UNITY COLLEGE

HYBRID LEARNING

FACULTY HANDBOOK

To our valued Hybrid Learning 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,

Dr. Melik Peter Khoury
President

The information in the handbook is intended as a guide to policy and procedures, if you find you have any questions feel free to ask your supervisor or Human Resources.

The Unity College Vision:

Engaging and Educating to Create a Sustainable World.

The Unity College Mission:

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

Unity's Core Values:

In pursuing Unity College's vision and mission, we are committed to following these eight core values:

Respect establishes trust.
We honor the intrinsic value of self, others, and the world we share.

Integrity aligns our actions and values.
We act with purposeful reflection to uphold our vision and mission.

Social Responsibility calls us to act.
We prepare leaders to address civic engagement in light of environmental concerns.

Community has no boundaries.
We connect through inclusive engagement locally and globally.

Resiliency demonstrates flexibility.
We develop the capacity of people, systems, and environments to anticipate
and respond to change.

Cultural Competency recognizes differences as strength.
We explore and value the strengths, talents, and perspectives of others
in order to foster strong relationships.

Innovation keeps us relevant.
We have the courage to question our assumptions, embrace creativity, and take calculated risks.

Accountability starts with us.
Our actions demonstrate ownership of our work and responsibility for measurable outcomes.

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PURPOSE OF THIS HANDBOOK

This Unity College Hybrid Learning Faculty Handbook is meant as a guide for you as you fulfill the duties of your appointment at Unity College. None of the College's policies, procedures or practices, including those set forth in this Hybrid Learning Faculty Handbook are to be viewed as a contract or as creating any promises or contractual rights of any kind.

Please note that your employment is also governed by the policies in the Unity College Employee Handbook DECEMBER 2020. In cases of disagreement between this guide and the Employee handbook, the Employee Handbook will govern.

The Employee Handbook or the Hybrid Learning Faculty Handbook may be revised without notice with the approval of the President. The Hybrid Learning Graduate Faculty Handbook is reviewed regularly by the Chief Learning Officer, Hybrid Learning Deans, the Vice President of Hybrid Learning, and the President.

UNITY COLLEGE

Unity College was founded in 1965 by 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 of approximately 700 students, with a focus on sustainability science.

The Enterprise Model

In 2017, Unity College adopted an enterprise model as its institutional organization. An enterprise model allows for the creation of distinct business entities within the overall College. The enterprise model is similar to a matrix organization, with some real advantages that allow the College to be more responsive to the rapidly changing needs of students and society.

The enterprise model combines the innovation potential of a functional hierarchy and the collaboration between disciplines of a project-based structure. Core Functions such as academic administration, information technology, human resources, financial, physical assets, sustainability, and other services are coordinated and standardized across the College to optimize resources and demonstrate common standards of sustainability leadership. Functional areas coordinate resources and integrate key processes that cut across business units and geography. This support structure allows decentralized project teams [SEBUs] to develop programs, services, and/or products that are tailored to audience-specific needs without affecting the entire organization.

While the enterprise model allows Unity College to leverage all our considerable and diverse skills across areas and assemble great teams to implement projects, it entails increased complexity, and therefore the need for an increased level of consistency, standardization, and clarity in role, scope, and authority. This change has resulted in the creation of Sustainable Educational Business Units [SEBUs]. Currently there are three distinct SEBUs: Distance Education, Hybrid Learning and Sustainable Ventures.

Unity College: Distance Education [DE]
Our Distance Education SEBU extends the reach of a Unity College education to adult place-bound learners by offering fully accredited bachelor's degrees, master's degrees, and non-degree credits online. The faculty in this SEBU are leading experts in their professional fields. Learners use their everyday environment as their laboratory and incorporate their classes into their daily lives, making this education ideal for working professionals seeking to advance their careers and become the change makers the world needs while still honoring their commitments, wherever they are.

Unity College: Hybrid Learning [HL]
The Hybrid Learning SEBU is our newest being developed and is dedicated to fostering resilient Enterprise Education. Unity College: Hybrid Learning is a separate and distinct educational unit with a separate and distinct revenue stream from other Unity College SEBU's and the Enterprise. Its' target audience is students representing a broader demographic than those who can traditionally afford the private residential College experience, especially those with a lower estimated family contribution. This SEBU will support students who are seeking to maximize flexibility and affordability while retaining the option to engage in limited immersive residential and learning experiences and who are outcome-focused seeking a four-year degree that directly links to a specific career field.

Unity College: Sustainable Ventures [SV]
The Sustainable Ventures SEBU is still evolving and each venture is a real-life revenue-generating manifestation of the academic curriculum. This SEBU simultaneously builds our brand, diversifies revenue alternatives, fuels economic development, and provides a variety of hands-on learning/credit opportunities for students that are not funded primarily by Unity College tuition. Current ventures include: Sky Lodge, McKay Farm & Research Station, the Campus Store, Dining Services and Conference and Event Services.

