Valuing and Engaging Adjunct Faculty

Presentation #: S120
Date: Saturday, November 17, 2018
Time: 10:45-11:35 am
Room: Durango 2

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Amber Rust, Ph.D., Chair of Mathematics

AMATYC National Conference 2018
Orlando, FL

Note: Powerpoint will be given at the presentation. Please email either Dr. Nicholls (sonicholls@aacc.edu) or Dr. Rust (arust1@aacc.edu) for an electronic file of the powerpoint.
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Adjunct Faculty Coordinator Job Description

At

Anne Arundel Community College
Adjunct Coordinator
SCHOOL OF LIBERAL ARTS

FUNCTION
The Adjunct Coordinator is responsible for providing leadership and oversight of part-time faculty, including but not limited to: interviewing, hiring, orienting, assigning and evaluating part-time faculty. The Adjunct Coordinator will represent the department Chair at various meetings on and off campus.

SUPERVISION
General Supervision: Dean, School of Liberal Arts
Daily Supervision: Department Chair

DUTIES AND RESPONSIBILITIES

Part-time Staffing

♦ Assist with staffing sections taught by Part-time (PT) faculty, including Fall, Spring and Summer Terms. Recommend PT faculty for Contract Ed sections when feasible.
♦ Interview PT applicants for possible employment.
♦ Process new PT staff and prepare contract information for all PT staff.
♦ Conduct orientation for PT staff.

Evaluation of Part-time Staff

♦ Facilitate class visits during the first semester. At a minimum this consists of completing a classroom observation form and meeting with the part-time faculty member to discuss strengths and weaknesses.
♦ Facilitate class visits at least once every three years following the initial class visit.
♦ Recommend PT faculty for promotion.
♦ Analyze results of student opinion forms and discuss results w/PT faculty, as needed.
♦ Write letters of recommendation upon request for PT faculty.

Other Tasks involving Part-time Staff

♦ Set up mentor system in each semester, providing a mentor for each PT faculty member for each course taught.
♦ Work with Instructional Coordinator to respond to inquiries for PT employment.
♦ Respond to student concerns about PT staff.
♦ In general, provide supervision of and support for PT staff.

Other Tasks within the College

♦ Represent the department at on-campus meetings as requested (e.g. College Nights for AACC, College Fairs).
♦ Other duties as assigned by the Dean or Vice President
QUALIFICATIONS

Master's degree in an appropriate discipline

Three years of full time post secondary teaching experience in a community college setting.

Excellent interpersonal communication skills.

Commitment to collaborative management, team building and consensus building.

Strong organizational, problem solving and conflict resolution skills, including the ability to anticipate concerns and resolve issues.

Commitment to the diversity efforts of the department, division and college.

Ability to deal tactfully and effectively with students, faculty, administrators, staff and the public.

♦ Essential Job Functions

THIS POSITION IS OVERTIME EXEMPT

SIGNATURES

Executive Director of Human Resources

Date

Dean, School of Liberal Arts

Date

Department Chair

Date

Adjunct Coordinator
3/21/17
Internal Math Department

"Advertisements" Brochure

For

Adjunct Faculty Coordinator Job
Adjunct Faculty Highlights

- Last fall, Prof. Arithmetic celebrated 35 years of teaching in the Math Department at AACC
- Prof. Quantitative Math earned his PhD in Mathematics
- Prof. Statistics is the proud mother of twins and recently became a grandmother of twins
- Prof. College Algebra is featured as an editor in a math textbook
- Prof. Calculus I is a full-time math professor at CCBC and Prof. Calculus II is a full-time math professor at CSM
- Prof. Linear Algebra is the former Dean of Liberal Arts and Chair of Mathematics at AACC
- Several of our math adjunct faculty teach in the AACPS system

About the Coordinator

- Assists the Chair and is directly responsible for supervising adjunct faculty
- Serves as the Chair of the Mathematics Adjunct Faculty Affairs Committee
- Works comfortably with a large and diverse group of adjuncts, students, and applicants
- Has excellent organizational skills and communication skills (both written and oral)
- Presents and enforces college/department policies
- Receives 9 FLH of release time during the fall and spring semesters
- Receives 2 FLH of compensation during the summer months

Math Adjunct Faculty Coordinator

Dr. Stacey O. Nicholls
Semester/Summer Duties

- Reviews applications, performs interviews, hires qualified applicants, supervises and evaluates adjunct faculty
- Staffs all open classes with adjuncts for the upcoming term
- Staffs the Arnold and AMIL Math Tutoring Labs with adjuncts for the upcoming term
- Communicates important announcements, updates, reminders, etc... to adjuncts
- Plans and hosts the Math Department’s Adjunct Faculty Orientation for the upcoming term
- Works closely with the Chair/Assistant Dean to address student complaints
- Works closely with office staff on administrative tasks

Mathematics Adjunct Faculty Affairs Committee Duties

- Assists with organizing the Math Department’s Adjunct Faculty Orientation
- Observes and evaluates adjunct faculty (including reviewing sample teaching materials, syllabi, and final exams)
- Creates and manages the Buddy List and disseminates buddy information to all full-time and adjunct faculty
- Updates the Welcome Memo (prior to the start of the semester) and the End of Semester Memo (prior to the end of the semester) for distribution to adjunct faculty
- Provides professional development opportunities for adjunct faculty

Other Things You Can Do with 9 FLH of Release Time

- Attend conferences (such as the 2018 AMATYC Conference in Orlando, FL)
- Learn more about the skills and talents of our wonderful adjunct faculty
- Observe adjunct’s classes and “steal” a teaching strategy (or two) 😊
- Gain a broader prospective of the department as well as leadership experience for promotion and tenure
- Learn more about college policies and initiatives and disseminate this information to adjuncts
- Work with department coordinators and Math FIRST Lab staff to ensure adjuncts are fully supported
Department Adjunct Faculty Handbook
Welcome to the Mathematics Department at Anne Arundel Community College. We are happy to have you teaching with us and look forward to a productive and successful year. In order to help you navigate AACC and the departmental requirements we have created this handbook as your reference guide.

**Important Information Items**

1) **Operating Hours for the Math Department**
   - Monday through Thursday - 7:30am-7:00pm
   - Friday – 7:30am-4:00pm

2) **Emergency Numbers and Email Addresses**

   Dr. Amber H. Rust, Department Chair:
   - Office: 410-777-2029
   - Email: arust1@aacc.edu

   Dr. Stacey O. Nicholls, Adjunct Faculty Coordinator:
   - Office: 410-777-2569
   - Cell:  
   - Email: sonicholls@aacc.edu

   Office Manager:
   - Math Office: 410-777-2360
   - Cell: - if needed after hours
   - Email:

The **AACC Faculty Handbook** will be referenced throughout this document so be sure to download a copy for your files. The Faculty Handbook may be found online at [https://webapps.aacc.edu/intranet/teachingandlearning/file/FacultyHandbook-Committee8-14-17.pdf](https://webapps.aacc.edu/intranet/teachingandlearning/file/FacultyHandbook-Committee8-14-17.pdf). Please review the handbook for important information regarding college policies and procedures.
ALL ADJUNCTS

All adjunct faculty should have **official copies of all undergraduate, including Associate degrees, and graduate school transcripts** sent to:

**Associate Vice President for Learning and Academic Affairs**
Anne Arundel Community College
101 College Parkway
Arnold, MD 21012

**Preventing Sexual Harassment**
All adjunct faculty are required to participate in a Preventing Sexual Harassment training program online. The training takes about one hour and can be found at: [http://training.newmedialearning.com/psb/annearundelcc/index.htm](http://training.newmedialearning.com/psb/annearundelcc/index.htm). You will need your AACC ID number as this will confirm your completion of the training.

**Diversity Training**
All AACC employees (faculty and staff) are required to complete the online Diversity Training course. The training can be accessed through the following link: [http://training.newmedialearning.com/diversity/annearundelcc/index.htm](http://training.newmedialearning.com/diversity/annearundelcc/index.htm)

**Security Awareness Training**
All AACC employees (faculty and staff) are required to complete the Security Awareness Training course. The course includes passing a quiz at the end of each section. The quiz may be retaken until the employee is successful. New hires are required to complete the course within the first three months. The training **requires pre-registration** which can be accessed through MYAACC; IPD courses to obtain the STARS number. More information is available through the following link: [http://ola4.aacc.edu/lmstarkey/LearningOpportunities/Security/security.htm](http://ola4.aacc.edu/lmstarkey/LearningOpportunities/Security/security.htm)

**Email Accounts, MYAACC**
Each employee automatically receives an email account. It is extremely important that you setup your password through [http://www.aacc.edu/password](http://www.aacc.edu/password), you will need your AACC ID number on hand to do so. You may access your email from home through MYAACC or using [https://owa.aacc.edu/owa](https://owa.aacc.edu/owa). Your user name requires an “AACC\"” in front of the login.

**Contracts**
All adjunct faculty contracts are approved through your MYAACC account. To approve your contract, please login to MYAACC, click on SELF SERVICES, EMPLOYEES, MY PROFILE, then click on CONTRACT AWAITING APPROVAL, check ACCEPT CONTRACT, and then click on SUBMIT. An email will be sent to your AACC email account notifying you when your contract is available for acceptance. If you have difficulty logging into MYAACC, access the
password management tools at http://www.aacc.edu/password and follow the set-up procedure. If you continue having problems, call the help desk at 410-777-

**Parking Permits**

To obtain a parking permit, please login to MYAACC, click on SELF SERVICES, EMPLOYEES, MY PROFILE, PARKING PERMIT REQUEST, Check your Mail Stop, and then click on SUBMIT. Do not park in the designated Faculty and Staff parking spaces without a parking permit; you will be ticketed by the campus police.

