



Distance Education Adjunct Faculty Handbook

Updated May 5, 2020

A Note from President Khoury

To our valued Distance Education Faculty,

Welcome to Unity College and thank you for your contributions to our educational community. Our students benefit in so many ways from your experience, your energy, and your expertise, and we are excited to have you with us.

As I'm sure you know, Unity College is a special place. Our sustainability science educational framework, our commitment to the liberal arts, and our emphasis on transdisciplinary pedagogy give Unity an extraordinary mission and an uncommon sense of community. Welcome to a team of people determined to make powerful and positive changes in the environmental century — one student at a time.

I am happy you are with us, and I hope that you find your work here satisfying and rewarding. If you need help or have questions, please reach out to your supervisor and let me know if there is anything I can do.

In Unity,

A handwritten signature in blue ink, appearing to read "Melik Khoury". The signature is stylized with a large initial "M" and a long horizontal stroke extending to the right.

Dr. Melik Khoury Unity College President



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I. Employment Handbooks

This Distance Education Adjunct Faculty Handbook is meant as a guide for you as you fulfill the duties of your appointment at Unity College. Please note that your employment is also governed by the policies in the Unity College Employee Handbook. In cases of disagreement between this guide and the handbook, the Employee Handbook will apply. Please be sure to obtain a copy of the Employee Handbook [here](#) or by requesting a copy from Human Resources.

II. About Unity College

A. Accreditation

Unity College is accredited by the New England Commission of Higher Education (NECHE).

B. History

Unity College was founded in 1965 by Bert G. Clifford and a group of nine prominent citizens in the town of Unity, Maine. “The Unity Institute of Liberal Arts and Sciences” was established on the 160-acre rural campus donated by George Edward Constable, and opened its doors to thirty-nine students in 1966. The “Institute” has evolved into Unity College, an independent, coeducational, liberal arts college with a focus on sustainability science. Unity College Distance Education Sustainable Education Business Unit was started in 2016 and now offers sustainability and environmental master’s and bachelor’s degrees, certificates, and badges.

C. Mission Statement

Through the framework of sustainability science, Unity College provides a liberal arts education that emphasizes the environment and natural resources. Through experiential and collaborative learning, our graduates emerge as responsible citizens, environmental stewards, and visionary leaders.

D. Non-Discrimination Policy

Unity College values a diverse college community where all individuals are treated with respect and dignity. Unity College is committed to providing a work environment for employees that is free of illegal discrimination, harassment, or retaliation. Illegal discrimination, harassment, or retaliation of individuals of the campus community is against our policy and will not be tolerated.

Unity College does not discriminate on the basis of race, color, ancestry or national origin, religion, sex, sexual orientation, marital status, age, disability, veteran status, status as a recipient or former recipient of worker’s compensation benefits, whistleblower status, or other status protected under local, state or federal laws in the recruitment and employment of its employees. We offer reasonable accommodation to applicants and to qualified individuals with disabilities, including accommodation in the application process. Unity College is an equal opportunity employer and operates in accordance with federal and state laws regarding nondiscrimination.

III. Distance Education Programs

The Unity College Distance Education Sustainable Education Business Unit (SEBU) currently encompasses three program areas: 1) Bachelor of Science degrees; 2) an M.S. in Professional Science graduate degree; and 3) a Sustainable MBA. Distance Education also offers two graduate level certificates, one in Sustainability and one in GIScience. Distance Education offers twelve B.S. programs: B.S. in Animal Health and Behavior, B.S. in Environmental Emergency Management and Law

Enforcement, B.S. in Environmental Geospatial Technologies, B.S. in Environmental Justice and Social Change, B.S. in Environmental Science and Climate Change, B.S. in Marine Biology and Sustainable Aquaculture, B.S. in Wildlife Conservation, B.S. in Sustainable Business Management with four concentrations, and a B.S. in Environmental Studies. The M.S. in Professional Science graduate degrees include: Environmental Studies and Sustainability, Wildlife Conservation e Management, Conservation Law Enforcement, and Environmental Geographic Information Science (GIScience). For full program, certificate, and course descriptions, please visit the Unity College Distance Education webpage: <http://online.unity.edu>.