Accreditation

Unity College is accredited by the New England Commission of Higher Education [NECHE].

HYBRID LEARNING

Faculty Definition

The Unity College Hybrid Learning faculty, as defined by the Unity College Bylaws, consists of the President, the Chief Learning Officer, Vice President of Hybrid Learning, Deans, Professors, Instructors, and all members appointed at faculty rank to the Unity College Hybrid Learning SEBU, including Adjunct Faculty. Hybrid Learning faculty members have the appropriate qualifications and experience that enables them to make significant contributions to the training of students in professional undergraduate programs as required.

Academic Governance

The academic organization of Unity College Hybrid Learning consists of the President, the Chief Learning Officer, the Vice President of Hybrid Learning, Deans, and other faculty [see definitions above]. Academic governance also consists of standing and ad-hoc task groups with diverse representation. Task group membership and duties related to task group service is by appointment from the Vice President of Hybrid Learning or a Dean at the direction of the President.

Academic Calendar

Please see the Unity College webpage: Hybrid Learning Academic Calendar

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 Unity College Hybrid Learning 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.

ACADEMIC RESPONSIBILITY AND ETHICS

The primary responsibility of the faculty is to advance, preserve, and share knowledge; to seek and state truth; and to promote the academic development and responsibility of Unity College Students. To achieve these ends, Unity College faculty must exercise critical self-discipline and judgment in the communication of knowledge. Faculty shall adhere to the ideal of academic freedom as defined by the Unity College Academic Freedom Policy. Faculty must be intellectually honest and encourage the free pursuit of education in their students by:

- Demonstrating respect for students and colleagues as individuals.
- Holding students to high academic standards.
- Maintaining a proper role as academic instructors, advisors, and mentors.
- Evaluating students in a fair and honest way.
- Protecting the academic freedom of all students.
- Never exploiting or giving the appearance of exploiting students for individual advantage.
- Upholding the Unity College Student Code of Conduct.
- Fostering honest academic conduct.

Faculty members must exchange criticism and ideas in a manner that shows respect for the opinions and dignity of others. Faculty members must remember that professionals may legitimately differ on issues of importance and must strive to be objective, fair and honest in their professional judgment of colleagues. Questions or concerns regarding the bulleted items should be reported immediately to their Dean.

INSTRUCTIONAL INFORMATION

Course Cancellation

Courses to which Hybrid Learning faculty are assigned are subject to cancellation due to low enrollment or other circumstances at the discretion of the institution.

Syllabus Template

All Hybrid Learning faculty must use the assigned Unity College Hybrid Learning syllabus template. That template is found linked to your Canvas course. It is your responsibility, as the course instructor, to make sure the syllabus information is accurate. The Dean will review your syllabus and course development and approve these products prior to the beginning of class.

Learning Management System [LMS] Template

Unity College currently uses Canvas as the LMS. All Hybrid Learning faculty use the same Canvas/LMS template. That template will be set up when you receive access to your course. All courses MUST include discussion posts for encouraging participation. When Hybrid Learning faculty design courses, they must work closely with a Dean to meet learning outcomes and meet the LMS template requirements.

Class Lists

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](). 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.

Faculty Attendance

Faculty are expected to be available at regular, advertised hours for students, however that may not always be possible. Anticipated commitments that require absence from scheduled work hours should be communicated to students and their Dean prior to the planned absence. Canvas notification [e.g., course calendar] of planned lack of availability should be used, if possible.

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 the Dean, who will contact the students. If you are able to, you should also notify your class.

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 Hybrid Learning does not allow students to audit a class for no credit. It is the instructor's responsibility to

encourage students to attend the class during these first three days and alert a Hybrid Learning Coach if students do not attend class during this time period.

Course Scheduling

Important considerations regarding assigned courses and scheduling are as follows:
- faculty are scheduled for courses on an as-needed basis and this schedule may change due to student enrollment or interest;
- no guarantee is made to faculty members that courses will continue to be scheduled or that all courses scheduled will take place; and
- the College may, at its discretion, cancel any course prior to the start date.

HYBRID LEARNING FACULTY MODEL

Faculty Categories and Definitions

Unity College Hybrid Learning faculty are full-time, 12-month, college employees. All faculty are expected to have demonstrated ability, either through education or experience, to be successful in teaching in their appointed role in a face-to-face, hybrid or online environment. All full-time Unity College: Hybrid Learning faculty and instructors with instructional responsibilities are individuals appointed by the President to the Unity College: Hybrid Learning SEBU and work following renewable appointments with full benefits. This handbook specifically applies to these faculty.