**Mailboxes**

All adjunct faculty have a mailbox set up in the Math Office, MATH building, second floor, room 231. If you teach at AMIL (Arundel Mills) you may pick up your mail in room 100, or GBTC (Glen Burnie Town Center) you may pick up your mail at Student Services or behind the guard station at the building entrance. Please check your mailbox frequently for important college notices and course rosters at the beginning of each semester. When requesting copies from the Copy Center you may request course materials to be sent to your mailbox.

**Copying Course Materials**

Copy machines for small copy jobs (1-10 copies) are available for your use within the math office, MATH Building room 231 (behind the front desk). Copy machines are also available at the Glen Burnie Town Center (GBTC) and at Arundel Mills (AMIL). At GBTC the copy machines are located on the 2nd and 5th floors. Faculty must stop at the College Services desk on the 2nd floor to obtain a code for using the machines. At AMIL the copy machine is located in room 100.

Larger copy jobs must be sent to the Copy Center via MYAACC/INTRANET/Copy Services or via interoffice mail by completing the copy services form available in the math office, online, and at other campus locations. Word and pdf documents can be uploaded directly to the Copy Center remotely and the copies delivered to your mailbox, or at the campus location specified. Copies may also be made at the Copy Services Center in the Central Services Building located near the East Campus entrance on the Arnold campus. Copies that contain more than 30 pages per student must be sent to the bookstore for students to purchase. The web submission link is: http://p3scansws.aacc.edu.

**Course Syllabus**

All math faculty are required to submit a syllabus for each class prior to the start of the first class meeting. Copies of the departmental syllabi can be used as a guide, but additional information including how grades will be determined and your contact information should be added. The departmental syllabi are available in the math office and also in the MATH COMMUNITY GROUP in MYAACC. You may access the Math Community Group by logging in to MYAACC, click on the right column “Access my Courses”, click on COURSES (the tab at the top where a dropdown menu opens up), select GRP_MAT_COMMUNITY, on the left menu column click on FILES (wait for the files to upload), select the course of interest to you. Course materials for traditional, hybrid, computer intensive and online courses are available in the
course files. The course specific requirements for your syllabus “AACC Course Syllabi Template” have been included in the Appendix of the handbook for your reference. If you are unable to access the Math Community Group, please contact at _____.@aacc.edu.

Absences/Subbing

As a contractual employee, each faculty member is responsible for meeting ALL classes and assisting in finding their own class coverage in case of an unavoidable absence. Classes should not be cancelled under any circumstance.

If you know of an unavoidable/immediate/urgent/unexpected or even known in advance absence the following protocol is required:

1) Contact Dr. Stacey O. Nicholls by phone (301-602-9778) or by email (sonicholls@aacc.edu) and the Department Chair (Dr. Amber H. Rust) by email (arust1@aacc.edu) to notify them of the reason for the unavoidable absence.

2) If you are unable to contact the Adjunct Faculty Coordinator or the Department Chair, please contact the math office at 410-777-2360 or email Office Manager at @aacc.edu to explain the need for a substitute.

3) Please try to find a substitute by contacting another instructor who can conveniently cover for you or by using the BUDDY LIST. You must let Dr. Stacey O. Nicholls, Dr. Amber H. Rust or _____. who volunteered to cover your class. Please provide the faculty member with a detailed plan for the class and what you would like covered. As a courtesy, please volunteer to cover someone else’s class when a request is made.

If your absence is unexpected due to illness or a family emergency, please notify the math office immediately. We will try to cover your class if at all possible. Please be ready to provide the material to be covered to assist any substitutes. The philosophy of the Math Department is that “we will cover a class if at all possible.” Please volunteer to cover when you can. Although there is no monetary payment for subbing, faculty may cover for you later in the semester if you have covered for them. In advance, we appreciate your cooperation and help in providing our students with the best possible educational experience at AACC.

Buddy System

Each adjunct faculty member will be assigned a “Buddy”-a full time faculty member who is familiar with the course(s) you are teaching. Your Buddy can answer questions about your courses and instructional materials including online instructional materials that support your courses. Your Buddy may also be able to assist you with planning your course and course assessments. Feel free to contact your Buddy with any questions or requests that you think he/she can help you with.
Daily Attendance via MYAACC

It is mandatory that attendance be taken during each class period and recorded electronically in MYAACC. Preferably after each class, but at least once a week, login to MYAACC, click on the SELF SERVICES tab and select FACULTY, then select FACULTY INFORMATION, and ACADEMIC ATTENDANCE TRACKING to electronically record attendance for each student. Select the class, the date the class met (once a week for online classes), then select PARTICIPATED or DID NOT PARTICIPATE for each individual student. Note that all absences are reported the same, even if they may be excused; simply record whether or not the student was present or absent during each class period. If you are unsure about how to record attendance for online classes, please contact Dr. Stacey O. Nicholls or Dr. Amber H. Rust. If you are having difficulty logging into MYAACC, go through the password management tool at http://www.aacc.edu/password and follow the set-up procedure. If the problem persists, call the Help-Desk at 410-777-4357. If the class does not meet, location is unavailable, or college is closed, please choose from the drop down menu found at the right of “Choose dropdown to indicate the section was unavailable” and then press the submit button” for the entire class, not individually for each student.

Roster

Be sure that all students attending your class are officially on your roster. If you have a student that is attending class but is not on your roster, direct them to Dr. Amber H. Rust or the Records Office immediately. Students should have an official ADD form or class schedule with your section number on it before you allow them to remain in your class. Students should also be reminded to not just “walk away”, but to complete the appropriate paperwork for dropping, withdrawing, or changing to audit. Please check your rosters several times throughout the semester to be sure all students are registered. Do not allow students to attend/sit in your class if they are not officially registered and appear on your roster. At the beginning of each semester, class rosters will be placed in your mailboxes or emailed to you if requested. If you wish to obtain an electronic copy of your roster login to MYAACC, go to SELF SERVICES tab, click on FACULTY, then on FACULTY INFORMATION, then on CLASS ROSTER, choose the class by clicking in the right column “PRODUCE SPREADSHEET”, and click SUBMIT. You will receive an electronic .csv file that can be saved as an EXCEL file. Please record your grades and attendance and keep the file for 3 -5 years.

Class Observation

All new faculty will receive a formal observation in the first 2-3 weeks of classes. The adjunct faculty coordinator will meet with you before class to discuss the lecture plan and again after the written report is completed. The class observation is a tool to be sure everyone is on the same page, and if improvement is needed, the changes are made early in the semester. If it has been more the 3 years since your last observation a time and date will be set to observe your class as well.
Duration of Class, Final Exams, Interim Grades, Final Letter Grades, and Incompletes

In general, your class must be held for the duration of the published class time. This includes arriving to class on time and not requiring students to stay later than the published class time. The final exam MUST be given during the final exam week and must be comprehensive, covering the entire course. Electronic copies of all other final exams must be sent to the Adjunct Faculty Coordinator or to no later than the last week of classes prior to final exam week. Feel free to ask your Buddy for sample final exams for other courses.

Final grades must be submitted on time through MYAACC. Information via email from the registrar’s office will be provided including due dates for interim and final grades. In general, final grades are due 24 hours after the final exam has been taken for a particular class. Final letter grades cannot be changed in MYAACC after submission. Only if there is an error in the final letter grade calculation or if a student has been given an Incomplete, you must complete a Grade Change Form in order to change the final letter grade. Forms are available in the math office and must be submitted to the Registrar in person.

Grades of I, or incomplete, should be used sparingly and only under truly extenuating circumstances. Students should have documentation to support an extenuating circumstance; not just wanting additional time. Acceptable reasons to assign an incomplete include a documented death in the immediate family or documented serious illness which directly impacts the student’s ability to complete the work for the semester.

Below is the college statement on Incomplete Work (Catalog 2017-2018, pg 382):

“The grade designator of I (incomplete) is assigned only in exceptional circumstances and is a temporary grade. It will be given only to students who cannot complete the work of a course on schedule because of illness or other circumstances beyond their control. Unless the work is completed by the date approved by the instructor in the course, but not later than one month after the beginning of the next 15-week term, a grade of F will be recorded for the course.”

To enter interim as well as final letter grades, login to MYAACC, click on SELF SERVICES, FACULTY, FACULTY INFORMATION, GRADING, select TERM from the dropdown menu, SUBMIT, select the course, choose between FINAL or INTERIM GRADE from the dropdown menu, click on SUBMIT, and then enter the grades one by one, then click SUBMIT and OK. The options for interim grades are: S-satisfactory (leave blank) and U-unsatisfactory (enter U). The options for final letter grades are: A, B, C, D, F, FX (failure due to stopped attending), and AU-audit.

A final exam schedule is included on the AACC website as well as in the handbook. Determine the closest meeting times and days to your class and use the date/time assigned for your final exams.
Office Hours, Math Lab/Computer Lab Tutoring, and Developmental Courses

Help with math: Please share the following information with students: The Arnold Math Lab (Library 102-ground floor) is a separate tutoring lab from the Math FIRS3T Lab in Careers (CRSC) 190. CRSC 190 is an open math computer tutoring lab for redesign courses and for developmental students using MyLabsPlus. The Math FIRS3T Lab is open during the semester, Monday - Thursday 8:00am-8:00pm, Friday - 8:00am-4:00pm, and Saturday from 9:00am-12:00pm. There is also a Math Lab at Arundel Mills (room 206). For complete staffing and hours visit http://www.aacc.edu/resources/academic-services/tutoring/.