A. Distance Education Adjunct Faculty Definition

“Distance Education adjunct faculty” are those persons teaching at the college on a course by course basis for the Distance Education SEBU. Distance Education adjunct faculty members may be hired for a term, multiple terms, or up to one year, although appointments may be cancelled at any time by the Dean. Distance Education adjunct faculty members can teach a maximum of the equivalency of six 3 credit classes a year based on an average class size of 25 students (450 student credit hours), this equates to approximately 15-25 hours/week of work. Distance Education adjunct faculty members have different rights and responsibilities from full-time Distance Education faculty members.

B. Academic Freedom

The College believes that academic freedom is central to the fulfillment of the educational purposes of the College. Encouragement of an atmosphere of confidence and freedom is balanced by the substance of our chosen curriculum and an expectation of responsible judgment as it relates to respect for the individual and for the institution. Further, there is an obligation when expressing personal opinion to indicate it is not necessarily representative of the institution’s position. The College believes in freedom from censorship, threat, restraint, or discipline with regard to the pursuit of truth in performance of teaching, research, publishing, or public service.

C. Personal Information

It is the responsibility of the Distance Education adjunct member to notify the Human Resource Office of any change in address, phone number(s), and/or any changes in your professional or academic standing. You can check your personal information at any time by contacting the Unity College Human Resource Office.

D. Salary and Benefits

Unity College employees are paid on a bi-weekly schedule. Distance Education Adjunct Faculty will be paid per student credit hour based on total number of credits generated on census day, regardless of how credits are distributed across course sections. Information pertaining to your rate of pay as well as the start and end date of your salary is included in your individual contract.

Distance Education adjunct faculty members may be issued a Unity College identification card and use the Dorothy Quimby library. Distance Education adjunct faculty members with physical access to the main campus may put funds on their Unity College ID to use as a “debit” card in the Student Center, bookstore or dining hall; use the fitness center located in the gym; and receive invitations to attend events on campus and at the Unity College Center for the Arts (UCCA).

E. Distance Education 2020-2021 Academic Calendar

Please see the webpage for the current academic calendar: [Academic Calendar](#)

IV. Distance Education Adjunct Responsibilities and Requirements

A. Orientation

All Distance Education Adjuncts must review this handbook and the distance education faculty orientation materials. This includes reviewing FERPA guidelines and all adjunct responsibilities and requirements.

B. Class List

Under no circumstances should copies of class lists be given to students. These lists are confidential documents covered by the Family Educational Rights and Privacy Act (FERPA). This act, often referred to as simply FERPA, provides for access to student records and confidentiality of those records on a need-to-know basis, providing no information is released to a third party.

C. Adding and Dropping

Students may add or drop a class during the first three school days of each session by contacting their Distance Education Advisor. See Academic Calendar: [Academic Calendar](#).

D. Withdrawals

A student may withdraw from a course up to the designated date on the Distance Education calendar. In order to formally withdraw from a course, a student must complete a course withdrawal form. See [Distance Education Student Handbook](#) for details and the [Distance Education Withdrawal Policy](#).

E. Instructor Attendance and Availability

Instructors are expected to be regularly available to students with preferred methods and hours of availability announced to students through CANVAS.. All prior commitments must be disclosed to the hiring Dean prior to hire. If an unavoidable commitment arises after your hire date, you are required to notify the Dean that you will be away from your computer, include specific times and dates, and convey that information to your students as soon as possible. If possible, also add any planned absences to the course calendar on Canvas. See [Faculty Engagement Policy](#).

F. Unexpected Absences

If an emergency or some other unforeseen circumstance arises and you are unable to be available for your course for a period of time, please contact a Distance Education Dean or the Vice President for Distance Education. The Dean will contact the students. If you are able to, you should also notify your class.

G. Course Enrollment/Attendance Policy

Students must participate in courses within the first three days of the term. Failure to participate during this period may result in removal of the student from the course. Unity College Distance Education does not allow students to audit a class for no credit. It is the instructor's responsibility to encourage students to post in the class during these first three days and alert an Advisor if students do not "attend" class during this time period. Please see the [Course Enrollment Policy](#).

