion, utilize the back-up plan for their classes as identified in their course outline. Note: be clear in your course outline if classes will or will not be held when facilities are closed and instruction is allowed and how the class will be held. However, please be aware that the conditions that created the closure may make attendance and participation difficult for students. If you hold a remote session, make the class material available to students in some format and be flexible in shifting deadlines to days when the College is fully open.

- *Delayed openings or Early Closures and Face to Face classes:* Unless otherwise directed by the instructor, classes that are mid-session when the College has a delayed opening and have 75 minutes or more remaining will meet for the remainder of the class time. Otherwise, classes that are mid-session when the College opens will not meet. If facilities close mid-session, then face to face class sessions will cease.

- **Asynchronous Course Work** may take place when facilities are closed but instruction is allowed. However, please be aware that the conditions that created the closure may make attendance and participation difficult for students. Be flexible in shifting deadlines to hours when the College is open.

Messaging:

The College will send the following e-mail/text messages to campus to communicate our status; the blanks indicate where we will list the duration of remote operations or closure.

- Due to inclement weather (or emergency situation), Tompkins Cortland Community College will close all facilities, _____. Check with your instructors for the status of classes. Scheduled remote classes may still be happening, and scheduled face-to-face classes may be happening remotely. For more information visit tompkinscortland.edu.

- Due to inclement weather (or emergency situation), all Tompkins Cortland Community College locations will be closed entirely,_____. All remote and in-person classes are cancelled. For more information visit tompkinscortland.edu.

Weekend Closing Procedures

The College will remain open on Saturdays and Sundays unless either Tompkins County or Cortland County declares a state of emergency and closes the roads in their county. It is expected that classes and services provided at the College will be available unless the College officially closes.

Credit Courses – Faculty members have the authority to cancel class due to inclement weather/road conditions. The faculty member must contact the students in their class and the Campus Police. An announcement will not be placed on the radio/television stations.

Referrals to Student Services (CARE TEAM)

CARE team (Campus Advocacy, Referral, and Education)
The CARE Team provides a central place to manage communication regarding concerns for students' well-being and the safety of the college community, facilitate a timely and appropriate response to these concerns, and provide information to the college community regarding risk issues and resources available.

The Office of the Vice President of Student Services will be the central contact for referrals, response, and record keeping for CARE Team.   The CARE Team incudes Directors or coordinators of Access and Equity Services, Campus Police, Mental Health Services, Student Conduct, Health Center, and Residence Life. Additional College officials will be consulted as appropriate. Tompkins Cortland community members are **strongly** encouraged to report behaviors of concern, clear changes in behavior patterns and behaviors that are impacting others. Examples include:

- Written or artistic expressions of unusual violence, morbidity, social isolation or despair
- Deterioration in quality/quantity of work
- Direct statements indicating distress
- Significant changes in mood
- Angry or hostile outbursts, yelling, or aggressive comments
- Deterioration in physical appearance or personal hygiene
- Erratic or disjointed thinking, unable to focus
- Concerns about substance use/abuse

Concerns may be reported via your MyINFO account using the link below.

https://www.tompkinscortland.edu/college-info/report-incident

For students who are having primarily academic concerns, use Starfish (see below) to send alerts.

Important Services Available to All Students

The College offers a variety of services to students, including the following:

- Counseling Center: This office offers counseling services, group support meetings, and "Let's Talk about It" opportunities. See the appendix for Mental Health Services. **https://www.tompkinscortland.edu/campus-life/mental-health-counseling**
- ODESS (Office of Diversity Education and Support Services): This office provides mentorship programs, DEI programming, and overall support for students from underrepresented groups. **https://www.tompkinscortland.edu/campus-life/diversity-education-and-support-services**
- Career Center: This office provides career exploration, resume writing, and employment search help. **https://www.tompkinscortland.edu/academics/career-services**
- Transfer Center: This office provides help for students to find the right place to transfer, to find the appropriate courses, and help with the application process. **https://www.tompkinscortland.edu/academics/transfer**
- Tutoring (see the Tutoring center above)
- Advisor: A student's first point of contact for support is their advisor. You can find their advisor listed in Starfish in the student's "Success Network."
- Food Pantry: Recent data shows that nearly half of all students at community colleges experience food scarcity. Please remind your students of our food pantry often. It is free, and students can get more points for dependents. **https://www.tompkinscortland.edu/campus-life/panther-food-pantry**
- Health Services: This office can provide a variety of health services, including referrals, telehealth, sexual health, and personal wellness. **https://www.tompkinscortland.edu/campus-life/health-and-wellness-services**
- Recovery Space: This office provides substance abuse and harm prevention programming. **https://www.tompkinscortland.edu/campus-life/collegiate-recovery-community**

Student Groups that Require Reporting

Some groups of students require their instructors to provide regular reports on their course progress: student athletes, Pathways scholars, and students who have fallen below the college's minimum academic standards. These reports might be in a hard copy format or a digital format through Starfish. These reports are very helpful to identify areas of support students need. If you have any questions, contact an advisor in the Student Success office.