Unity College Hybrid Learning SEBU faculty fall into the following categories:

- Adjunct Faculty
- Professorial Faculty
- Instructor
- Academic Administrator

Hybrid Learning Adjunct Faculty are faculty that are hired on a temporary basis to develop and/or teach courses. Policies for adjunct faculty may be found in the Unity College Hybrid Learning Adjunct Faculty Handbook. Adjunct faculty are individuals who teach Hybrid Learning courses on a course-by-course basis with no explicit expectation of renewal or benefits. Faculty of the Unity College: Flagship who teach Unity College Hybrid Learning courses do so only as adjunct faculty. The Unity College Hybrid Learning Adjunct Faculty Handbook applies to all Unity College: Hybrid Learning adjunct faculty including Flagship Faculty teaching a Unity College: Hybrid Learning course.

Unity College Hybrid Learning Professorial Faculty are full time Hybrid Learning faculty that teach primarily face-to-face courses, although teaching is not restricted to face-to-face and faculty may be assigned hybrid or online courses as needed. Professorial Faculty have scholarship / practitioner expectations. Their workload consists of a minimum of 480 student credit hours per year as assigned by their Dean, scholarship or professional practice in line with rank and discipline [see description below], and service to the College in the form of task groups and program assessment as assigned.

At a minimum, the following general criteria will be required for employment in the Professorial Faculty:

- demonstrated effectiveness in teaching;
- a minimum of a master's degree; <u>and</u>
- a continuing record of productive scholarship or professional practitioner development at the national level.

National scholarship is defined as the creation of factual, applied, practitioner, theoretical, or interpretive knowledge, including performances, showings, and other forms of artistic accomplishment, which:

- are subject to peer evaluation;
- are disseminated regionally or nationally in professional media or disciplinary publications; <u>and</u>
- establish a permanent record in a format appropriate to the discipline.

A record or strong indication of growing involvement with scholarship for those applicants/members holding the rank of assistant professor.

Hybrid Learning Instructors must have teaching experience and at least a Master's or multiple years of experience in the employment sector as a practitioner. Instructors will typically teach 600 student credit hours per year [see faculty responsibilities for details] as assigned by their Dean. Instructors remain at the level of instructor for the duration of their employment. They may be promoted to Senior Instructor after five successful years at the Instructor rank.

Hybrid Learning Assistant Professors meet the minimum criteria for rank.

Hybrid Learning Associate Professors have demonstrated 5 years of successful performance at the rank of Assistant Professor, at least 2 of which are in a hybrid learning environment and demonstrated active engagement in scholarly activities and disciplinary engagement.

Hybrid Learning Full Professors have 5 years of successful performance at the rank of Associate Professor, and at least 3 years' experience teaching in a hybrid learning environment and have developed recognition in their disciplinary focus through scholarly activities and/or engagement. It is recognized that the above criteria may exclude some highly qualified individuals from consideration. The Dean can recommend individuals for rank that do not meet these criteria if they have demonstrated exceptional professional experience and the capability of performing at the level expected of the appointed rank.

All faculty will be asked to develop courses as part of their course load, serve on task groups that facilitate Hybrid Learning academic needs, and work productively with the Hybrid Learning faculty and staff.

Hybrid Learning Academic Administrators are faculty that have a mix of teaching, service, and administrative duties depending on their contract and position. Most administrative faculty are responsible for some aspect of curriculum, including program oversight, scheduling, recruitment, budget, new initiatives, assessment, instructional quality, and learning outcomes. Administrative faculty may include, but are not limited to, the President, Vice President of Hybrid Learning, Deans, and Program Leads.

Faculty Workload

Faculty will teach in at least five of the eight annual terms. Faculty will have at least two terms off per year for scholarship and professional development. There is no expectation of regular attendance at Hybrid Learning meetings during these two terms, with the exception of special circumstances under the discretion of the President, Vice President or Deans. If a faculty is not teaching a third term, the time should be dedicated to service including but not limited to course design, curricular updates, program review, and attendance at meetings is expected. This schedule will be established annually in June in collaboration with their Dean, although schedules may change depending on student academic needs at the discretion of the Dean.