V. Distance Education Grading

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A. Undergraduate Grading Scale

The grading system used in Unity College Distance Education Undergraduate courses is as follows:

A	(94-100%)	Excellent
A-	(90-93.9%)	
B+	(87-89.9%)	
B	(84-86.9%)	Good
B-	(80-83.9%)	
C+	(77-79.9%)	
C	(74-76.9%)	Satisfactory
C-	(70-73.9%)	
D	(60-69.9%)	Poor, but Passing
F	(0-59.9%)	Failing

B. Graduate Grading Scale

The grading system used in Unity College Distance Education Graduate courses is as follows:

A	(94-100%)	Excellent
A-	(90-93.9%)	Very Good
B+	(87-89.9%)	Good
B	(84-86.9%)	Satisfactory
B-	(80-83.9%)	Satisfactory, but needs improvement
C+	(77-79.9%)	Needs improvement
C	(74-76.9%)	Unsatisfactory
C-	(70-73.9%)	Poor
F	(0-69.9%)	Failing

Please see the Unity College Distance Education Catalog for specific grading guidelines for graduate and undergraduate students.

C. W – Withdrawal (No credit)

Recorded but not calculated as part of the GPA. Faculty may not give a grade of “W”, that grade designation is applied by the registrar’s office

D. I – Incomplete (No credit)

An Incomplete “I” is a temporary grade which may be given at the instructor’s discretion with the approval of the Dean to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term. To submit an Incomplete grade, please contact the Assistant Registrar dedicated to Distance Education to initiate the paperwork.

If a student does not complete the work before the start of the next term, they may not enroll in classes for

future terms. Work must be completed by the end of the next term, or the incomplete grade will automatically be changed to an F. Distance Education Faculty considering granting a final grade of “I” must follow the incomplete grade policy and work with a student’s advisor to initiate an incomplete grade request. A grade of “I” is not factored into a student’s GPA. Credits for an “I” grade are factored into attempted (but not completed) credits for the student’s cumulative completion rate.

E. Credit Definition

Unity College policy defines one undergraduate credit hour as a semester hour, the standard measure of progress toward a degree at most institutions. For most standard lecture courses, it represents 50 minutes of faculty-directed instruction and 2 hours of self-directed class work each week for a traditional 15-week semester (i.e., one 3 credit undergraduate class is approximately 135 hours of student work). The table below demonstrates how this standard is applied to Unity College’s undergraduate term calendar.

Credit Hours	Minimum total required faculty-directed instruction hours	Minimum total student-directed instructional hours	Total Minimum Instructional Hours	Hours per week for 5-week term
3	45	90	135	27

This credit hour definition follows the guidelines for awarding semester credit hours from the US Department of Education and the New England Commission of Higher Education. While online courses do not have specified time in a physical class, they require an analogous amount of work to a semester credit hour.

Graduate students are expected to perform not only additional work beyond undergraduate expectations but work that is more in-depth and of higher quality as befits a graduate-level course. Graduate students are therefore expected to perform roughly a third more work than their undergraduate counterparts. Thus, one Unity College graduate credit hour in an eight-week term is equal to at least 60 hours of student work.

VI. Distance Education Teaching and Learning Guidelines

A. Teaching and Learning Model

Learning theory conceptualizes the learning process as one of active inquiry rather than passively transmitted content and recognizes that the characteristics of learners calls for a context-driven framework focusing on real world, relevant learning activities.

Constructivist approaches to instructional design and purposeful instruction supports learners in using prior knowledge to construct new learning. The Distance Education teaching and learning model reflects brain-based learning theory by valuing knowledge about individual learner differences in intellectual strengths, learning styles, disposition, and motivation. This approach transforms the role of the faculty to one of managing the overall instructional process and serving as a catalyst encouraging learners to challenge assumptions, engaging learners in self-reflection, and providing a foundation for new learning to occur.

The model is based on the assumption that the learner's active involvement in the learning process is essential. Faculty are expected to serve not only as teachers but also as facilitators of learning. As such, faculty may manage the learning process by engaging learners in a variety of activities that lead students to an understanding of course content and development of academic and professional competence. Please see [Faculty Engagement Policy](#).