Grading

Grades must be submitted using myTC3 by the deadlines established each semester by the Office of Academic Records. **Timely submission of grades, progress reports, and attendance verification is**

extremely important. You can find the add/drop/withdrawal dates as well as the due dates for attendance verification, early progress reporting, and final grades in the **full academic calendar** which is also available in the **online catalog**.

Grades are generally due 72 hours after the final exam or last class meeting. Detailed submission due dates will be communicated to faculty each semester by staff in the Academic Records office.

The instructor's assessment of each student's achievement should be in accordance with the grading system outlined in the college catalog. Grading policies can be found using the following link:

https://www.tompkinscortland.edu/academics/grading-policies

Retention of Records
You should maintain a grade book for each class for two years. Examinations, test papers and answer sheets must be kept for one year. If you leave the employment of the college, **you must submit these records to the Office of the Provost.**

Early Progress Reports

At the end of the 4th week of classes, instructors must submit Early Student Progress Reports. Progress reports are designed for students and instructors to have a common understanding and early indication of how students are doing in a course. The Early Progress Reports are posted in the grades section of myINFO and students will be able to access them through myTC3. The following scale will be used:

- S   Satisfactory Achievement
- S-   Below Satisfactory Achievement
- U   Unsatisfactory/Failing

Students can access their Progress Report through the Grades tab in myINFO. This information will also be released to academic advisors, who are expected to follow up with students who receive an S- or U on an early semester progress report. In addition, please don't assume students will know what these marks mean. In some cases, they may not even check their progress reports, or know how to access them. Please take a brief moment to make students aware of the scale, how to access the reports, and encourage them to follow up with an instructor when needed. Any student receiving an S- or U should meet with the instructor for clear communication about why there is not satisfactory achievement in the course at that time, and what it will take to get there.

*Other, mid-semester progress reports are collected through Starfish at the 8-week mark. While it is not required for instructors to submit these 8-week reports, it is highly encouraged. These progress reports allow instructors to provide flags, kudos (positive reinforcement), or referrals, as well as more specific feedback in the form of open-ended comments.

Starfish

Starfish is an interactive program that allows for two-way communication between an instructor and students. It can be used to help track progress and raise a variety of "tracking items" These tracking items can consist of "kudos" (a way of letting students know they are doing well in the class); and "flags" which let students know there are concerns with attendance, academic performance, and more. Week 8 progress reports can be recorded in Starfish. Starfish is used for scheduling office hours and appointments, and it can be helpful for advisement. Instructors have the ability to "loop in" other members of the campus community, including students' advisors and student success staff.

Classroom Behavior, Civility, and Netiquette

Please refer to the document called **Guidance on Classroom Civility and Netiquette** for information about establishing and enforcing fair rules for classroom behavior. The document includes information about establishing classroom civility guidelines (including netiquette); when a student may need to be reported for a non-academic student code violation; what to do if a student will not comply with reasonable requests by faculty, including following health guidelines; what to do if students take part in illegal or illicit or harassing activity while on a video-call; and some sample course outline language. This document is available in the Teaching Manual section of the **Provost Communications Folder**, which is located here: **https://mymailtc3.sharepoint.com/PCS2020/SitePages/Home.aspx**

Student Concerns and Course Feedback

Students who have concerns or wish to provide feedback (negative or positive) about a course may use the following link:

https://cm.maxient.com/reportingform.php?TompkinsCortlandCC&layout_id=35

Note: Students contact the Provost's office at provost@tompkinscortland.edu. Please do not provide students with the e-mail addresses of individuals in the provost's office. Please have them use the e-mail address above. That makes it easier for us to track e-mails and respond effectively.