The Student Achievement and Success Program (SASP) is a support and retention program at Anne Arundel Community College designed to increase the academic success, retention, graduation and transfer of students who traditionally may have more barriers and challenges to overcome in order to realize their goals. In addition, these students are traditionally first generation students, low income, under prepared and minority students. Services provided included incentive scholarships up to $1,000 an academic year, walk-in tutoring, life skill/study strategy workshops, and cultural activities, campus visits, informal interactions with faculty/staff and academic monitoring. The SASP Lab is located in Library, (LIBR) 104. For more information, visit http://www.aacc.edu/resources/student-success/. Click on the tutoring link for complete staffing and hours.

Office Space: There are a few areas that are designated office spaces for adjunct faculty. The Math Office has designated space in room 231, Arundel Mills has space in rooms 103, 210, and 216, and the Glen Burnie Town Center (GBTC) has space in room 536. You may use these spaces to work with your students or to take care of your record keeping. The AMIL offices have a passcode to unlock the door. Please contact the Math Office at 410-777-2360 to obtain the new code each term. If you will be using the AMIL office please contact the Help Desk (410-777-4357) to have them set up your printer options for that office.

Office hours: You are encouraged to be available to your students at least one – two hours per week. Office hours can be held before or after class. If you need to reserve a room for your office hours please contact 410-777- or by email. 410-777-@aacc.edu. Office hours can also be held in any of our designated spaces for adjunct faculty. Information regarding office hours should be provided on your syllabus.

Adjunct faculty teaching in the redesign developmental math program are requested to volunteer one hour of lab tutoring each week in CRSC 190 or AMIL 206 for each redesign class taught.
Technology

There are many technological aides available to assist you in your class instruction. Graphing calculators are used in most of our courses beginning with MAT 034. There are computer labs (Math 206, AMIL 206, and CRSC 190), each with a large variety of software available for your use. Videos are also available through MyMathLab/MyLabsPlus for many of our courses.

is the administrator for our Math FIRS\(^3\)T computer lab (CRSC 190). Any questions or problems about our lab, instructional technology, or the others labs can be referred to . Her email address is __________@aacc.edu. The Math FIRS\(^3\)T lab cannot be reached by phone; if you need to contact please email her or contact the Math office so staff can transfer you from the main department number: 410-777-2360.

Student Opinion Forms-SOF

Please encourage your students to complete the Student Opinion Form (SOF) for your class. AACC is trying to increase student participation for better course/instructor effectiveness. Incentives may be used to promote completion of the SOF. If you would like examples please contact your Buddy or other faculty members. Students can access their SOF by logging in to their MYAACC account, select the SELF SERVICES TAB, select Student Opinion Form from the center Self Services Resources Listing.

Student opinion forms will be available approximately one week after the semester ends. Please read them carefully. The Adjunct Faculty Coordinator will review all student opinion forms at the end of each term. Students often have some great ideas for improvement that you may want to consider. To review your Student Opinion Forms, please go to MYAACC, click on the SELF SERVICES tab, then go to the link STUDENT OPINION FORMS (SOF), and then click on VIEW MY COURSE RESULTS.

Student Placement

Most of our students are placed into a course using the AccuPlacer test or their SAT Math scores. Students may take the test only once unless the student opts to take one of the placement test review courses (either SKL 328 or ALEKs). If the student has taken one of the review courses, they may then re-take the AccuPlacer test a second time. Once a student begins taking a developmental course, they may not enroll in review courses or re-take the placement test. Please do not tell students that they can retest. Once they being the developmental sequence, they are required to finish it out. If any of your students have a problem with placement, please send them to Dr. Amber H. Rust.

Keep Your Contact Information Updated

Please provide us with any changes to the following information: a) name, b) address, c) home phone, d) cell phone, e) other contact number, f) alternate email address. The department may need to contact you immediately, therefore please be sure to keep your contact information updated. Please check your messages daily and respond as soon as possible. Your aacc.edu email account will be your primary email for all important messages. Thank you in advance for
assisting us so that we may better assist our students. Please email any updates to
@aaacc.edu or Dr. Stacey O. Nicholls, sonicholls@aaacc.edu.

Use of Facilities and Taking Courses at AACC
Adjunct faculty members are able to make full use of the College Library, Fitness Center, and Pool. Adjunct faculty and their dependents may enroll in credit and noncredit courses with tuition waived; student fees will still be charged. If you are interested, please contact
for the proper documents and procedural information.
Appendix

Attachment I ................................................................. AACC Course Syllabi Template

Attachment II .............................................................. Anne Arundel Community College Manual

Section IV

 ......Duties, Responsibilities, and Personnel Policies of Faculty Who Are Not full-Time

.................................................................................................................. Part A: The Part-Time Faculty

.................................................................................................................. Sections 6.1 – 6.8

Attachment III ................................................................. Expectations of Adjunct Faculty
AACC Course Syllabi Template

COURSE SPECIFIC REQUIREMENTS:

☐ Course Information (Course number, section number, location, meeting days and time)

☐ Course Description

☐ Course Learning Outcomes (to go into effect by Fall 2018)

☐ Course Materials (Textbook, Software, Lab Equipment, etc.)

☐ Grading Scale and Assessment Categories (Determination of course grade; also note that grades can be accessed in Canvas or other approved learning platform)

☐ Late and/or Missed Exams/Quizzes/Assignments Information

☐ Student Wait Time (response time for emails)

☐ Instructor Contact Information (telephone number, email address, and office hours)

☐ Tentative Course Schedule/Calendar/Outline (list of topics covered in chronological order)

☐ Attendance/Participation Policy

   | Example statements: |
---|---------------------|
   | Regular attendance and active participation promote student success. |
   | Students should be aware that lack of attendance can affect financial aid. |
   | Regular attendance is expected of students who are registered in face-to-face courses and/or in distance education classroom environments. |
   | For hybrid courses, attendance is defined as regular and substantive student participation in virtual learning activities as well as attendance at required face-to-face meetings. |
   | For online courses, attendance is defined as regular and substantive student participation in virtual learning activities. |
COLLEGE REQUIRED SYLLABI STATEMENTS:
College policies must be stated verbatim as provided below.

☐ Academic Integrity Policy

[NOTE TO INSTRUCTOR: It is recommended that course specific consequences for violating the Academic Integrity Policy be stated in each syllabus.]

Anne Arundel Community College, with a central mission of producing learning and a belief that individuals be given the opportunity to fully develop their potential, is committed to upholding rigorous and fair standards of student learning and achievement. Achieving successful student learning is dependent upon a dedication to academic integrity on the part of all members of the college community. Without academic integrity, students gain unfair advantage over others and impede their own development.

In support of this aim, Anne Arundel Community College requires all students to exhibit academic integrity in all their academic work. A culture of academic integrity, a unifying principle in this and all academic communities, is built upon respect for others’ work, commitment to doing one’s own work, and intolerance for academic dishonesty in all its forms. For more information, visit: http://catalog.aacc.edu/content.php?catooid=20&navoid=5124

☐ Student Conduct Policy

Students shall at all times conduct themselves in a manner that demonstrates mutual respect and courtesy, displays appropriate standards of behavior, and refrains from any actions or inactions that impinge on the rights of others or disrupt the teaching and/or learning process or the operations of the college. A student found in violation of this policy or any other College Policy shall be subject to appropriate sanctions in accordance with the student conduct procedures. The full text of the policy is available on the AACC website (www.aacc.edu/policies/) and in the Student Handbook and College catalog.

☐ Acceptable Use of Information Technology Resources Policy

This policy governs the acceptable use of the college information resources by anyone. This policy applies to students enrolled in this course at any time they are using college resources. The goal of the usage policy is to encourage an environment of learning in which all students can interact in an open, legal, and ethical manner. The full text of the policy is available on the AACC website (http://www.aacc.edu/policies/acceptable-use-of-information-technology-resources-policies/). The procedures that implement the policy are available on the AACC website (http://www.aacc.edu/policies/acceptable-use-of-information-technology-resources-procedures/).

☐ Notice of Nondiscrimination (updated: April 10, 2017)

AACC is an equal opportunity, affirmative action, Title IX, ADA Title 504 compliant institution. Call Disability Support Services, 410-777-2306 or Maryland Relay 711, 72 hours in advance to request most accommodations. Requests for sign language interpreters, alternative format books or assistive technology require 30 days’ notice. For information on AACC’s compliance and complaints concerning sexual assault, sexual misconduct, discrimination or harassment, contact federal compliance officer at 410-777-1239 or complianceofficer@aacc.edu or the Title IX coordinator at 410-777-2256, or Maryland Relay 711.

☐ Americans with Disabilities Act Policy (updated April 10, 2017)

The Disability Support Services Office (DSS) provides equal access to educational opportunities for qualified students with disabilities. Students interested in course accommodations must provide relevant documentation in order to receive accommodations. For information, please contact the Program Manager for DSS, at 410.777.2306, email dss@aacc.edu or visit http://www.aacc.edu/resources/disability-support-services. Deaf and hard of hearing students can reach the office by calling Maryland Relay 711 or by emailing dss@aacc.edu.

☐ Class Expectation/Instructional Hour (Statement on Study Time)

A minimum expectation is that for every hour spent “in class,” as defined by your instructor, you should plan to spend at least two hours “out of class” in preparation. Your instructor or the class may require additional time. More important than how MUCH should someone study is HOW should someone study. Studying is a skill, and if students have not developed that skill, they may still struggle regardless of how much time they study. More information about study skills including time management techniques can be found at: http://ola2.aacc.edu/vc/timemanagement/TimeManagementWebShop/
For a complete list of all college policies, visit www.aacc.edu/policies/

For a complete list of academic regulations, visit http://catalog.aacc.edu/content.php?catoid=20&navoid=5124

COURSE SPECIFIC RECOMMENDATIONS:

☐ Course Prerequisite(s)
☐ Important Dates (course start/end date, last date to withdraw, college closings, SOE policies)
☐ Turn-around time for grading assignments (particularly in online courses)
☐ Department- or discipline-specific requirements
☐ Communication protocols (e.g. preferred method of contact)
☐ Netiquette (emails, discussion postings and synchronous sessions — particularly for online courses)
☐ Electronic Device Policy
☐ Academic Support Services (i.e. Tutoring and other resources pertinent to subject content)
☐ Emergency College Closure

Example statement:
If an emergency arises in which the college is closed, the planned activity for that day or assignment will occur or be due the next day that classes resume on campus. Students can also check www.aacc.edu. You can sign up for text messaging to your cell phone using the following website: www.aacc.edu/stayinformed.