B. Honor Code

The Unity College Honor Code requires that students be honest in all academic work. By joining the Unity College Community, we express our willingness to accept the responsibilities and privileges of the academic community. Academic dishonesty threatens the mission of Unity College and potentially jeopardizes the success and integrity of our community members and others. Every member of the Unity College community is responsible for upholding the principles of academic honesty. Personal ethics and integrity should govern all actions.

C. Academic Dishonesty

Cases of dishonesty in Distance Education academic matters are referred to the respective Distance Education Dean.

The Dean's actions may include any combination of the following:

- Investigate alleged violations of the Honor Code
- Arbitrate instances of academic dishonesty not settled to the student's or the faculty member's satisfaction
- Determine if the Honor Code has been violated and to specify consequences
- Maintain a record of alleged infractions and subsequent findings

If a Distance Education adjunct faculty member suspects a violation of the Honor Code, they will notify their Distance Education Dean and discuss the matter with the alleged violator. If the matter is not resolved to the satisfaction of both parties, either party may appeal to the proper administrative channels which are first, the Vice President for Distance Education, and then if the parties feel that the Vice President for Distance Education did not follow due process, the Chief Learning Officer. The Chief Learning Officer's decision is final. Academic dishonesty includes, but is not limited to, the following:

D. Plagiarism

We acknowledge the difference between citation errors, in which a writer incorrectly cites a source, and plagiarism, in which a writer engages in any of the following:

- Quoting, summarizing, or paraphrasing any part or all of a source without acknowledging the source in the text of any work.
- Incorporating any information—data, statistics, examples, etc. — that is not common knowledge without attributing the source of that information.
- Using another's images, sounds, opinions, research, or arguments without attribution.
- Failing to follow fair-use policies, which dictate informal acknowledgement or formal citation depending upon the context and assignment.
- Submitting work that someone else completed.
- Submitting an assignment for one class in another class without approval of both instructors.

E. Cheating

Examples of cheating include submitting an assignment for one class in another class without approval, claiming credit for work not done independently (excluding college support services such as TutorMe) without giving credit for aid received, seeking out, accepting, or actively aiding in any unauthorized collaboration or communication during examinations. This includes but is not limited to sharing answers and using technology without prior permission.

F. Misrepresentation

When someone other than the student enrolled in the course completes any part of the coursework.

G. Falsification

Falsifying or deliberately misrepresenting data and/or submission of work.

H. Faculty Code of Conduct

Unity College Distance Education faculty accept an obligation to conduct themselves in a manner that creates a positive learning environment compatible with the College's policies and philosophies as an institution of higher education. Conduct that is determined to be a misuse of academic freedom, where the actions or behaviors of a member or members of the College community impair the opportunities of others to teach or learn, are unethical or illegal, or disrupt the orderly functions of the College, will be deemed misconduct and will be subject to appropriate disciplinary action.

Distance Education Adjunct Faculty are expected to conduct themselves with honesty, integrity, and the highest ethical standards.

These ethical standards include:

- A commitment to providing world-class service to our students and each other
- Embracing and supporting our diversity and demonstrating respect for all
- Abiding by and complying with the laws, regulations, and rules that govern the College in all areas

VII. Instructional Information

A. Course Cancellation

Courses to which Distance Education adjunct faculty are assigned are subject to cancellation at the discretion of the institution. See [Course Schedule and Cancellation Policy](#).

B. Syllabus Template

All Distance Education instructors must use the assigned syllabus. That syllabus is found linked to your Canvas course. An Instructional Designer will update it with your personal information.

C. Canvas Template

All Distance Education instructors must use the assigned Canvas course that was designed. That course will be set up when you receive access to your course. Anything that you would like to change in the course must be approved by the Dean. You are expected to work closely with a Unity College Instructional Designer to set up your class prior to the first day. You may not change the content or the course template. Changes you would like to recommend must be submitted via the appropriate form, and

an Instructional Designer will make any approved changes.

D. Student Assessment and Teaching Online

Evaluating student work includes a myriad of activities, such as assessing student learning and program outcomes, providing feedback to students, using different pedagogies for meeting learning goals, and assigning grades. An important aspect of a faculty member's role is to facilitate a course in a manner that helps students attain the course objectives. Faculty members should also be concerned with an assessment of student progress. This assessment is necessary both to provide feedback on a student's academic performance and a basis for grades. Assessing student learning enables a faculty member to evaluate the extent to which course goals and objectives have been attained. In addition, assessment provides faculty with information for improving less successful elements of a class session and for extending effective practices. Feedback is provided to students in many ways during a course and should be timely and clear and build on previous assignments, with support provided to students so they can be successful. Written feedback on assignments should be provided within 48 hours of the due date.