Academic Integrity

Be sure to have clear policies regarding academic integrity in your course outline. The College offers the following guidelines/resources related to Academic Integrity:

Statement of Academic Integrity Policy
https://www.tompkinscortland.edu/academics/statement-academic-integrity-policy

Violation of Academic Integrity Policy
https://www.tompkinscortland.edu/academics/violation-academic-integrity-policy

Plagiarism and Academic Integrity Resources: For Faculty:
https://tc3.libguides.com/plagiarism_faculty .

Plagiarism and Academic Integrity Resources: For Students:
https://tc3.libguides.com/plagiarism_students .

Form for Reporting Violation of Academic Integrity:
https://cm.maxient.com/reportingform.php?TompkinsCortlandCC&layout_id=34

Emergencies/Active Threats

An emergency is any situation that requires an immediate police, fire, or medical response to preserve life or property. These include:

Serious illness or injury	Fires
Assault or immediate danger of assault	Situation involving weapons
Violent or criminal behavior	Fights
Chemical spill	Explosions
Bomb threat	Choking or drowning
Loss of consciousness	Any serious threat to health and safety

In case of emergency, you can dial 9-1-1 from any campus phone. The Tompkins County Department of Emergency Response (9-1-1 Center) will contact Tompkins Cortland's Campus Police and initiate the proper emergency response. When calling 9-1-1, make sure to let the dispatcher know your exact location and try to stay on the line. In an emergency, seconds count. If time permits after completing the 9-1-1 call, please call the Campus Police at **844-6511 or ext. 6511**. Use 9-1-1 only for emergencies. Misuse of 9-1-1 is against the law because it may delay response to a legitimate emergency. For more information on responding to an emergency, refer to the Campus Police website at:

https://www.tompkinscortland.edu/campus-life/campus-police

Campus Police has provided a PowerPoint with specific information on Active Threat Incidents; please follow this link to see the presentation.

https://mymailtc3.sharepoint.com/PCS2020/Shared%20Documents/Teaching%20Manual/Active%20 Threat%20Incidents%20PP%20Final%20Main%20Campus%20Faculty%20Adjunct.pdf

Emergency Evacuation Procedures for Persons with Disabilities
ALWAYS ASK someone with a disability how you can help or ascertain they need help before giving assistance or attempting any rescue technique. Ask how he or she can best be assisted or moved and whether there are any special considerations or items that need to come with the person, such as respirators, mobility aids, or other equipment. For more information, please see the college website.

SharePoint

When you log in to your myTC3 account, you will automatically have access to SharePoint, the College's portal, to view discussions and share information. In the left menu click on "Department and Team Sites" and you are in the portal. SharePoint contains many forms, documents, and information concerning various college operations, including academic forms and records forms (Change of Grade, Administrative Withdrawal, Incomplete, etc.) may be found on SharePoint. Login is required.

https://mymailtc3.sharepoint.com/SitePages/Home.aspx

https://mymailtc3.sharepoint.com/FormsAcademicRecords/default.aspx

The Semester Winds Down

Exam Week

The College alters the class schedule in the last week of the semester. This is to create a meeting time that allows faculty the opportunity to give final exams. Giving a final is not required, but all courses must be held during finals week. Please follow the links below for more information about classes during this week.

Fall 2021 Final Exam Week Guidance

Fall 2021 Final Exam Week Schedule by Course

Fall 2021 Final Exam Week Schedule by Instructor

Spring 2022 Final Exam Week Guidance

Grades Appeals, Incompletes, and Changing a Grade

Grade Appeals

The granting of a grade appeal is fairly rare, but it can happen. The usual criteria is that a student would have to be able to document that an instructor failed to follow or misapplied their course outline policies or college policies in a way that was detrimental to their grade. Any student who wishes to challenge a course grade should do so within 30 calendar days of the final grade being posted in MyTC3. The following link provides more information for students and instructors:

https://www.tompkinscortland.edu/academics/grade-challenge

Incompletes

Incompletes should be rare. An incomplete may be issued upon the student's request at the discretion of the instructor in situations in which a student has not completed the course requirements for medical or personal reasons documented to the instructor's satisfaction. The outstanding work for an incomplete must be completed within 4 weeks into the following semester (excluding winter and summer). If you are requesting extra time, you must note the reason and the amount of additional time you will need (i.e., a specific alternate deadline date).

A student must be aware that an incomplete has been requested, and the student must be aware of the plan in place to complete the work. We will ask instructors to verify this.