Faculty Responsibilities

The Unity College Hybrid Learning faculty have the primary responsibility of implementing the Hybrid Learning programs of Unity College. Faculty teach courses, oversee programs, conduct scholarship, advise and mentor students, conduct outreach, and provide service to the College as necessary. They are expected to develop and teach rigorous and professional courses in an online environment using appropriate pedagogical strategies working with the Deans. Responsibilities are divided into three domains: Teaching, Scholarship, and Service. Specific expectations in each domain are defined in the following sections:

Teaching and Course Development: Teaching activities of Unity College Hybrid Learning faculty include development and teaching of face-to-face, hybrid or online courses using the LMS as assigned by the Dean. Mentoring of students, including capstone projects, academic choices, research projects, and career directions are considered aspects of the teaching role. A faculty member may be assigned students to advise regarding career, networking, and professional skills, outside of the classroom. In addition, faculty are expected to participate in the development, design, and/or revision of curricula offered by the Unity College Hybrid Learning SEBU as assigned. In consultation with the Dean, specific teaching expectations include:

- develop and teach courses in a timely and professional manner in collaboration with a Dean;
- develop up to 4 courses per calendar year for professorial-rank faculty and up to 5 courses per year for Instructors, as assigned by the Dean;
- teach a minimum of 480 student credit hours per calendar year for professorial-rank faculty and 600 student credit hours per year for Instructors, as assigned by the Dean;
- deans may assign faculty courses for teaching/developing based on curricular needs;
- use and knowledge of appropriate face-to-face and online pedagogical techniques;
- use and knowledge of appropriate assessment tools for a course/program;
- use of varied learning modes and technology to engage students;
- provide guidance of capstone projects in assigned programs as needed;
- provide professional, career, and academic advising to Hybrid Learning students as assigned; **and**
- maintain accurate records of all graded assignments.

Faculty teaching above the minimum credits [as outlined above], will receive compensation at the Unity College Hybrid Learning adjunct rate.

Scholarship: Unity College Hybrid Learning professorial faculty are expected to conduct scholarship at a regional or national level with peer evaluation. Scholarship can include scholarship of teaching

and learning, especially involving online education, but disciplinary work is expected. Examples of relevant scholarly activity include publication in peer-reviewed professional journals, delivering papers at professional association meetings, coordination and implementation of research programs, consulting and professional practice, holding office in professional organizations, participating in panels at regional and national meetings, and editorship of professional journals. Practitioners will follow the same model with an increase in expectations of professional presence, outreach, and leadership in their discipline on the regional or national stage versus grants and publications. Scholarship/practitioner goals and activities are established annually and collaboratively between faculty members and the Dean.

Service to the College: Unity College Hybrid Learning faculty participate fully in the delivery of the Hybrid Learning programs. This participation involves more than teaching of courses and is comprised of service on administrative task groups and other forms of governance activities, serving on search committees, and participation in program development and assessment activities. Service may include program reviews, curriculum development, peer-review of courses, search committees, task groups work, or other service as assigned by the Dean.

The appropriate level of annual service will be established by the individual faculty member and the Dean each year. Service is approved ahead of time by the Dean in collaboration with the faculty member.

Standards and Requirements for Assessment, Feedback, and Grading

Unity College Hybrid Learning is based on a teaching and learning model that requires active involvement of the learner. Faculty are expected to design and administer courses that facilitate this involvement. Key to this process are course activities that create interaction among students and with the instructor. Common approaches to create this interaction are discussions, collaborative projects, activities that promote questioning, scaffolding of activities so that students draw from previous work and writing to learn activities. Unity College Hybrid Learning faculty are encouraged to utilize most, or all, of these techniques as is appropriate; more importantly, they are required to design and administer courses that foster interaction and active involvement. Several guidelines and requirements intended to achieve this goal are described below.

All classes are required to use graded discussions on a weekly basis to encourage interaction among students. Faculty should participate in discussions regularly but with restraint. The goal of discussions is to have students interacting, reflecting on responses, and reacting to these responses. Faculty responses should encourage these processes by summarizing common themes or providing additional prompts or questions to further discussion. Care should be taken not to respond in ways that limit discussion.

Faculty should regularly participate in class activities beyond provision of course content. At least once per week faculty should be using the announcement or the conversations feature of the LMS to communicate to the class as a whole. Examples of such participation include reviews or comments on previous activities or comments on upcoming activities.

Faculty should be able to respond to student questions within 48 hours. Faculty are required to post and maintain regular schedules of availability indicated at least five days per week in which they will be able to respond to student inquiries with limited delay. Deviations from these posted schedules should be announced to students.

Assessment comes in two forms, assessment of students and assessment of courses. Faculty should design and administer courses that accomplish both goals simultaneously through the use of assigned activities. Course assignments, used for summative assessment of students, should be designed with

the course learning objectives in mind. Most, if not all, assignments should address one or more course learning outcomes. It is essential that faculty work with the Dean to use rubrics to assess course learning outcomes.

Rapid and individualized feedback on grading facilitates active learning and engagement. Faculty are expected to complete grading of assignments within 48 hours and provide feedback that clearly conveys the basis for the assigned grade. Final course grades must be posted within 72 hours of course completion. Faculty should have their grading return expectations clearly stated with the course syllabus and is expected to adhere to it. Occasional deviations that prevent return of grades within the announced time due to unforeseen circumstances should be announced to students with the time of return clearly indicated. Use of rubrics, comments within rubrics, annotated comments on submissions, and the submission comment feature are all useful forms of providing individualized feedback on grading.