Faculty are expected to participate regularly in the Canvas discussion boards. Faculty are expected to respond to every student's introduction post. Additionally, unless the discussion assignment doesn't warrant a faculty's participation, faculty are expected to post and respond to students every week. It is recommended that faculty post at least three times to every discussion assignment.

Private feedback occurs during the grading process. Thorough and timely feedback is critical for affirming students' effort, sustaining academic standards, and promoting continued improvement. Feedback must be comprehensive, addressing areas of strength, areas needing additional development, and include strategies to promote reflection and deeper learning. Feedback must be given only through Canvas. You should only email students at their Unity email address as opposed to using their personal Yahoo, Hotmail, Gmail, etc. addresses. Faculty are expected to check their Unity email daily.

E. Helpful Hints for Teaching Online

Get to know your students immediately. Always address your students by name. Be genuine and fair. Do not allow your personal preference to influence how you treat students. Give all students an opportunity to succeed and prove themselves to you. Encourage student-faculty contact. Establish multiple formats for communicating with students online. Find out what your students know about the subject area you're teaching. While this may result in having to be flexible in your plans, the benefits far outweigh having the majority of your students being bored or completely lost with the material you're presenting.

Encourage cooperation among the students. Well-designed discussion assignments facilitate meaningful cooperation among students and are required in every distance education course. Provide students clear expectations about their online presence and your availability. Seek feedback from your students. Do not wait until the end of the course to discover that students failed to grasp some important concepts. There are a number of ways you can achieve this. Closely monitor student discussions; conduct an ungraded test; regularly ask students to summarize concepts; etc. Give prompt feedback. Answer questions about assignments in a timely manner and provide timely feedback on graded assignments. Emphasize time on task. Provide multiple opportunities for feedback. Respect diverse talents and ways of learning. Be the example. If you expect your students to engage in learning, be thoughtful listeners, respect other opinions (even when there is disagreement), read the textbook, and follow through with deadlines.

VIII. Academic Quality Assurance

A. Quality Matters

Unity College Distance Education follows the Quality Matters rubrics in the development and assessment of its courses. Many of the features of the CANVAS course templates used are structured around criteria specified by Quality Matters. Quality Matters has multiple criteria dealing with issues that specifically require action by the instructor including the course overview, how course learning objectives are communicated and assessed, and how students interact with the content, instructor, and other students. You should review the criteria of the [Quality Matters rubric](#).

B. Course-level Assessment

All Unity College Distance Education courses have specified course learning outcomes. These outcomes are communicated explicitly to students in the course and the course assignments and activities are built around meeting these objectives.

The use of rubrics that explicitly have course learning objectives as criteria, whether for points or not, is highly encouraged as this provides a direct means of evaluating the effectiveness of course activities in promoting these learning outcomes. Most courses are populated during development with assessment rubrics, but please ask your Dean if you have any questions. Please contact the Dean for assistance on using rubrics for assessment of learning outcomes.

C. Program-level Assessment

Unity College Distance Education is responsible for assessing effectiveness of all degree programs. Part of the program-level assessment involves student success in individual courses. Course learning outcomes are directly tied to programmatic outcomes; therefore, it is imperative that assessment of course learning outcomes occurs as this provides critical information to program assessment.

D. Student Course Evaluations

Student evaluations of Distance Education adjunct faculty are required and take place at the end of each course. Students must complete an evaluation of each class before they can see their final grade. Student course evaluations provide an ongoing evaluation of the curriculum, individual class experience, and more. Students are prompted to complete these surveys electronically through their portal. Results of student surveys are shared with the faculty member after the end of each course to assist them in becoming more effective. The Dean will review the evaluations and provide feedback as needed.