Faculty may request an incomplete using the following form:
https://forms.office.com/Pages/ResponsePage.aspx?id=bwT0jebZikiC-oRFLwqtSZeFKRdoleBDj-i8tYwSUANUNlBZR0FWQktCR1NPODBGNTU2WUJQWEMyRi4u

Change of Grade:

Instructors cannot change grades through myTC3 once a grade has been posted for a student. If a grading error should occur, the change of grade form should be used to make an official change in the student's records. Change of grade forms are available on SharePoint, in the Academic Records Office, from the faculty suite secretaries, or from extension center staff.

https://mymailtc3.sharepoint.com/FormsAcademicRecords/default.aspx

Change of Grade forms should be sent to **AcadRec@tompkinscortland.edu** .

Performance Evaluations

Student evaluations are processed in the Office of the Provost and will be available to instructors after the completion of the semester. These evaluations will be accessed online by students through their Blackboard interface. Students will be expected to complete and submit the evaluation with a reasonable window of open access during the latter part of a 15-week course; courses running for shorter periods of time will have different access dates published as necessary. Based on availability, faculty may schedule their classes to use a computer classroom to complete the evaluation, request a

laptop cart, or ask students to use their smartphones. Each bargaining unit, Adjunct and Faculty Association, should refer to their union contract for frequency and number of student evaluations and observation visits.

The "Supervisor's Observation Report" is used when a scheduled class observation occurs. Instructors will be observed in accordance with their current Union Association contract. **The form can be found here.**

General Information and Resources

Library

Overview

The College Library has a wealth of resources, some of which are highlighted in the sections below. These resources can be accessed by visiting the Library in person or by going to the following website:

https://www.tompkinscortland.edu/library

Reserves:

You can reserve items, your own or the Library's, for use by your students in the Library. Students are free to make copies of reserve material or request a digital loan of a chapter. Digital chapters can be borrowed for two hours at a time. You can also reserve any of our videos to use in your classroom or to post on Blackboard for your students.

https://www.tompkinscortland.edu/library/reserves

https://www.tompkinscortland.edu/digital-textbook-chapter-request

Reference:

Librarians are available Monday-Friday, 8-4. If you have students struggling with finding, evaluating, or integrating sources into their writing, you can connect them with librarians - walk them over to us, connect them with our live chat on the library website, or have them use our "Ask a Librarian" page to connect via email, chat, or one-on-one appointment.

https://tc3.libguides.com/ask

Research Instruction:

Librarians are available to meet with your class to help them with their research. You can bring your class to our computer classroom for hands-on instruction; in some cases, a shorter demo in your

classroom or an online session is more appropriate. We can also create customized class guides to steer your students to the most appropriate sources of information for your assignment.

https://www.tompkinscortland.edu/library/research-instruction-information-literacy

"For Faculty" FAQs:

Online FAQs, including some specifically for faculty, are available to help with common questions. The general library FAQs are at **https://tc3.libanswers.com/** then choose the topic "For Faculty" from the topics dropdown tab.

Alternatives to Textbooks: The College is actively pursuing alternatives to expensive textbooks. The Library can help you with three options:
● Open Educational Resources (OER): OER textbooks can be online or in print. They cost a fraction of traditional textbook prices, and there is evidence to suggest they increase student engagement with the material. We can help you explore available options.

https://tc3.libguides.com/OER

● Coursepacks: Instead of requiring an anthology that costs $100-$200, you can pick just the readings you will use during the semester and create a bound coursepack that will, on average, cost your students under $20. The Library has the copyright license to millions of articles, chapters, stories, and more. If we don't already have rights to something you need, we will pursue it. Contact your liaison librarian for more information.

https://www.tompkinscortland.edu/library/research-instruction-information-literacy

- Linking to library resources: The library already pays for many resources (such as journal articles, videos, and ebooks) that can be used in lieu of a coursepack or expensive textbook. We can help you link to those resources in web courses through permalinks. For more info, see our FAQ "What's a permalink and how do I find it?"

  https://tc3.libanswers.com/faq/320275

Recording Equipment: To request audio or video recording equipment, send an email with your course name and section, date, and start and end times to **tc3library@tompkinscortland.ed**u **.**

Academic Integrity: Library staff will consult with you about preventing and detecting plagiarism in your classes.
https://tc3.libguides.com/plagiarism_faculty