Faculty should incorporate immediacy behaviors into their course communications, as these are known to foster interaction with students and enhance learning in online environments. Immediacy behaviors are actions that convey involvement, openness for communication, and positive affect, apart from the teaching presence of the instructor. Examples of online immediacy behaviors include use of an 'introduce yourself' discussion at the beginning of the course in which the faculty responds personally to each student, use of video in making weekly comments on assignments or activities, and regular use of the student's name in communications or comments.

Faculty Work Location Guidelines

All Unity College Hybrid Learning faculty are expected to teach in any of the Unity College locations.

Faculty Recruitment

The President authorizes all faculty positions based upon recommendation by the Vice President. With approval from the President, the Dean initiates the recruitment of qualified individuals to fill a new faculty position by appointing a search committee and its chair. Before undertaking its duties, the search committee reviews the College's hiring procedures and policies with Human Resources. The search committee will be appointed at the sole discretion of the Vice President and the Deans and the search committee will normally be composed of the Deans and at least one faculty member and other individuals as appropriate. The search committee follows the selection, screening, and recommendation procedures established by the College's hiring procedures for faculty.

When need arises due to new strategic initiatives or other unplanned circumstances, the President may create a new faculty position to be filled using standard search procedures.

EVALUATION AND PROMOTION

Faculty are evaluated annually, at the end of each employment contract, and for promotion.

Annual Evaluation

Annual evaluation of all Unity College Hybrid Learning faculty is performed by the Dean or designees at the end of each academic year. All Hybrid Learning faculty members will submit a

report summarizing their teaching, service and scholarship and/or professional development activities for the year and a statement of goals to be undertaken for the upcoming year. The annual report will be submitted to the Dean by mid-May, who will provide a written response that reflects on the accomplishments and future goals of the faculty member by the end of June.

The faculty annual report must include the following:

- summary of teaching assignments from the year;
- an updated CV;
- descriptions of their success, challenges, and professional development in the areas of teaching [including student evaluations], service, and scholarship; **and**
- reflection on the past year's goals and proposed goals for the upcoming year.

Following an initial appointment, the new faculty member will meet with their Dean to establish expectations and goals for the first year of employment based on the criteria in this handbook. The Dean will provide an overview of their workload plan, and the faculty will write a document detailing their scholarship and/or professional development goals for the upcoming year.

Following the initial year of employment, this process of developing a plan of expectations and goals for the year, and review of achievement of the previous year's expectations and goals will occur annually, at the end of each academic year. The resulting annual reports, and Dean letters, will be maintained and serve as a primary component of the faculty member's contract evaluation as detailed below.

Rolling Contracts

Employment within the Hybrid Learning faculty is based on one year rolling contracts, although a faculty member may be released from employment at any time [see Termination of Employment of Faculty Members]. Contracts are reviewed annually through the annual evaluation process.

Following the faculty and Dean meeting to discuss the annual report, the Dean will write a letter regarding their meeting with the faculty member and their considerations regarding the faculty member's effectiveness, accomplishments and future goals and include a recommendation for ongoing employment by the end of June. This letter will be provided to the Vice President of Hybrid Learning by the end of June. Should the faculty member find any inaccuracies in the recommendation or wish to make an argument for continued employment in the case of a non-employment recommendation, they will have two weeks to provide a written response to the Dean.

Should the letter recommend discontinuing employment, the letter from the Dean, and any written response from the faculty member, is submitted to the Chief Learning Officer and then the President by the Vice President of Hybrid Learning for final approval. In the case of no-cause termination, the faculty member will end their employment at the end of the academic year [June 30] in which they were evaluated. Termination decisions by the President are final and cannot be appealed.

Promotion Evaluation

Unity College Hybrid Learning faculty are encouraged to pursue promotion as they are eligible as this indicates active pursuit of improvement in the domains of teaching, scholarship, and service. Assistant and Associate Professors are eligible for promotion when credited with five years of service at the appropriate rank. A faculty member seeking promotion must apply six months prior to the end

of their fifth year of service at rank. It is the responsibility of the Dean to notify faculty members when they are eligible to apply for promotion.

Evaluation will be conducted by the Unity College Hybrid Learning Promotion Committee. The Promotion Committee consists of the supervising Dean [Chair], one other academic administrator, a minimum of two Hybrid Learning faculty members, and an external academic or professional reviewer of rank above the individual being reviewed. The Vice President appoints individuals to this committee and approves the external reviewer. The external reviewer shall be agreed upon by the Dean [Chair] and the faculty member under review prior to the start of the promotion review. The external reviewer will provide a letter of evaluation separate from the committee report. Evaluation for promotion is separated from evaluation for contract renewal in that faculty can have contracts renewed even if they are not promoted.