IX. Regulatory Requirements and Campus Policies

A. Family Educational Rights and Privacy Act (FERPA)

[The Family Educational Rights and Privacy Act was enacted in 1974](#) and applies to all schools receiving funding through the Department of Education. FERPA provides legal guidelines on student right to access, confidentiality, and institutional responsibilities. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. These rights include:

Disclosure of Records

Unity College must obtain a student's written consent prior to disclosure of personally identifiable information contained in educational records except in circumstances permitted by law or regulations, some of which are summarized below.

Directory Information

Unity College designates the following student information as directory information that may be made public at its discretion: name, address, telephone listing, email address, photograph, date and place of birth, major field of study, grade level, enrollment status, most recent educational agency or institution attended, and student ID number or other identifier other than a Social Security number (but only if the identifiers cannot be used to gain access directly to education records without one or more other factors such as a password), participation and level of students in officially recognized activities, dates of attendance in the College, degrees, honors and awards received, and photographs and videos relating to student participation in campus activities open to the public.

School Officials with Legitimate Educational Interests

Education records may be disclosed to school officials with a legitimate educational interest. A school official has a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional responsibility. School officials include persons employed by the College as an administrator, supervisor, academic or research faculty or staff, or support staff member (including health or medical staff and law enforcement unit personnel); persons or companies with whom the College has contracted to provide specific services (such as attorneys, auditors, medical consultants, field placement supervisors and other related personnel, collection agencies, evaluators or therapists); Board of Trustee members; students serving on official committees or assisting other school officials in performing their tasks; and volunteers who are under the direct control of the College with regard to education records.

B. Americans with Disabilities Act (ADA)

Unity College recognizes and accepts its obligations under the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of disability and requiring the College to provide reasonable accommodations to otherwise qualified disabled individuals in all University programs, activities, and employment. No student or faculty member shall be retaliated against for seeking accommodation under this policy or for participating in any grievance procedures brought against the College because of alleged noncompliance with the policy.

C. Accommodations for Students

Unity College provides accommodations to students who are diagnosed with learning disabilities, ADHD, or other learning challenges. Distance Education students who believe they may need disability accommodations should initiate a review by contacting Associate Dean for Retention and Completion, Annie Chuprevich at achuprevich@unity.edu or (207) 590-7247. The Associate Dean will provide an Accessibility and Accommodations Request Form electronically to the student. In addition to completing that form, students will need to provide academic and/or medical documentation. These materials will be assessed, eligibility will be determined, and the Associate Dean will contact the student directly to discuss any appropriate accommodations and strategies. All inquiries and information are kept strictly confidential.

D. Title IX: Sexual Discrimination Reporting

Unity College is committed to making a safe place for students. Because of this commitment, if you tell any Unity College employee about sexual discrimination involving members of the College, that

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employee is required to report this information to the Human Resources Office.

Behaviors that can be “sexual discrimination” include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. Therefore, all of these behaviors must be reported.

Why do employees have to report sexual discrimination?

The College can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise – for example, if more than one victim reports having been assaulted or harassed by the same individual.

What will happen to a student if an instructor reports?

An employee from the Human Resources Office will reach out to the student and offer support, resources, and information. If the student has requested confidentiality, the College will weigh the request that no action be taken against the institution’s obligation to provide a safe, nondiscriminatory environment for all students. If the College determines that it can maintain confidentiality, the student must understand that the institution’s ability to meaningfully investigate the incident and pursue disciplinary action, if warranted, may be limited. There are times when the College may not be able to honor a request for confidentiality because doing so would pose a risk to its ability to provide a safe, nondiscriminatory environment for everyone. If the College determines that it cannot maintain confidentiality, the College will advise the student, prior to starting an investigation and, to the extent possible, will share information only with those responsible for handling the institution’s response.

The College is committed to the well-being of all students and will take steps to protect all involved from retaliation or harm.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: Health Clinic: 207-509-7126.

For confidential resources off campus: Rape / Sexual Assault Hotline 1-800-550-3304 or Rape Response Services: 1-800-310-0000.