College Teaching Center

Located on the second floor of the Library. The College Teaching Center enhances student learning by promoting the profession of teaching. The CTC provides information and opportunities for professional development as well as a space where faculty can get together to talk informally about issues of teaching and learning and make use of various resources. Paid mentorships are available. The CTC runs a number of programs during the school year. More information can be found on the college website.

https://www.tompkinscortland.edu/library/college-teaching-center

Curriculum Committee

Please follow this link for detailed information about the Curriculum Committee, which is responsible for reviewing and approving curriculum changes, including new program/course creation and revisions of Master Course Syllabi.

https://mymailtc3.sharepoint.com/Curriculum/SitePages/Home.aspx

Applied Learning / Internships

Applied learning opportunities for students can be used to enhance class curriculum and provide invaluable hands-on learning experiences to re-enforce classroom concepts and networking opportunities for students. The College implemented Handshake during summer 2021, which is a career management system that manages internships, job opportunities, and supports the administration of applied learning opportunities for faculty. Handshake is administered by the Department of Workforce and Employer Partnerships (BIZ). Please contact Carrie Coates Whitmore, clw@tompkinscortland.edu, ext. 4334, to learn more about Handshake and how the department can support your applied learning efforts, and exploring opportunities with local employers.

Independent Study

Two types of Independent Study courses exist: 1) independent studies, which are a substitute for a traditional course in a given a semester, and 2) enhanced independent studies, which are designed to enhance a student's understanding of a discipline and not to substitute for an existing course. The former (#1) are common, but the latter (#2) are rare.

Independent Study Course
An independent study course is designed as a substitute for a traditional course that is needed for the student(s) program of study but it is not available in a particular semester. The most common reason for an independent study is due to a regularly scheduled course having low enrollment and needing to be cancelled by the Provost's Office. The course name, description, and learning outcomes are the same,

but fewer students are in the course than is typical, including courses of only one student. Though other reasons may be valid, the independent study option should not be used as an alternative to inadequate planning by a student or inconvenient timing. It is expected that only instructors who normally teach the course will teach an independent study course. Regular tuition and fees will be charged for each directed study credit. Approval for an independent study course during any semester must be granted by the Provost or designee. Independent study courses may be run utilizing typical scheduling times, with fewer students than a typical class or utilizing alternatives (one on meetings, projects, etc.).

Enhanced Independent Study Course

What is an enhanced independent study course?

a. Intended to expand a student's learning experience beyond the normal program curriculum
b. Not intended as a substitute for an existing course
c. Provides the student with an opportunity to pursue/research a subject in more depth, and in a more independent manner than would be possible in a traditional course
d. Each hour of credit should reflect a minimum of 45 hours of work
e. Can be sponsored by all programs and disciplines and listed under the relevant discipline and a 280 course number, e.g., BIOL 280, ENGL 280

How is an enhanced independent study developed?

a. Eligibility Criteria – The student must demonstrate the ability to undertake independent work in the specified area.
b. Specific prerequisites, role in curriculum, i.e., program, liberal arts or unrestricted elective, minimum completed credits, GPA, or other requirements may be established by individual programs/disciplines.
c. The student consults with a faculty member in the semester before the independent study. If the faculty member agrees to supervise the study, a proposal/learning contract is prepared.
d. The learning contract should include a title, description of the project, credits to be awarded, learning objectives, content (topics, learning and research activities, etc.), required student/instructor meetings, bibliography/reading list, outcomes (presentation(s), paper(s), journal, etc.), and grading criteria.
e. The learning contract must be signed by the student and the instructor, and then submitted for review and approval by the Provost or his designee. Independent studies supervised by an adjunct faculty member must be approved by the program/department chair.

Global Initiatives Office

The **Global Initiatives office** coordinates the College's **study abroad programs**, the **Global Connections dual-degree program**, and the **Disney Academic Exchange Program**; **advises and supports F-1 and J-1 students**; and **leads campus internationalization efforts**.

Field Trips

Please feel free to take your class on a relevant field trip. File the required forms (Notice of Off-Campus Activity and Volunteer Driver Information) including a current class list indicating which students will be transported in which vehicle at least two weeks in advance through the Provost's Office. This information will be shared with the Campus Police in the event of an emergency or if any students need to locate the rest of the class. The information will also be shared with the Office of Student Conduct and Community Standards. Students who are not in good conduct standing (status less than deferred suspension) are generally not allowed to travel with the College. You will be notified if one of your students is not allowed to travel. Students may request permission to travel if on deferred suspension by submitting a letter to the Director of Student Conduct and Community Standards outlining their specific request and including rationale for why they should be permitted to travel. Please refer to the Field Trip Insurance and Off-Campus Control Activity Policies in the Administrative section of this manual. Required forms can be downloaded from the Tompkins Cortland portal (see transportation section). Login is required.