Promotion should be based on the standards of the faculty definitions as specified previously in this handbook. Specifically, the following standards should guide the Promotion Committee in its evaluation:

Associate Professor: Assistant Professors wishing to be promoted to Associate Professor need to demonstrate active engagement in scholarly activities and disciplinary engagement at the regional or national level for undergraduate faculty [see Faculty Responsibilities]. They are expected to demonstrate effectiveness in all three domains of teaching, scholarship, and service, and provide evidence of excellence in teaching.

Full Professor: Associate Professors wishing to be promoted to Full Professor need to demonstrate recognition in their disciplinary focus through scholarly activities and/or practitioner engagement. They are expected to demonstrate effectiveness in all three domains of teaching, scholarship, and service, and provide evidence of excellence in teaching and at least one other domain.

Senior Instructor: Instructors may be promoted to Senior Instructor after five successful years at the Instructor rank. Promotion for Instructors will focus specifically on excellence in teaching and service. Promotion for Instructors follows the process below but does not include external peer review.

Process: Once a faculty member has indicated to their Dean that they will pursue promotion, the Dean will alert the Vice President who will organize the Promotion Committee. The faculty member will prepare a promotion dossier detailing their achievement of the above criteria. This dossier shall consist of the same materials as the renewal packet, but include all necessary supporting documents [e.g., publications, etc.] as well as two letters of support from external peers. At least one of the external letters should be from an academic faculty member at the rank being applied for or higher. Letters should specifically address the faculty member's engagement in their discipline. The dossier should be submitted to the Dean at least 6 months prior to the end of their contract.

Within one month of receipt of the promotion dossier, the Hybrid Learning Promotion Committee members shall meet with the faculty member to discuss the application. Additional documentation may be requested by the committee. The Dean [Chair] is responsible for communicating appropriate standards and expectations for promotion to the external reviewer and making sure they have access to the dossier.

Within two months of receipt of the promotion dossier, the Dean [Chair] should receive the external peer evaluation letter and distribute to the committee. The Dean will then convene a meeting of the Hybrid Learning Promotion Committee, including the external reviewer, for the purposes of voting on the promotion of the faculty member. A majority vote of the committee shall determine the committee's recommendation. The Dean [Chair] will prepare the final recommendation to the Vice

President within three months of receipt of the dossier. This recommendation will be forwarded along with the promotion dossier and the external review recommendation letter. The VPHL will forward their recommendation to the Chief Learning Officer within one month, who will provide a recommendation to the President.

The President shall make the final decision on promotion or non-promotion of the faculty member within four months of the receipt of the recommendation and promotion dossier. This decision shall be announced to the faculty member, Vice President and supervising Dean at this time. In the case of a decision to promote, the promotion shall occur at the annual contract cycle that immediately follows. Promotion decisions by the President are final and cannot be appealed.

The President has the authority to promote faculty members without review for extraordinary performance in one or more of the domains. The supervising Dean can make recommendations to the President in support of a faculty member they believe should be promoted in this way.

Faculty Professional Engagement

Unity College Hybrid Learning faculty are expected to pursue and maintain currency in their discipline, conduct extensive outreach, as well as maintain currency in online pedagogy. Faculty should regularly attend professional society meetings and take part in seminars and workshops in pursuit of this goal. In addition, faculty are expected to maintain a program of scholarly activities that contribute to advancement of their discipline or online pedagogy.

Hybrid Learning faculty will have access to funds to support their professional engagement and development. These funds are to be used for presenting at conferences [not just attending], research collaborations, publications, or other scholarship/pedagogical needs. The use of these funds must be approved by their Dean prior to the professional development activity and must be clearly linked to enhancing the faculty members Unity College teaching, research, or service goals as outlined in the annual evaluation.

After a minimum of seven years as a Hybrid Learning faculty member, a faculty member may apply for a sabbatical. Sabbaticals are competitive and require a project that is in line with improving their teaching, programmatic, scholarship or practitioner goals as outlined in their annual evaluation. Sabbaticals are awarded on a competitive basis and any member in good standing with seven years as a faculty member, or a minimum of seven years since their last sabbatical, may apply when they receive the call for applications. The distribution of sabbaticals is the responsibility of the Chief Learning Officer. A sabbatical is equal to any three consecutive terms.

FACULTY SCHEDULING AND BENEFITS

Faculty Scheduling and Teaching Assignments

Unity College Hybrid Learning programming at Unity College is delivered on a non-standard calendar, commonly in eight 5-week terms. Teaching assignments for the year are agreed upon between the faculty member and their Dean. It is not necessary for teaching assignments to be distributed among all eight terms during a given year. Faculty may not teach at other institutions without permission by the Dean.