Definition of Consent

Consent: An individual’s agreement to engage in sexual contact. Consent must be informed, freely and actively given, and consist of a mutually agreeable and understandable exchange of words or actions. Consent is clear, knowing and voluntary. Consent is active, not passive. Consent may be withdrawn at any time. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in (and conditions of) sexual activity. Past consent does not imply future consent. Consent to engage in one form of sexual activity does not imply consent to engage in any other sexual activity. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with any other person. There is no consent when the exchange involves unwanted physical force, coercion, intimidation and/or threats. If an individual is mentally or physically incapacitated or impaired such that one cannot understand the fact, nature or extent of the sexual situation, and the incapacitation or impairment is known or should be known to a reasonable person, there is no consent. This includes

conditions resulting from alcohol or drug consumption or being asleep or unconscious. Consent is not valid if the person is too young to consent to sexual activity under applicable law.

E. Copyright Law

Faculty members agree to use only lawfully acquired copyrighted works, with proper attribution and citations, as part of their teaching tools in support of the identified curriculum. Ordinarily, use of copyrighted material without the permission of the copyright owner is a violation of the rights of the copyright owner. The particular use of a copyrighted work will not be an infringement of the copyright if it is considered a fair use under Section 107 of the Copyright Act of 1976, as amended (the “Act”). The determination as to whether a given use amounts to a fair use is made on a case-by-case basis and is dependent on the specific facts of the use. No single factor is determinative; that is, there is no one fact about the copying at issue that will automatically make it fair or unfair. All factors must be examined and the conclusions as to each weighed and balanced. This case-by-case balancing is so fact-dependent that it is nearly impossible to predict what constitutes a fair use except in the most obvious situation.

For example, articles in the College Library are protected by copyright laws and are included in the library with the understanding that copyrights will be honored. In practical terms, one of the implications is that faculty must not copy library articles into the class environment but should instead let students know where and how to locate articles for class use in the Library.

F. Ethics

Questions or concerns regarding the bulleted items below should be reported immediately to the Vice President for Distance Education or the Chief Human Resources Officer.

Reports may be made anonymously, if desired.

- Ethics
- Workplace violence
- Compliance with laws, regulations, or University policies
- Discrimination or harassment
- Fraud, bribery, or corruption
- Accounting or internal control issues or weaknesses

G. Social Media Policy

For the purpose of this policy, social networking activity is defined as participation in or creation of blogging, social networking/online communities (e.g. Facebook®, YouTube®, Twitter®, MySpace®, LinkedIn®) including, but not limited to, wikis, online discussion forums, and any other published form of user-generated media.

Faculty members that participate in social networking activities are bound by all College policies, including but not limited to this policy and the Unity College Distance Education Adjunct Handbook. Adjunct Faculty members are personally responsible for their actions and compliance with all applicable laws including copyright rules and compliance with the terms of use and other policies of the site(s) visited. In setting up a user profile for participation in social networking activities or when engaged in social networking activities, faculty members shall indicate that any views expressed are those of the individual user and not those of Unity College.

Faculty members engaging in personal interactions on social networking sites shall not use Unity College

logos, brands, or marketing materials in their personal profile or social networking interactions. Faculty members shall not use social networking sites to contact students for personal or educational purposes. Please see Unity College Social Media Policy.

H. Class Posts

It is a best practice for all faculty and students to double check what they post to the class environment to ensure 1) each intended post has indeed been posted, 2) the post does not contain serious typing, spelling, or grammatical errors, and 3) the body of the post and attachments, if any, convey what the author intended to post. If a faculty member notices that a student has erroneously posted something in a class that should not have been posted, faculty should immediately contact the student to request the student delete the post.

X. Grade Disputes and Grade Corrections

A. Change of Final Course Grade - Process for Instructors

If an error has been made in the calculation or transcription of the original grade, the instructor will notify the Dean of the error, and the warranted correction will be made. Under no circumstances will a change in grade be allowed because of the submission of additional work after the grade has been submitted. Should an instructor wish to change a grade for any other reason, the request, with justification, should be submitted to the Dean for consideration. The Dean will review the evidence, seek additional information as appropriate, and make a determination.