**https://mymailtc3.sharepoint.com/SitePages/Home.aspx?RootFolder=%2FShared%20Documents%2F
Forms%20%2D%20Faculty%20and%20Staff%2Ftransportation&FolderCTID=0x0120001CA732629908B
E4CB3CE681B3996FCA0&View=%7B2162887C%2DEAA5%2D47C4%2D9CF4%2DFFC533B5EC80%7D**

A college vehicle may be available for field trips. Additional inquiries should be directed to the Provost's office.

- Field Trip Insurance
  The College does carry liability insurance, which protects staff and volunteers of the College should they be liable for negligence while supervising, teaching, or acting in an official capacity on a field trip. This coverage also covers the staff member and the College for any accident occurring while driving a College-owned vehicle. Students and staff who drive to and from a field trip in private vehicles are covered by their own automobile insurance, not the College's. The College's insurance coverage would not extend to liability for negligence while operating a private vehicle.

  The College strongly recommends that individuals using their personal vehicles for College business have the following minimum coverage: limits of at least $300,000 combined single limit, or bodily injury per person of $100,000/$300,000 per occurrence and property damage per accident of $100,000 are recommended with respect to the motor vehicles to be used for that purpose.

- College Vehicle Use

  College employees may be able to use College/FSA vans for sporting events, field trips, etc. Drivers must be free of any driving related convictions and must be an approved driver by the Transportation Manager. Van use is managed by the Athletics Department. For more information or to become an approved driver, please contact **van@tc3.edu.** If you wish to take

your class on a field trip, you must submit the required paperwork <u>at least two weeks prior</u> to the trip to the Provost's Office. This must be received prior to a van reservation.

Guest Speakers in Classes

You are welcome to invite experts in your field to visit your class. If a particular speaker would be of interest to the public, they may be invited for the class session also. In any event, please make sure guests are welcomed properly when they arrive at the College and directed or escorted to the appropriate class location. The College rarely has funding available to reimburse guest speakers; however, you should check with your department chair to see if stipends are available.

Building Use

Furniture
Faculty are asked not to rearrange classrooms, except for chairs and tables with wheels. If furniture is moved, you need to put the room back into its original configuration at the end of the class.

Keys
Adjunct Faculty who need keys to classrooms for use beyond typical working hours of the College, should get authorization from the Office of the Provost and then sign keys out from James Perkins, Cleaning Supervisor, room 168, **JAP@tompkinscortland.edu** Keys must be returned upon leaving employment at the College.

Posting
Nothing should be attached to the walls with any kind of tape. If there is a need for posting in the room, the boards are usually magnetic and the Facilities Department can provide magnets. If there is a need for more posting areas, you should work with the Facilities Department to meet your needs.

Smoking Policy
Smoking, whether tobacco products or e-cigarettes, is prohibited in all areas inside of the College, and is restricted to the designated outdoor smoking area at the red entrance on the east side of the building. Smoking Marijuana in all forms is prohibited at the College due to our Federal funding.

Information Security

The College's Information Security Protocol prohibits any personally identifiable information (PII) from being kept on removable media or shared electronically outside of college-owned systems. Dispose of hard copies of confidential files in secure bins for shredding documents located in both full-time faculty office suites. The most critical PII elements are social security number, date of birth, credit card data, and student ID numbers. When in doubt, contact Campus Technology to help you secure this information.

Guidelines for Research Involving Human Subjects

Prior to initiating research or sponsoring student research that involves human subjects, instructors must contact the Department of Institutional Research to ensure they are following College guidelines. The guidelines are listed on the Institutional Research website.

https://www.tompkinscortland.edu/college-info/institutional-research

Students wishing to conduct surveys or other research must obtain approval from Institutional Research staff, located in Room 229. For more information contact Malvika Talwar, **MT056@tompkinscortland.edu,** 844-8222, ext. 4410.

Copy and Mail Services

Copiers are available near the Copy and Mail Center, Room 240 as well as in the Faculty Offices, Rooms 220 and 241. In an attempt to be as much of a paperless campus as possible, please take into consideration what you are printing, and if it needs to be a hard copy, or digital. Online services, like Blackboard and Microsoft Teams can make for easy storage and access of information for students and instructors, and be carried over, edited, and saved from one semester to the next.