Inter-SEBU Teaching Assignments

Faculty may be assigned courses in a different SEBU than the one with which they are affiliated. A faculty member is not qualified if they are a) on a performance improvement plan, b) in their first year of employment with Unity College, or c) in any other probationary status. If the VPHL identifies a qualified faculty member who has available workload credits that could be taught in a receiving SEBU, then they may meet with a receiving VP to discuss the faculty member qualifications [e.g., area of expertise, number of available workload credits] and needs of the receiving VP [e.g., potential available courses].

Based on approval of the receiving VP, the faculty member is assigned course[s] in the receiving SEBU and must follow the work conditions as outlined in the receiving SEBU's Adjunct Faculty Handbook [grading timelines, student communications, etc.]. Oversight of all SEBU courses is the responsibility of the relevant SEBU Deans, and the faculty member assigned to teach a course in the receiving SEBU will function as an adjunct of the receiving SEBU working for the relevant Dean.

Faculty Benefits

Hybrid Learning faculty have the same benefits as all Unity College employees as indicated in the Unity College Employee Handbook DECEMBER 2020. Faculty are on a year-round appointment, with teaching typically confined to 40 weeks of the year, although other terms may be created. Vacation is not explicitly provided and should be confined to periods between terms, or during terms in which no teaching assignment is present. Scholarship and other work that detracts from the ability to successfully deliver face-to-face, hybrid or online courses should also be scheduled in these same periods. Work that results in external pay that is in pursuit of professional engagement in the faculty member's discipline is permitted, but should not detract from the ability to successfully deliver online courses, and needs to be approved by their Dean [see Conflict of Interest and Extramural Employment].

Faculty should work with their Dean to establish a teaching schedule that meets their load requirements and enables appropriate scheduling of time for scholarly activities and vacation.

Faculty are eligible for medical leave as provided for by state and federal law as described in the Unity College Employee Handbook DECEMBER 2020. If necessary, faculty may negotiate short-term personal leave with their Dean.

All Unity College Hybrid Learning faculty members may be issued a Unity College identification card and use the Dorothy Webb Quimby Library. Faculty 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 other Unity College properties.

ACADEMIC QUALITY ASSURANCE PROCESSES

Course-level and Program-level Assessment

All Hybrid Learning degree programs have specified programmatic learning outcomes which are supported through specific course-level learning outcomes. Achievement of program-level outcomes is assessed indirectly through student achievement of course-level learning outcomes. These course

outcomes are mapped to the program learning outcomes such that multiple course-level outcomes can inform assessment of a single program outcome. Course-level outcomes are assessed using Canvas. All faculty are required to assess student performance relative to appropriate course outcomes when grading. Student performance on all course outcomes is evaluated at the end of each class through LMS reporting features. Student achievement of program learning outcomes can then be evaluated by combining achievement of course outcomes across all the program courses through the mapping of course outcomes to program outcomes. Faculty must work with Deans to establish these assessment rubrics.

Student **Course Evaluations**

Students in all courses are required to complete a course evaluation at the end of every term which asks about the challenge and appropriateness of learning activities, quality of feedback received, and other important measures of student satisfaction. The results of these evaluations are reviewed by their Dean to help identify areas for improvement. Faculty should use these evaluations to inform alterations to courses to better achieve course learning outcomes and student satisfaction.

Course Grade Submission and Changes

Students must have the ability to see their current course grade, reflecting all graded activities, at any point in the term through the LMS. Final course grades should be submitted using the CAMS faculty portal within 72 hours of the last day of the term. Final course grades can be manually submitted in the CAMS portal or using the grade syncing feature of the LMS.

With the exception of the grade of "Incomplete," final course grades are not changed after submission to the Registrar except in the case of an error in the calculation or transcription of the original grade. Any such grade changes may only occur during the term immediately following the term in which the grade was originally submitted. If an error has been made in the calculation or transcription of the original grade, the faculty member must notify their Dean of the error, and the warranted correction will be made. Should a faculty member wish to change a grade, 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. Any incomplete grade requested must be requested via the submission of the incomplete form prior to the last day of class.

GRIEVANCE PROCEDURES

Unity College Hybrid Learning faculty and staff are encouraged to resolve matters of dispute through informal open communication. In cases where informal discussion is ineffective, this procedure provides a process for the resolution of legitimate faculty personnel issues and responding to faculty complaints in a prompt and orderly manner. Personnel issues related to general employment at Unity College such as reports of alleged harassment and discrimination or complaints related to matters covered by the Unity College Employee Handbook DECEMBER 2020 will be handled in accordance with the Unity College Employee Handbook policies and procedures.

Faculty grievances or complaints will be handled using the following steps:

Step 1: The faculty member will provide a written grievance or complaint to their immediate supervising Dean within 30 calendar days of the event or action giving rise to the grievance or

complaint. Within 10 days of receipt of the grievance or complaint, the faculty member and supervisor will meet to discuss the grievance or complaint. If the grievance or complaint is not resolved at this stage, the faculty member will proceed to Step 2.