XI. Available Resources

The mailing address for all Unity College correspondence is:

Unity College, 90 Quaker Hill Road Unity, ME 04988-9502 College Switchboard: (207) 509-7100

Distance Education Website: www.online.unity.edu

A. Distance Education Leadership

Vice President for Distance Education, Dr. Amy Arnett

aarnett@unity.edu: (207) 509-7204

Dean of Environmental Conservation and Research, Dr. Pamela MacRae

pmacrae@unity.edu : (207) 509-7256

Dean of General Education and Environmental Studies, Dr. David Rogers

drogers@unity.edu: (207) 509-7159

Director of Enrollment Management, Chris Vigezzi

cvigezzi@unity.edu: (207) 509-7231

Associate Dean for Retention and Completion, Annie Chuprevich

achuprevich@unity.edu

Assistant Director for Concierge Services, Heather Stetkis

hstetkis@unity.edu: (207) 509-7155

Distance Education Office Manager, Michelle Ross
mross@unity.edu

Enterprise Employees Dedicated to Distance Education

Assistant Registrar for Transfer Evaluation, Kerry Hafford
khafford@unity.edu: (207) 509-7257

Enterprise Resources

Registrar, Kelsey Gilbert
kgilbert@unity.edu (207) 509-7218

Financial Aid
fin_aid@unity.edu: (207) 509-7235

Interim Director of Library, Ben Stafford
bstafford@unity.edu : (207) 509-7299

B. Computing Resources

Distance Education adjunct faculty will receive a Unity email address as well as access to the CAMS faculty portal and the College's Learning Management System (LMS), Canvas. Distance Education adjunct faculty email addresses will be activated for one year, unless the Dean notifies Human Resources to discontinue access. Distance Education adjuncts are expected to use their Unity email address and/or Canvas when corresponding with students. Faculty are expected to check their Unity email regularly. If you are having a difficult time accessing your email, CAMS, or Canvas accounts, you can contact helpdesk@unity.edu or call (207) 509-7452 to reach the Unity College Information Systems Help Desk.

Questions related directly to Canvas can be directed to Instructional Technologist Ben Stafford (bstafford@unity.edu: 207-509-7299). Canvas supports the current and first previous major releases of the following browsers:

- **Chrome** 75 and 76
- **Firefox** 67 and 68 ([Extended Releases](#) are not supported*)
- **Edge** 44 (*Windows only*)
- **Respondus Lockdown Browser**
- **Safari** 11 and 12 (*Macintosh only*)

Distance Education adjunct faculty are expected to provide their own computers and devices for teaching Distance Education courses. We strongly recommend a laptop computer with the following minimum specifications:

Windows / PC:

- Windows 8
- Intel Core i5 or Core i7 CPU (2+ GHz)
- 4GB RAM or more

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- 128GB or larger hard drive
- Wireless network ready
- Four-year, next-business-day warranty that includes accident coverage (for theft insurance, review your homeowner's insurance policy coverage.)
- Suitable carrying case
- Video capabilities

Apple / Mac:

- Mac OSX 10.12 Sierra
- Intel Core i5 or Core i7 CPU (2+ GHz)
- 4GB RAM or more
- 128GB or larger hard drive
- Wireless network ready
- AppleCare extended warranty (for theft insurance, review your homeowners insurance policy coverage.)
- Suitable carrying case
- Video capabilities

All distance education faculty members teaching online courses are required to complete an introduction to Canvas and orientation prior to the start of their teaching term. This training is arranged through the Dean after the faculty member signs and returns his or her Distance Education adjunct teaching agreement.

C. Dorothy Webb Quimby Library

The library is a resource for both students and faculty. The librarians and information services staff can assist students and faculty in locating and accessing research material. An extensive list of online databases is available through the Quimby Library. Quimby Library is also a source for information regarding copyright law at [Quimby Library](#). Please visit the website for hours or email: library@unity.edu.

D. Textbooks/Campus store

The campus store does not physically stock or sell textbooks but has partnered with Follett to provide textbooks to students. Because students will have to purchase their books from an off-campus site, textbook orders must be placed at least eight weeks before the course start date. Questions about textbooks should be directed to your Dean. Some publishers will provide an examination copy of the text or instructor's manual to instructors for free. See the individual publisher website for examination/desk copy information or contact Leigh Juskevics at the Campus Store at ljuskevics@unity.edu: 207-509-7208.

E. Academic Accessibility & Support

The hiring Dean can help students get access to technology such as Kurzweil reading software. They can also help you work with student accessibility concerns. Faculty answers questions and concerns about course content, but if students need additional academic support, faculty can direct them to TutorMe, a 24/7 online tutoring support.