Mail: Adjunct faculty will be assigned a mail folder in the faculty suite (Room 220 or 241) nearest to the adjunct faculty office you're assigned. Please check your folder weekly, as mail, important college documents, or messages will be delivered here. If you are teaching off-campus, you may request that all material from your folder be mailed to you.

Copies and Printing: The Copy and Mail Center is open Monday – Friday, 8:00 am – 4:00 pm during spring, summer, and fall semesters. Email: **CopyCenter@tompkinscortland.edu** or call Ext. 4325. Copy/Printing Services are available from the Copy and Mail Center or the suite secretaries in Rooms 220 or 241. Please provide your department budget code (from your Program Chair) with all copying and printing requests. Please give a completion date and allow adequate lead time for processing your requests (200 pages or less = 1 working day / 200 – 1,000 pages up to 3 business days / 1,000 pages or more or specialty binding completion will be based on current demand)

Copyright Information: All copyright materials are the responsibility of the person copying them.

Exams: To ensure secure and prompt handling of examination materials, the suite secretaries and the Copy and Mail Center have developed the following guidelines:

1. Place the exam/quiz in an interoffice envelope.
2. Fill out a work order being sure to include all pertinent information. A copy of this form is included following this section.
3. Attach the work order to the outside of the envelope.
4. Take it directly to the Copy and Mail Center (240).
5. If you copy the test yourself, please be sure to check the machine for your original prior to leaving.

6. Upon completion, exams are delivered to the suite secretaries.

Electronic Services: The Copy and Mail Center has full electronic services; you can send an attachment in your email for copying or you can store it on a flash drive or other storage medium. This includes both black and white and full color services. Email **CopyCenter@tompkinscortland.edu** to assure prompt service. The Electronic Submission order form is available in SharePoint. Log-in is required.

https://mymailtc3.sharepoint.com/SitePages/Home.aspx?RootFolder=%2FShared%20Documents%2F Forms%20%2D%20Faculty%20and%20Staff%2Fcopy%20center&FolderCTID=0x0120001CA732629908B E4CB3CE681B3996FCA0&View=%7B2162887C%2DEAA5%2D47C4%2D9CF4%2DFFC533B5EC80%7D

We ask that you consider the environment and expense when copying materials for class. Our college has a great deal of technology available to instructors that can assist in lowering our use of paper and copying budget.

Extension Centers

Nancy S. Lieberman
Ithaca Extension Center
at Tompkins Cortland Tioga Place
118 North Tioga Street
Ithaca Commons
Ithaca, NY 14850
(607) 272-3025

Tompkins Cortland
Cortland Extension Center
157 Main Street
Cortland, NY 13045
(607)756-5275

Classroom Technology:

Ithaca	Cortland
All classrooms on the 6th floor are smart classrooms; the classrooms on the 5th floor are semi-smart but have an overhead projector. Each classroom is equipped with a LCD projector, computer, and DVD player. Rooms have white boards and/or black boards available. Classroom or computer lab can be reserved by completing this form: **https://forms.office.com/r/89x7BKaVJg**.	All classrooms are smart classrooms and are equipped with a LCD projector, computer with DVD player, and document camera. Classroom or computer lab can be reserved by completing this form: **https://forms.office.com/r/89x7BKaVJg**.

Classroom Furniture
If you move any desks or chairs around, **please return them to their original places before you leave.**

Copy Services
A copier is available at each center for small copy jobs (i.e., two-page handout for upcoming class) for you to do your own copying. Staff cannot do copying for you due to other responsibilities. Large copy jobs should be sent to the Copy Center on the main campus. You can also submit copying orders electronically. Couriers are not available to transport materials and/or copies from the main campus to Centers (or vice versa). Please see the Copy Center section of this manual.

Faculty Bay Area
A faculty office is available where you can prepare for class, enter grades, check email, use computers, etc. These are shared by all faculty members so please do not leave your materials in this area, and limit your use to allow all faculty to use as needed. Faculty mailboxes and a telephone are also located in this area.

Parking

Ithaca	**Cortland**
Please see the Center staff for appropriate procedure and other information.	You may park in the building parking lot behind the building.

Testing/Study
Space is available for small group study and testing. Please have the student(s) make arrangements through Extension Center staff.