RECOMMENDED SYLLABI STATEMENTS:

College-wide Core Competencies

[NOTE TO INSTRUCTOR: For your course, only list the Core Competencies to which your course aligns. Please feel free to include the definitions.]

Anne Arundel Community College is committed to offering experiences that allow students to acquire, develop and demonstrate growth in 10 core competencies. These competencies encompass general education and essential life skills. Of the ten, this course will focus on providing feedback in the following areas:

• Communication
  Using listening, speaking, reading, writing and visual communication skills effectively.

• Technology Fluency
  Utilizing technology to enhance productivity in one’s academic, professional and personal life.

• Information Literacy
  Recognizing when information is needed and locating, evaluating, and using information appropriately.

• Personal Wellness
  Demonstrating the use of strategies that promote holistic health and wellness.

• Self-Management
  Displaying accountability and adaptability as a learner.

• Scientific Reasoning
  Applying logic and the scientific method to interpret observable evidence.

• Quantitative Reasoning
  Applying mathematical concepts appropriately to analyze and interpret quantitative information.

• Social and Civic Responsibility
  Participating in communities as an informed, committed and productive individual.
• **Global Perspective**
  Awareness and understanding of the diversity and interdependence among cultures, communities and the environment.

• **Innovative and Critical Thinking**
  Integrating knowledge to analyze problems using different modes of thinking (critical, creative and innovative).
SECTION VI
DUTIES, RESPONSIBILITIES AND PERSONNEL POLICIES
OF THE PART-TIME FACULTY
6.1 - 6.8

6.1 Part-Time Faculty

Part-time faculty are those who are employed to teach at the college on a course-by-course basis as demand requires, with the arrangement to be made by written contract.

6.1.1 Appointments

Part-time faculty appointments are made to fulfill the staffing needs of the college as determined by the college administration. Such appointments are made for the duration of one semester/term in accord with the college’s needs. There is neither promise nor expectation of reappointment beyond the contract period, notwithstanding the number or duration of contracts or promotion decisions.

6.1.2 Assignments

Part-time faculty members shall be offered assignments as soon as feasible, when the need has been determined.

6.1.3 Teaching Loads

Part-time faculty may not be assigned more than nine faculty load hours of instruction or non-teaching duties in a single semester without a special exception. In addition, the cumulative load shall not exceed 15 faculty load hours for fall and spring semesters. These limits apply to credit, developmental, and continuing education and workforce development instruction or any combination of the three. Any exceptions shall be recommended in writing by the department chair/director and approved by the vice president for learning.

6.1.4 Salary

A part-time faculty salary scale is approved by the Board of Trustees through the college’s annual operating budget and shall be published in the Faculty Handbook.

6.2 Duties

6.2.1 Reporting Duties
Grade reports and other essential reports shall be made on time to the appropriate officers as required. All teaching faculty shall submit copies of their syllabi to the department chair/director before the end of the second week of classes. A copy of the final examination for each course shall be submitted to the department chair/director at the end of the course.

6.2.2 Absences
It is expected that each part-time faculty member shall meet all classes at the assigned hours and for the entire scheduled time. If an emergency arises, making an absence unavoidable, the part-time faculty member shall contact the department chair/director or the administrative offices and someone will be asked to meet the class. Under no circumstances shall a class meet without the faculty member or a substitute in attendance. In those instances when the faculty
member knows well in advance that it will be necessary to miss a class, the faculty member shall arrange for a substitute approved by the department chair/director. Part-time faculty members who complete their course requirements and fulfill their teaching obligations will not have their agreed-upon compensation reduced because of unavoidable absences.

6.2.3 Final Examination Schedule

Final examinations are required and must be given according to the schedule published by the registrar. Any exception must be approved by the department chair/director and dean.

6.2.4 Student Conferences

A part-time faculty member is expected to be reasonably available for conferences with students.

6.2.5 Student Opinion Forms

The department shall employ appropriate instruments to survey student opinion of the instructor. The promotion and tenure committee shall set general college-wide criteria for those instruments and procedures for administering them and shall review departmental instruments for appropriateness. The form shall be used once each semester for all classes and presented in such a way as to ensure objectivity and freedom from intimidation. The instruments to be used shall include provisions for written responses. Student opinion forms are intended to be used by the instructor for improving the quality of instruction and by the department chair/director in the evaluation process.

The student opinion form shall not be forwarded beyond the department chair/director unless specifically requested by the instructor. A substantial summary of the student opinion forms made by the department chair/director shall be included among those documents forwarded through the promotion process.

6.2.6 Classroom Visitations

The part-time faculty member may invite classroom visitation by other faculty members. A visit may be initiated by the department chair/director, designated part-time faculty supervisor, dean or vice president for learning. A classroom visitation, when conducted as part of the promotion evaluation, shall be performed after reasonable notice has been given to the instructor.

The department shall employ appropriate instruments for classroom visitation. The promotion and tenure committee shall set general college-wide criteria for those instruments and shall review department instruments for appropriateness.

6.2.7 Student Decorum

Each part-time faculty member is responsible for seeing that there will be no consuming of food, drinking of beverages, or smoking in the classroom or teaching area.

In those instances when severe discipline problems arise, the part-time faculty member may temporarily suspend the student from the class. The faculty member shall provide a written summary of any such incident to the department chair/director, dean, and dean of student services. Any further action taken with respect to temporary suspension shall follow the due
process outlined in the “Statement of Student Rights and Responsibilities” as included in the Student Handbook.

No visitors shall be allowed in classes without the permission of the part-time faculty member except when such visits are made under the provisions of 6.2.6, above.

The college maintains a college police force, which shall be notified when any potentially dangerous incident occurs anywhere on campus.

6.2.8 Student Complaints

The procedure for dealing with student complaints shall observe the rights of both part-time faculty and students; accordingly, students seeking to make a formal complaint about the teaching performance or personal conduct of a part-time faculty member should be advised to take the following sequence of actions:

A. The student should try to resolve the problem with the part-time faculty member.

B. The student may seek the assistance of the department chair/director if unable to resolve the problem with the part-time faculty member.

C. The student may seek the assistance of the dean if unable to resolve the problem with the department chair/director.

D. The student may address any unresolved complaint to the vice president for learning.

Any faculty member receiving a complaint about a colleague shall promptly refer the complainant to the part-time faculty member’s immediate supervisor.

All complaints which, in the judgment of the supervisor, require a written record shall be made known to the part-time faculty member. The complaint shall contain the name of the complainant and shall be promptly shown to the part-time faculty member, who shall be given reasonable time to make a response.

6.3 Rights

6.3.1 Freedom of Teaching

A part-time faculty member is entitled to freedom in the classroom in discussing the subject, but should be careful not to introduce controversial matter into the teaching which has no relation to the subject (1940 Statement of Principles on Academic Freedom of the American Association of Colleges and the American Association of University Professors).

Part-time faculty members shall follow applicable departmental guidelines in preparing their courses. Such guidelines shall be established at regular meetings of the departments. However, within the framework of such guidelines, faculty members shall have the freedom to select materials, methods of presentation and arrangement of materials which, in their professional judgment, will best suit the needs of students and demands of the discipline.
6.3.2 Files

A part-time faculty personnel file is any file containing information about a part-time faculty member. Personnel files for part-time faculty shall be maintained in three college offices and shall contain the following materials:

A. The vice president for learning’s office: The vice president for learning shall keep two files for each part-time faculty member.

1. Appointment file: all material relevant to the appointment of the part-time faculty member, including appointment materials, confidential letters of recommendation, contracts of reemployment and transcripts;

2. Evaluation materials file: all material relevant to the evaluation of the part-time faculty member, including annual evaluations and copies of internal college memoranda concerning performance.

B. Human resources office: The human resources office shall keep a file that shall include salary history, employment documents, and fringe benefit information.

C. Department chair’s/director’s office: The appropriate immediate supervisor shall maintain a file of evaluation letters as described in 6.3.2.A (2), and other materials related to the performance of a part-time faculty member.

6.3.3 Freedom of Information

The part-time faculty member has the right, upon request, to be shown all materials in the personnel files in the custody of the college and its administrators of any rank, including department chairs/directors and committees. The single exception to this rule shall consist of confidential materials furnished by prior employers or other solicited materials prior to employment.

6.4 Rank

All part-time faculty members shall have the title of lecturer. The minimum initial qualifications for lecturer ranks are as follows:

A. Lecturer I. To qualify for this rank, a candidate shall satisfy one of the following requirements:

1. Hold a master’s degree or doctorate;
2. Hold a bachelor’s degree and have a minimum of two years of related full-time professional experience;
3. Have a demonstrated equivalency to the bachelor’s degree through professional certification and have two years of related full-time professional experience.

B. Lecturer II. To qualify for this rank, a candidate shall satisfy one of the following requirements:

1. Hold a doctorate and have taught a minimum of 15 semester hours at the collegiate level;
2. Hold a master’s degree and have taught a minimum of 30 semester hours at the collegiate level;
3. Hold a master’s degree and have five (5) years of related professional experience;
4. Hold a bachelor's degree, have professional and technical certification judged to be at the master's level by the appropriate school dean and have five full years of related full-time professional experience.