Directory of Assistance

Teaching faculty with questions related to the topics below should direct them to the following individuals. A comprehensive directory is available on the college website.

https://www.tompkinscortland.edu/college-info/department-directory

Topic	Office
General College Policies and Academic Affairs	Paul Reifenheiser, Provost and Vice President of Academic Affairs Malvika Talwar, Associate Provost
Starfish, Placement, and Student Advising	Michelle Nightingale, Associate Dean of Student Success & Retention Tackie (TK) Huff, Assistant Director of Student Success Leah Calzolaio, Student Success Advisor Alexis Dengel, Student Success Advisor Raychon (Ray) Gillis, Student Success Advisor Tracey Guild, Student Success Advisor

Academic Records	Katrina Campbell, Registrar Lauren Wright, Academic Records Coordinator
Building Security, Medical	John Gebo, Director of Public Safety
Business and Financial Affairs	Bill Talbot, Chief Financial Officer
Career Counseling for Students	Hal Brown, Coordinator of Career Development
Clerical Assistance	Secretaries in Faculty Suites 220/241: Chrissie Askew Deb Fedenko
College Teaching Center	Eric Jenes, CTC Faculty Coordinator Michele Whitecraft, CTC Adjunct Coordinator Anndrea Mathers, CTC Board Chair
Contracts (Adjunct & Overload Teaching)	Vicki Pousseur, Provost's Office
Course Outlines, Master Schedule, Textbook Selection, Faculty Evaluation, and Instructional Techniques	Paul Reifenheiser, Provost and Vice President of Academic Affairs
Copy Services	Kierra Martin, Sr. Copy & Mail Center Attendant
Curriculum Assistance	Program Chair or Katrina Campbell, Registrar and Curriculum Committee Chair
Distance Learning and Educational Technology Services	Breton Bienvenue, Instructional Technology Associate
Extension Centers Cortland Ithaca	 Carrie Whitmore, Director of Continuing Education and Workforce Development Deb Mohlenhoff, Assistant Vice President for College Relations
Financial Aid, Admission, & Matriculation	LaSonya Griggs, Associate Dean for Enrollment Management Colleen Conroy, Director of Financial Aid
Global Initiatives, International	Maria Barrero, Global Services Specialist
Student Services and Study Abroad	Merryn Clay, Coordinator of Global Partnerships & Programs

	Karen Miller, Coordinator of Global Partnerships & Programs
Campus Technology: Communications including phones, mailroom, and administrative computer support including Outlook, MyTC3, internet, PowerCampus, PowerFaids, etc.	Timothy Densmore, Chief Information Officer
Student Conduct and Title IX	Darese Doskal, Director of Student Conduct and Community Standards
Library	Gregg Kiehl, Library Director
Mail Room	Mellora Paucke, Campus Technology
Payroll	Cathy Christopher, Principal Account Clerk
Personal Counseling for Students	John Witkiewicz, Clinical Counselor Juliana Garcia, Clinical Counselor
Purchasing	Kevin Caveney, Purchasing Agent
Room Reservations for Classes	Lauren Wright, Academic Records Coordinator
Residence Life	Michael Oyelola, Interim Director of Residence Life
Services for Students with Disabilities/Access & Equity Services	Carolyn Boone, Coordinator of Access & Equity Services
Staff Benefits, Equal Opportunity Plan, Affirmative Action	Sharon Clark, Vice President of Human Resources and Organizational Development Sunday Earle, Benefits Coordinator
Student Life	Greg McCalley, Vice President for Student Services
Student Payments, Certificates of Residence, Details of Registration	Greg Lyons, Director of Enrollment Operations and Auxiliary Services
Student Records (Grades)	Lauren Wright, Academic Records Coordinator
Student Success Services	Michelle Nightingale, Associate Dean of Student Success & Retention

Student Withdrawals or Absences, Transcripts, Class Rosters, Grade Rosters	Lauren Wright, Academic Records Coordinator
TC3 Card	Greg Lyons, Director of Enrollment Operations and Auxiliary Services
Technology Support in the Classroom	David Fish, Director of Technology Support Keith Hall, Technology Support Specialist Don Perkins, Technology Support Specialist Patricia Van de Bogart, Technology Support Specialist
Textbooks	Kristin Dempsey, Bookstore Manager
Transfer	Heather Stevens, Coordinator of Transfer Services
Tutorial Services	Scott Bennett, Coordinator of Tutoring & Accommodation Services