6.5 Evaluations

Part-time faculty shall be evaluated by the department chair/director or by a designated alternate. The criteria for evaluating teaching effectiveness listed below shall be applied.

6.5.1 Teaching Effectiveness

Teaching effectiveness is of primary importance and shall constitute the major portion of the evaluation. The individual shall be an effective teacher in the particular academic discipline. Evaluation of teaching effectiveness shall include, but not be limited to, the following criteria:

- knows subject;
- plans coherent courses with clear objectives;
- possesses the ability to communicate with students;
- carefully prepares lectures, discussions, and material;
- offers instruction beyond class when necessary; and,
- sets clear objectives and devises fair evaluation instruments.

The chair's/director's or designee's evaluation of a part-time faculty member's teaching shall include, but not be limited to, the following sources of information:

A. Course materials: The chair shall examine syllabi, tests, reference materials, handouts, laboratory reports, field trips, grading of tests and themes, etc.

B. Student opinion forms: A detailed summary of the student opinion forms made by the department chair or department head shall be included among those documents forwarded through the promotion process. See 6.2.5 for a broader explanation of the use of student opinion forms.

C. Classroom visitations: See 6.2.6 for an explanation of their use.

6.6 Promotions

A part-time faculty may be considered for promotion when the faculty member has taught 12 semester load hours with the college, or when additional professional education and/or additional related professional experience and/or additional college teaching have established the minimum basis for the next highest rank.

Part-time faculty eligible for promotion shall apply in writing to the department chair/director; such application shall include certification of minimum eligibility and be submitted at least four weeks prior to the effective date of promotion. The chair's recommendation shall be forwarded to the vice president for review at least three weeks prior to the effective date of promotion. Promotions shall be effective only at the beginning of the fall or spring semesters.

Written recommendations shall include (but not necessarily be limited to) the following:

A. Documentation of eligibility for promotion: a list of courses taught, including for each, the course number, section number, semester and year, and number of load hours earned;
B. Reports based on classroom observations;

C. A review of student opinion forms representing at least two semesters;

D. An evaluation of the course materials used by the instructor.

6.7 Complaints

Any part-time faculty member who cannot settle a disagreement with the immediate supervisor should pursue the matter with the dean. If there is no resolution at the dean’s level, the part-time faculty member should pursue the matter with the vice president for learning.

6.8 Emergency Suspensions

When deemed necessary for the best interest and protection of the college, its personnel and/or students, the president shall have the right to suspend a part-time faculty member with or without pay.

The suspension shall be effective and implemented upon written notification to the part-time faculty member. The notification shall state the reasons for the suspension and the period of suspension. During a period of suspension imposed by the president, the part-time faculty member shall not enter the campus or any other college facility without the specific consent of the president.

Effective July 1, 1991
June 2003 Edition
Revised May 2017
Expectations of Adjunct Faculty

1) Arrive to class on time and teach the entire period. SEE AACC COLLEGE MANUAL section 6.2.2

2) Be prepared for class and have a lecture plan. SEE AACC COLLEGE MANUAL section 6.5.1

3) Turn in your course syllabus/syllabi to the Adjunct Faculty Coordinator electronically two weeks prior to the beginning of the semester for review. SEE AACC COLLEGE MANUAL section 6.5.1

4) Complete all topics listed in the course outline (see departmental course syllabi found in CANVAS under Math Community Group) and request assistance from the Adjunct Faculty Coordinator or your math Buddy immediately if you fall behind schedule. SEE AACC COLLEGE MANUAL section 6.3.1

5) Agree to formal class observations whenever requested by the Department Chair or the Adjunct Faculty Coordinator. A classroom observation may be conducted by the Department Chair, Adjunct Faculty Coordinator, or any assigned full-time faculty member. Date and time will be agreed upon in advance. SEE AACC COLLEGE MANUAL sections 6.2.6 and 6.5.1.

6) Agree to meet with the Adjunct Faculty Coordinator to discuss the formal classroom observation report and the “Suggestions for Improvement”, as needed. Agree to follow-up observation, if requested.

7) In the case that you have disruptive students in your class, please address the situation immediately. This may involve establishing clear rules of conduct for your classes and/or speaking with disruptive students immediately outside of class to address this issue. Please contact us immediately if you continue to have behavioral issues after you have attempted to address them. SEE AACC COLLEGE MANUAL section 6.2.7.

8) Notify us of all unavoidable absences for the semester prior to agreeing to a teaching assignment. SEE AACC COLLEGE MANUAL section 6.2.2.

9) Make all attempts to give early notification for all unavoidable and approved absences so a substitute can be found in time for your class to run. Do not cancel class under any circumstances. SEE AACC COLLEGE MANUAL section 6.2.2.

10) Check your AACC email account on a regular basis, recommended daily, and respond to emails within 24 hours. Communicate with AACC students only through your AACC email account.

11) Make every effort to participate in the college-wide and math department’s Adjunct Faculty Orientations held at the beginning of every semester.
12) Consult with other faculty teaching the same courses, such as your math Buddy, for
guidance and suggestions.

13) Keep a perfect record of attendance, grades, final exam grades, and final letter grades for
all classes for at least 5 years. Keep all final exams – hard copy – for at least 5 years or
turn them in to the Math Department at the end of the semester. Please be sure to
download and save your grade book at the end of each semester if you are using a
publisher’s grade book. This is not necessary if you are teaching a course in the Math
FIRS3T (redesign) format.

14) Turn in the final exams electronically to the Math Department ( ) one-two
weeks before they are administered for review and possible suggestions. Common
departmental final exams are exempt. Final exams must be given according to the
schedule published. SEE AACC COLLEGE MANUAL sections 6.2.3 and 6.5.1.

15) Make every attempt to be responsive to you students’ needs. This may include meeting
with students outside of class. A minimum of 1 hour/week is recommended. SEE AACC
COLLEGE MANUAL section 6.2.4.

16) Make all attempts to use technology in class appropriately. Please consult with other
faculty teaching your course, your math Buddy, the Department Chair, or the Adjunct
Faculty Coordinator for direction and guidance if needed. We expect faculty teaching
MAT 192, 201,202, and 212 to incorporate mathematics software, like Maple,
MATLAB, or Mathematica in these courses.

17) Return all graded assignments within a week from the due date.

18) In the event we receive a student complaint, you may be contacted. The complaint
procedures are described in the AACC COLLEGE MANUAL section 6.2.8.

19) All class assignments are tentative until the start of classes and they may change at any
time due to enrollment, department needs, full-time faculty schedules, or various other
reasons. Each adjunct faculty member has the opportunity to accept or reject a change in
assignment. Either way, the adjunct faculty member must inform the Department Chair
and the Adjunct Faculty Coordinator of their decision to accept or reject the assignment
within 24 hours from the written notice of a change in the tentative assignment.

20) The adjunct faculty appointment is for the duration of one semester in accordance with
the college’s needs. SEE AACC COLLEGE MANUAL section 6.1.1.

21) Sign up to receive updates about AACC via e2campus, a service that sends instant
messages to cell phones, wireless PDAs, pagers, and e-mail addresses in order to be
among the first to know about school closings, event cancellations, traffic advisories, and
more. Sign up using the following link: https://www.aacc.edu/stayinformed/
Form Used When

Adjunct Faculty Are Observed
Mathematics Department
Classroom Visitation Form

Name of Adjunct Faculty Member:

Name of Observer:

Date of Observation/Visit: Course & Section visited:

The observer and the Adjunct Faculty Member are to meet prior to the visitations to discuss the aims, methodology, objectives, and any other particular items relating to the classes to be observed, and to meet after the visitations to discuss the resulting evaluation.

In the report of the classroom visitation consideration should be given to the following:

1. Command of the course content.

2. Organization of the classroom presentation.

3. Exposition of the subject matter and effort to elicit analysis.

4. Sensitivity to the academic needs of the students and rapport with the students. (Include assessment -- is the instructor on track to finish all the course material)

5. On-line or written course materials reviewed in addition to classroom evaluation.

6. Overall Assessment:
Druthers Form

(Form is used each semester to gather adjunct faculty preferences for assigning courses.)
Adjunct Schedule Preference Form: Spring 2019 – Please return by November 5

NAME: ______________________ Email: ______________________ Phone #: ________________

Please return to ______________. in MATH 231 (or electronically to @aacc.edu)

1. I am available to teach in Spring 2019 (please check all that apply)
   _____ 13 or 15 week   _____ First 8 Weeks   _____ Second 8 Weeks   _____ Call me in a pinch

2. _____ I am not available to teach in Spring 2019 but wish to remain on the resource list for future employment.
   Please contact me for ______________ Semester, 20 ____________

3. Please indicate your preferences for days, times, classes and formats you would be willing to teach (select all that apply).
   Note: One day/week classes and online classes are limited and may not be available at the time of scheduling.

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<td>MWF – 3 day/week classes</td>
<td>MW and/or TTh – 2 day/week classes (circle available days)</td>
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<td>M T W Th F 1 day/week classes (circle available days)</td>
<td>SATURDAY 8:00AM-4:00PM</td>
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<th>Rank your preferred Courses &amp; Format</th>
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4. I can teach at the following locations (you can rank choices 1, 2, 3, if you wish):
   _____ AACC Arnold Campus   _____ Glen Burnie Town Center (GBTC)   _____ Arundel Mills (AMIL)

5. How many courses would you be interested in teaching this semester? (circle one) 1 2 3 4 as many as possible

6. How many faculty load hours (FLH) would you be interested in working this semester? _____ FLH (Max credit load = 13 FLH)

7. Would you be willing to accept two course preparations? _____ yes _____ no  three course preparations? _____ yes _____ no

8. Would you be interested in tutoring in a Math Tutoring Lab? _____ yes _____ no
   If yes, check location _____ Arnold Library       _____ AMIL
   If yes, please indicate days/times

9. Would you be interested in teaching an SKL 328 (Math Placement Prep) class? _____ yes _____ no
Sample of Email Communications

From

Adjunct Faculty Coordinator
Sample Emails

Email #1:

Hello Math Adjuncts,

THANK YOU to those of you who attended the course trainings and information sessions last week and yesterday. We had two very productive days with lots of participation (and food)! Please take some time this week to read the information you were provided and explore the software you will be using.

I would like to follow up with a few of the items mentioned at the Math Adjunct Faculty Orientation yesterday.

- Many of the files we discussed yesterday (such as the Math Adjunct Faculty Handbook, the syllabus template, and the Directions for Accessing MyAACC Resources) have been uploaded to the Math Community Group. If you would like to access the syllabus template for your class, there are two versions:
  1. Opt_Software Version: This template was designed for instructors who teach a lecture class and offer software support to their students, but do not require it. Note: The software component may be removed entirely from the syllabus if it is not needed.
  2. Req_Software Version: This template was designed for instructors who teach a lecture class and require their students to purchase a math software access code for their class.

- I will be working on the Math Lab schedules today. Those of you who expressed interest in working in the lab will receive an email from me later today.

- I will hold another Open Lab session on Thursday, August 23 from 10am-12pm in CRSC 262. If you would like help in setting up your Canvas Front page or need assistance with the math software you will using, please stop by!

- Larger copy jobs for your class can be made at the Copy Center, located on the Arnold Campus in the Central Services Building (CSB). See the attached map.

- Avoid missing class meetings! If you must miss a class session, please try to find a substitute for your class by accessing the BUDDY LIST. This list will be available tomorrow or Thursday. Also make sure to notify both @aacc.edu and myself of your absence and coverage. As a courtesy, please volunteer to cover someone else’s class when a request is made.

Finally, I want you ALL to know how much I appreciate everything you do for the Mathematics Department! There have been a lot of changes in a short period of time and I REALLY appreciate all of your hard work and support. :-) You ALL are the best!

Thanks again,
Stacey
Email #2:

Good Morning Math Adjuncts,

This past Monday, you received information about upcoming workshops through our Center for Faculty and Staff Development office. I would like to highlight just a few:

1) **Introduction to Disability Support Services and Understanding Accommodations from a Practical Approach** - You may have one or more students in your class with a Disability Support Service (or DSS) accommodation form. This form enables your student to receive additional services for your class. If you would like to learn more about the form and the services available, attend both of these workshops.

2) **Online Focus** - Are you interested in teaching a hybrid or online class? Have you been assigned to a hybrid class this fall (that is NOT a computer-intensive class)? If so, you are **required** to complete an Online Focus workshop. Online Focus is required for all faculty and staff new to teaching an online or hybrid class at AACC.

3) **What is FERPA? Ensuring Privacy in Action** - Did you know you are **required** to keep students' information private, even from tuition-paying parents? Learn about FERPA and benefit from hearing about real-life examples as well as advice for protecting education records.

4) **Microsoft Office 365 (O365) Outlook Web App** - Are you struggling with your college email? Access and review steps for logging into your mailbox from the web app. Review tools for Outlook Mail including the mail interface, sending and receiving mail, formatting mail, and organizing mail. Also, examine the calendar and contact tools for Outlook Web App.

There are so many opportunities you can may take advantage of. However, I would recommend starting here. See the attachment for complete details (full description, date, time, etc...). Registration instructions are provided on page 36. It is recommended to register through myAACC.

Stacey
Email #3:

Hello Math Adjuncts!

I hope you are well. Here are some important updates for you:

a) **Attendance** must be recorded in MyAACC and will be checked periodically throughout the semester. The next report date is **11/20/17**. Be sure to update your attendance records in MyAACC BEFORE this date.

b) The **withdraw date** is approaching! Check your class schedule in MyAACC to determine the last date for students to withdraw from your class(es). Be sure to alert your students of this date. You will find your class schedule here:
   1) Log into MyAACC
   2) Click "Menu" (located top left of screen)
   3) Click "Self Services"
   4) Select "Faculty"
   5) Select "Faculty Information"
   6) Click "Class Schedule"
   7) Use the pull down menu to select the term (Fall 2017) and click “Submit”.
   8) Locate the withdraw date for each class.

c) **No class meetings will be held for classes beginning 4:30pm or later on Wednesday, November 22.** The college will be closed in observance of the Thanksgiving holiday after 4:30pm on Wednesday, November 22 through Sunday, November 26. Classes will resume on Monday, November 27.

d) Please see the attached memo about **Student Opinion Forms (SOF).** The online SOF will open for students soon. Use EVERY CLASS MEETING (until the SOF close date) to remind your students to fill out this form for your class.

e) **Spring 2018 scheduling** will begin soon.

f) **Mark Your Calendars:** The **Math Adjunct Faculty Orientation** has been scheduled for **Tuesday, January 9** from 5-7pm. Details will be provided at a later date.

g) **Math FIRST Training:** All faculty assigned to teach a Math FIRST class in the Spring 2018 semester will be required to attend a pre-semester training. The training will take place between **Thursday, January 4 and Tuesday, January 9.** Details will be provided at a later date.

h) **Math Lab Training:** All faculty assigned to tutor in a Math Lab in the Spring 2018 semester will be required to attend a pre-semester training. The training will take place
between Thursday, January 4 and Tuesday, January 9. Details will be provided at a later date.

i) A new Canvas course, **VCA 100: Adjunct Faculty Onboarding**, is available to adjuncts. Starting Fall 2018, all NEW adjunct faculty will be required to complete this Canvas course. The course provides a broad overview of the college as well as everything a faculty member needs to know before the first day of class. It includes all of the required college trainings, resources, professional development opportunities, instructional tips, and more.

If you have any questions, please do not hesitate to contact me.

Stacey
Email #4

To All Math Adjuncts:

It's time to start thinking about your Spring 2019 schedule. We have opportunities to teach daytime, evening, and Saturday classes. Please see the attached Adjunct Preference Form for Spring 2019 as well as the list of AACC Math Courses.

I'd like to mention a few things before you fill out the preference form.

1. **We need more people to tutor in the Math Lab.** This semester, we were unable to completely staff the Math Labs. Please think about dedicating one or two hours before or after your class to assist students in the Math Lab. We are especially in need of faculty who can assist with Calculus, Statistics, and our MAT 220s classes.

2. **We need more people to teach the SKL-328 class.** This short Continuing Education course lasts only four days, two hours per day. During the Fall and Spring semesters, the classes typically run in the late afternoon or early evening. They also run during the short Winter term and Summer, perhaps at earlier times. The course is offered multiple times during the year. Students who are unhappy with their Placement Test Score may take this algebra refresher course and get one chance to retake the placement test. Work packets for the SKL-328 class are prepared. Pay is about $35 per hour. Class sizes are often small.

3. We have a strong need for MAT 005 and MAT 035/135 combo instructors.

4. If you would like to teach a traditional hybrid or online class in Spring 2019 (and it will be your *first time* teaching a hybrid or online class at AACC), you must complete the Online Focus workshop training. The next workshop begins December 1. Please email me if you would like additional information.

5. If you are scheduled to teach a Math FIRS³T (Computer-Intensive) course in Spring 2019, you will be required to attend a pre-semester training AND commit to one hour each week (for each Math FIRS³T class scheduled) volunteering in a Math FIRST lab or classroom.

6. Please fill out the Adjunct Schedule Form correctly. Circle all of the days you are available and write the earliest time you can teach as well as the time you need to leave. In addition, please provide the course and format (Lecture, Hybrid, FIRS³T/Computer-Intensive) you would like to teach.

Please return your preference form to [email] no later than Friday, November 5. If you choose to return the form electronically to [email], please rename the form so that the filename includes your last name.
e.g. Nicholls_2019_Spring_Adjunct Preference Form

The Scheduling Committee in the Math Department is currently working on schedules for full time faculty. After full-time scheduling is complete, I will begin to work on adjunct scheduling.

Thanks,
Stacey
Sample of
Training and Information Sessions Schedule
For Adjunct Faculty
At Pre-semester Meetings
<table>
<thead>
<tr>
<th>#</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>MAT 034, 035/135, 135 Quantitative Foundations Pathway Training</strong></td>
<td><strong>4:30pm – 5:15pm, MATH 231, Dinner</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>MAT 036, 037, 036/037 College Algebra Foundations Pathway Training</strong></td>
<td><strong>5:30pm – 7:00pm</strong></td>
<td>CRSC 253</td>
<td><em>This is a required training for faculty NEW to teaching MAT 034, MAT 035/135, or MAT 135.</em> The same training session will be offered from 12:30pm-2:00pm on 8/20. RSVP for only ONE session of Quantitative Foundations Pathway Training.</td>
</tr>
<tr>
<td>3</td>
<td><strong>MAT 044, 045, 045/145, 145 Calculus Foundations Pathway Training</strong></td>
<td><strong>5:30pm – 7:00pm</strong></td>
<td>CRSC 255</td>
<td><em>This is a required training for faculty NEW to teaching MAT 036, MAT 037, or MAT 036/037.</em> The same training session will be offered from 12:30pm-2:00pm on 8/20. RSVP for only ONE session of College Algebra Foundations Pathway Training.</td>
</tr>
<tr>
<td>4</td>
<td><strong>MAT 191 Calculus Model Course Information Session</strong></td>
<td><strong>6:00pm – 7:00pm</strong></td>
<td>CRSC 260</td>
<td><em>Come learn about the Calculus Model Course!</em> Are you teaching MAT 191 or interested in teaching it? View the MAT 191 learner-centered Canvas course, which was developed to engage, support, and motivate students to be more successful learners. The same information session will be offered from 1:30pm-2:30pm on 8/20. RSVP for only ONE session.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Grade Sync with Canvas - Information Session</strong></td>
<td><strong>7:00pm – 8:00pm</strong></td>
<td>CRSC 260</td>
<td>Learn how to synchronize your MyMathLab and/or WebAssign grades with Canvas. The same session will be offered from 12:30pm-1:30pm on 8/20. RSVP for only ONE session.</td>
</tr>
<tr>
<td>6</td>
<td><strong>Open Lab – Canvas, Math Community Group, MyMathLab, MyLabsPlus &amp; ALEKS Assistance</strong></td>
<td><strong>6:00pm – 9:00pm</strong></td>
<td>CRSC 254</td>
<td>Prepare for your fall class(es) or simply walk-in for assistance! Complete the required online college trainings, learn how to access Math Community Group files for your class, set up your Canvas course and gradebook, develop your syllabus and more. Explore MyMathLab, MyLabsPlus, and/or ALEKS and receive one-on-one assistance with the software.</td>
</tr>
</tbody>
</table>
## Monday, August 20: 11:30am-7:00pm

<table>
<thead>
<tr>
<th>#</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>MAT 034, 035/135, 135 Quantitative Foundations Pathway Training (MyLabsPlus)</td>
<td>11:30am – 12:15pm, MATH 231, Lunch</td>
<td>CRSC 253</td>
<td>This is a required training for faculty NEW to teaching MAT 034, MAT 035/135, or MAT 135. The same training session will be offered from 5:30pm-7:00pm on 8/16. RSVP for only ONE session of Quantitative Foundations Pathway Training.</td>
</tr>
<tr>
<td>9</td>
<td>MAT 036, 037, 036/037 College Algebra Foundations Pathway Training (ALEKS)</td>
<td>12:30pm – 2:00pm</td>
<td>CRSC 255</td>
<td>This is a required training for faculty NEW to teaching MAT 036, MAT 037, or MAT 036/037. The same training session will be offered from 5:30pm-7:00pm on 8/16. RSVP for only ONE session of College Algebra Foundations Pathway Training.</td>
</tr>
<tr>
<td>10</td>
<td>MAT 044, 045, 045/145, 145 Calculus Foundations Pathway Training (MyMathLab)</td>
<td>12:30pm – 2:00pm</td>
<td>CRSC 258</td>
<td>This is a required training for ALL faculty teaching MAT 044, MAT 045, MAT 045/145, and MAT 145. The same training session will be offered from 5:30pm-7:00pm on 8/16. RSVP for only ONE training session.</td>
</tr>
<tr>
<td>11</td>
<td>Grade Sync with Canvas - Information Session</td>
<td>12:30pm – 1:30pm</td>
<td>CRSC 260</td>
<td>Learn how to synchronize your MyMathLab and/or WebAssign grades with Canvas. The same workshop will be offered from 7:00pm-8:00pm on 8/16. RSVP for only ONE session.</td>
</tr>
<tr>
<td>13</td>
<td>MAT 191 Calculus Model Course Information Session</td>
<td>2:00pm – 2:45pm</td>
<td>CRSC 260</td>
<td>Come learn about the Calculus Model Course! Are you teaching MAT 191 or interested in teaching it? View the MAT 191 learner-centered Canvas course, which was developed to engage, support, and motivate students to be more successful learners. The same information session will be offered from 6:00pm-7:00pm on 8/16. RSVP for only ONE session.</td>
</tr>
<tr>
<td>14</td>
<td>Adobe Spark Pages - Information Session</td>
<td>2:45pm – 3:00pm</td>
<td>CRSC 260</td>
<td>“Spark up” your syllabus! Learn how to create an engaging syllabus, using a simplified web editing platform, with tools that let you mix text and imagery in a highly visual way.</td>
</tr>
<tr>
<td>14</td>
<td>Open Lab – Canvas, Math Community Group, MyMathLab, MyLabsPlus &amp; ALEKS Assistance</td>
<td>1:00pm – 4:00pm</td>
<td>CRSC 254</td>
<td>Prepare for your fall class(es) or simply walk-in for assistance! Complete the required online college trainings, learn how to access Math Community Group files for your class, set up your Canvas course and gradebook, develop your syllabus and more. Explore MyMathLab, MyLabsPlus, and/or ALEKS and receive one-on-one assistance with the software.</td>
</tr>
<tr>
<td>15</td>
<td>Adjunct Faculty Orientation</td>
<td>5:00pm – 7:00pm</td>
<td>CADE 207</td>
<td>This is a Required Event for ALL Math Adjunct Faculty. Learn about new initiatives and opportunities in the Mathematics Department, and college wide, including new requirements for Adjunct Faculty. Bring a smart device (cell phone, tablet, or laptop) to this interactive event.</td>
</tr>
</tbody>
</table>

### 4:00pm – 5:00pm, Dinner On Your Own
An Activity Conducted With
Adjunct Faculty
At The
Training and Information Sessions
Activity: A Professor’s Semester

Part I: First Day of Class

PROFESSOR JOHNS was excited to teach two new courses this semester, College Algebra (MAT 137) and Quantitative Foundations (MAT 034). Without looking at his schedule, he went to the Schwartz Building to locate his classrooms since all of his previous semester courses were held in that building. After noticing all of the classrooms were occupied with professors, with 1 minute to spare, he looked at his schedule and noticed he was supposed to be teaching in the Annex Building. Professor Johns said to himself, “Where in the world is the Annex Building?” He went to the Mathematics Building to retrieve a map of the campus and arrived to his MAT 137 class approximately 15 minutes late. Flustered, Professor Johns apologized for being late and proceeded by going through the syllabus with his students. After 30 minutes of reading the syllabus, Professor Johns reached in his bag for something to write with. He only had chalk on him and the classroom required dry erase markers. Professor Johns told the class, “Well, you should know chapter 1 of the textbook, so I’ll start with Chapter 2 next class.” Professor Johns decided to excuse his class early.

Professor Johns did not want to make the same mistake twice. So, he looked at his schedule and discovered he needed to go to the Careers Building for his next class, MAT 034. Since he had 30 minutes between classes, he decided to drive up Ritchie Highway to Starbuck in order to get his favorite latte. Unfortunately, traffic was moving much slower on the way back to campus. On the road Professor Johns yelled, “Hurry up, I need to get to class.” Fortunately, Professor Johns arrived to his second class right on time. With Starbuck in hand, Professor Johns walked into his classroom and started helping his students log into the computers and access their course. Immediately ANAYA, 18, ran up to Professor Johns and said, “I’m not sure I’m supposed to be in this course. I took MAT 011 last semester and passed it with a C. Should I be in your class or MAT 012? My brother helped me register for my classes and said I should take your class because it’s easier.” Professor Johns responded, “You’re probably in the right class. Have a seat and get started with the course. I’ll contact my supervisor and have an answer for you within the next two weeks.” Professor Johns proceeded to help the class with their course access and informed them they should read the syllabus posted in their Canvas course.

Part II: Mid-Semester

PROFESSOR JOHNS returned exam 2 to his MAT 137 class and said, “In 25 years of teaching math, I’ve never seen such low scores. Can anyone tell me what the problem is?” He ran a hand through his hair and waited. No one spoke. “Don’t you people even care how you do?” Students fiddled with their test papers. Some looked out of the window while others were on their cell phones. One student was falling asleep. No one spoke.
Finally, Professor Johns said, “Okay, Steven, we’ll start with you. What’s going on? You got a 23% on the test. Did you even study?” STEVEN, 19, mumbled, “Yeah, I studied. But I just don’t understand math.” Other students in the class nodded their heads. One student muttered, “Amen, brother.”

Professor Johns looked around the classroom. “How about you, Susan? You didn’t even show up for the test.” SUSAN, 37, sighed, “I’m sorry, but I have a lot of other things besides this class to worry about. I’m taking 4 other classes, my job keeps changing my schedule, my sister owes me money, my car broke down, and I haven’t been able to find my math book for three weeks. I think my husband hid it. If one more thing goes wrong in my life, I’m going to scream!”

Professor Johns shook his head slowly back and forth. “Well, that’s quite a story. What about the rest of you?” Silence reigned for a full two minutes. Suddenly TOBY, 26, stood up and snarled, “You’re a joke, man! You can’t teach, and you want to blame the problem on us. We’ll, I’ve had it. I’m dropping this stupid course. Then I’m speaking with your supervisor. You better start looking for a new job!” He stormed out of the room, slamming the door behind him.

“Okay, I can see this isn’t going anywhere productive,” Professor Johns said. “You all need to go to the Math Tutoring Lab for help. Have the tutors complete the test problems for you so that you can see how to solve them. Don’t come back to this class until you’re ready for the next topic.” Professor Johns picked up his books and left the room. Professor Johns mumbled, “This is the dumbest class ever.” Steven overheard and said, “I hate this class. I hate this professor. I’m going to drop the class too.” Susan checked her watch and then dashed out of the room. She still had time to catch her favorite reality show at home.

**Part III: End of Semester**

All semester long, PROFESSOR JOHNS recorded his students’ grades in a notebook, which he kept in his car. A week before finals, Professor Johns’ car was stolen along with all of his students’ grades. Professor Johns did not feel comfortable working with Canvas, so he never recorded his students’ grades in Canvas. He had an idea of what his students earned on the last exam and simply gave that grade as their course grade. Contrary to what his syllabus stated, Professor Johns decided to weight his final exam 75% of the course grade in order to make up for the missing grades.

Modified from Downing, On Course, 7e, 2014 Wadsworth, a part of Cengage Learning, Inc.
Math Buddy Checklist

(All fulltime faculty are assigned 2-3 adjunct faculty as buddies in order to provide support. This checklist helps provide a structure for the support.)
Math Buddy Checklist
Fall 2018

**Required Buddy Support** – *(Estimated time 15-20 minutes)*

Prior to the start of the semester:

Ensure your buddy has all of the relevant information and resources for their classes. To do this, make an initial contact with your buddy by email with the following information:

- **Welcome/Introduction Email:**
  - Introduce yourself. Provide your contact information.
  - Share the classes you will be teaching for the semester.
  - Let your buddy know you are an additional resource for quizzes, tests, projects, handouts, PowerPoints, etc.
  - Offer your buddy an in-person meeting — or — refer your buddy to the Math Adjunct Faculty Coordinator, Stacey Nicholls at sonicholls@aacc.edu, to
    1. Help set up or review their Canvas course and gradebook
    2. Assist with software use in their course
       *(See Canvas Support and Software Support for more details)*
  - cc Stacey Nicholls (sonicholls@aacc.edu) and Amber Rust (arust1@aacc.edu) on your email.

After the start of the semester:

- Check in with your buddy to find out if they need additional assistance with their class(es).
- **Optional:** Invite your buddy to observe a class meeting of yours and/or offer to visit them for an informal observation. Maybe a lesson can be team-taught.
- Offer your buddy ideas to encourage and increase Student Opinion Form participation.

**Optional Buddy Support** – *(Estimated time 30-60 minutes)*

**Canvas Support**

All faculty are required to use a Canvas shell to provide, at minimum, a syllabus and up-to-date gradebook for all courses. Furthermore, all faculty must send an email to students through Canvas prior to the first day of class with a welcome message and an attached syllabus. Please support your buddy, assigned to *teach a lecture class*, by:
Helping to set up a basic Canvas course for their class. If they have an existing course or one that can be copied, review the information.

-Assisting with the upload of their syllabus in Canvas.

Helping to set up their Canvas gradebook. This includes:
- Establishing a GROUP for each grade category
- Establishing a WEIGHT (or weighted percentage) for each GROUP
- Creating ASSIGNMENTS for each GROUP

Software Support

If your buddy is interested in using MyMathLab (MAT 100, MAT 137, MAT 145, MAT 146, MAT 221, MAT 222, MAT 230), WebAssign (MAT 191, MAT 192, MAT 201, MAT 202), or Hawkes Learning (MAT 223) for his/her lecture course

- Contact Math Lab Manager \texttt{at aacc.edu} if he/she does not have a MyMathLab or WebAssign account.
- Make sure your buddy knows how to create a new course or copy an existing course.
- Make sure your buddy knows how to manage the software as well as how to access resources within the software. Let them know some of these resources are not for students.
- Inform your buddy to create a syllabus for the course with a section about the software and to use the department syllabus as a guide.

If your buddy is using EdReady (MAT 005) or ALEKS (MAT 036, MAT 037) for his/her computer-intensive course

- Inform your buddy that they will receive a master Canvas course and software access 48-72 hours prior to the start of the class.
- Make sure your buddy knows there are first day handouts in the Math Community Group that should be modified and printed for class distribution.

If you’re unable to assist your buddy with the software for their course, please contact Stacey Nicholls at \texttt{sonicholls@aacc.edu} and Math Lab Manager \texttt{at _______@aacc.edu} ASAP.
Onboarding for Adjunct Faculty

(A new college-wide online professional development using CANVAS to acclimate new adjunct faculty to the college.)
Adjunct Faculty Onboarding
CANVAS Course: VCA 100870
Created by: The Center for Faculty and Staff Development

What are the goals of the Adjunct Faculty Onboarding?

The goals of the Adjunct Faculty Onboarding are three-fold: 1) Welcome adjuncts to the college community; 2) orient adjuncts to college-wide policies and resources, and 3) share basic information about instruction and engagement aligned with the Strategic Plan.

How will adjuncts know to complete the Adjunct Faculty Onboarding?

- As soon as adjuncts are hired and receive their “ADJ” status, the Adjunct Faculty Onboarding “course” will automatically appear in their list of CANVAS courses. If you hire a current AACC full-time employee, that person will need to be manually loaded into the onboarding. Email Jenn Bopp to request that person is added.
- Because CANVAS does not send alerts, the department chair and/or department coordinator will need to let the adjunct know to complete the Adjunct Faculty Onboarding (course number: VCA100870).
- Once the adjunct has completed the Adjunct Faculty Onboarding (2+ hour experience), the adjunct can send a copy of their Completion Certificate or send a screenshot of the Completion Certificate (see graphic to the right) to show they have completed it.
- For the Adjunct Faculty Onboarding, all seven modules must be completed in order as each module builds on the next module. Using CANVAS’s prerequisite feature, the user must complete each module in its entirety before the next module is unlocked and able to be viewed.

What if I have questions or want to offer feedback about the Adjunct Faculty Onboarding?

If you have questions or want to offer feedback about the Adjunct Faculty Onboarding, reach out to or the Director of the Center for Faculty and Staff Development. Because the Adjunct Faculty Onboarding is housed in CANVAS it is easy to modify its content.
What is included in the seven modules of the Adjunct Faculty Onboarding?

Module 1: Welcome! Get Started Here!

1) Welcome Message from the President, Dr. Dawn Lindsay (video with captions)
2) Mission, Vision, Philosophy, and Strategic Plan of AACC
3) Core Competencies at AACC
4) Faculty and Instructional Staff Handbook
5) Reflection and Check for Understanding: Module 1
   • How does your own philosophy as an educator align with AACC’s Mission, Vision and Philosophy and/or Strategic Plan?

Module 2: Everything You Need to Know About Campus, College, Parking and Copies

1) Campus Alerts and Sign-up for e2Campus
2) College Calendars
3) Document and Copy Services
4) Department of Public Safety and Campus Police
5) Intranet for College Employees
6) Maps and Locations of Campuses
7) Office/Workspace Locations
8) College ID and Library Cards
9) Parking Permits for College Employees
10) Technical Support Services
11) Reflection and Check for Understanding: Module 2
    • What services do you see yourself utilizing?
    • What questions do you have about campus operations?

Module 3: Professional Development Opportunities and Trainings

1) The Center for Faculty & Staff Development Overview
2) Required Trainings (includes access and instructions to all required trainings including: sexual harassment, diversity and security awareness trainings)
3) Transcripts (Yours!) to Share with AACC
4) Signature Professional Development Programs
5) Additional Professional Development Resources
6) Tuition Waiver for Part-time Employees
7) Compensation Information for Adjuncts/Lecturers
8) Reflection and Check for Understanding: Module 3
    • What are your professional development goals related to your role as an adjunct at AACC?
    • What other professional development experiences (e.g.: workshops, trainings, etc.) do you need or desire in order to reach your professional development goals here at AACC?
Module 4: Foundations of Teaching at AACC and Course Management

1) Student Ready Classrooms (including information on sending out Welcome Emails three days before courses begin and the requirement to use the CANVAS gradebook or similar in all courses).
2) Course Syllabus (general information & checklist; adjuncts are encouraged to contact their department chairs and coordinators about department-specific syllabi requirements)
3) MyAACC Faculty Self-Services
4) Academic and College Wide Policies including Academic Integrity
5) Student Opinion Forms
6) Preventing and Addressing Disruptive Student Behavior
7) Reflection and Check for Understanding: Module 4
   - What questions do you have for your chair or coordinator about course management (including being student-ready, utilizing the syllabus and gradebook features in CANVAS, preventing disruptive student behaviors, etc.)?
   - What strategies have you used to successfully prevent or address challenging classroom behaviors?

Module 5: Resources to Share With Students

1) Academic Services Webpage
2) Promoting Student Success Faculty Handbook
3) The Writing Center
4) Health Services
5) Disability Support Services
6) Student Achievement and Success Program
7) Office of Student Engagement
8) Reflection and Check for Understanding: Module 5
   - What student resources will you be highlighting and/or sharing with your students?
   - What if anything do you believe is missing from AACC’s student resources?

Module 6: Instructional Tips and Strategies

1) Instructional Basics (includes five tips to boost teaching/learning)
2) Diversity and Instruction (quick overview and an invite to complete related PD)
3) Faculty Resource Community (which is also housed in CANVAS)
4) Faculty Referral System
5) Tips and Timeline for Engaging Students
6) Education Courses at AACC (outlines all 1-credit adult learning EDU courses offered at AACC)
7) Reflection and Check for Understanding: Module 6
   - How will you start building a class community the first day/week of the semester with your students?
   - What instructional tool or resource are you most excited to share with students or incorporate within your instruction this semester?
• Just for fun: Do you have a favorite book, website, or tech tool that you think should be shared with other colleagues here at AACC? If yes, type in the name, title or URL below.

Module 7: Opportunities for Faculty Engagement at AACC

1) The Nest for Students and Employees
2) The Center for Faculty and Staff Development
3) College Committees and Your Involvement
4) Social Media @ AACC
5) College E-mail System
6) Professional Organizations
7) Reflection and Check for Understanding: Module 7
   • Now that you have completed the Adjunct Faculty Onboarding, what are you most excited about with regard to teaching at AACC? ...and PS - We are so excited you are joining us!
8) Congratulations! Print Completion Certificate (or share screenshot with your coordinator or department chair)

FYI: Supplemental Activities and Resources for Adjuncts (and all college employees)

• Workshops and trainings offered by the Center
• Department/Division-specific convocations, gatherings, and trainings