Step 2: Within 5 calendar days of the meeting described in Step 1, the faculty member will provide a written grievance or complaint to the Vice President with a copy to the supervising Dean. Within 10 calendar days of receipt of the grievance or complaint, the faculty member and the Vice President will meet to discuss the grievance or complaint. If the grievance or complaint is not resolved at this stage, the faculty member will proceed to Step 3.

Step 3: Within 5 calendar days of the meeting described in Step 2, the faculty member will provide a written grievance of complaint to the CLO. The CLO will have the final authority to resolve any disputes regarding complaints or grievances, including the appropriate final decision.

PERSONAL CONDUCT AND EMPLOYMENT TERMINATION

The supervising Dean is responsible for corrective action involving faculty members they supervise in consultation with the Vice President and Office of Human Resources. While the College may generally work with faculty to improve performance through a performance improvement plan and/or prior warnings, it reserves the right to suspend, discharge or otherwise discipline an employee at any time.

Original disciplinary notices will be sent to the Office of Human Resources for inclusion in the faculty member's personnel file. A faculty member may provide a written response to any disciplinary notice, which will be included in the faculty member's personnel file. The College retains the right to take disciplinary action up to and including termination for serious infractions, misconduct, violations of rules, policies or safety measures, or for other performance issues. Discipline, including but not limited to termination of employment, for conduct, actions, or performances that violate or conflict with the policies of the College may occur without previous warning.

Termination of Employment of Faculty Members

The termination of employment of a Unity College: Hybrid Learning faculty member may take place in the following circumstances:

Position Elimination: A faculty member's employment may be terminated at any time if Unity College, through the action of its President, eliminates the faculty member's position. Such termination of employment will be effective upon elimination of the position.

Termination in Accordance with the Renewal or Promotion Procedures Outlined in this Handbook: Faculty members whose contracts are not renewed in accordance with the procedures of this Unity College Hybrid Learning Faculty Handbook will be terminated from employment in accordance with those procedures.

Termination for Cause: A faculty member may be terminated from employment for cause following notice and a hearing before Unity College's President. Notice under this section must be no fewer than five calendar days although a faculty member may be placed on paid administrative leave pending the hearing. Any notice provided under this section must include the reasons for consideration of termination of employment. The hearing will be an opportunity for the faculty member to explain the circumstances surrounding the events leading to the consideration of the

faculty member's termination of employment but will not be a formal hearing with witnesses, exhibits, etc. For the purpose of this Unity College: Hybrid Learning Faculty Handbook, cause shall be defined as:

- Material breach of Unity College policies.
- Unethical, unprofessional, insubordinate or dangerous behavior including intentional spreading of misinformation among colleagues and students.
- Personal misconduct, including intoxication, drug use, or patently offensive behavior, including sexual harassment with respect to the faculty member's employment.
- Conviction of criminal acts.
- Conduct which may tarnish or otherwise damage the reputation of Unity College.
- Fraud, embezzlement, theft, misappropriation of Unity College property or other acts of dishonesty.
- A pattern of negligence or any willful misconduct in the performance of the duties of the faculty member including excessive absenteeism.
- Self-dealing, including the bartering of goods, services, discounts, special favors or other concessions at Unity College or its students' expense.

Termination Without Cause: A faculty member may be terminated without cause at any time for any reason not covered by this Section. In the event a faculty member is terminated without Cause, Unity College will provide the faculty member severance equivalent to the faculty member's salary at the time of termination of employment for the remainder of the academic year, or the remainder of their contract, whichever is shorter, provided the faculty member signs a Separation Agreement and General Release of Claims.

REGULATORY REQUIREMENTS AND HYBRID LEARNING POLICIES

Family Educational Rights and Privacy Act [FERPA]

Unity College maintains a policy regarding the Family Educational Rights and Privacy Act [FERPA] in the Unity College Catalog. Faculty members must familiarize themselves with this policy. Faculty members must also follow specific College practices to ensure compliance with FERPA. When in doubt, faculty members should seek guidance on FERPA compliance before sharing any student education records. Faculty members should contact their Dean with any questions about FERPA regulations. Some of those practices include:

Student Files: Faculty members must be aware that comments made in student files are part of the educational record and are open to student review. In addition, student files must be retained in accordance with the College's record retention policies.

Student Consent: Student education records are considered confidential and may not be released to third parties [including parents] without the written consent of the student. Faculty wishing to communicate with a parent or other third party about a student's academic performance should check with their Dean to confirm that the student's consent to release academic information is on file.

Grade Posting: Faculty members may not publicly post grades using student names or personally identifiable information such as a student ID number or Social Security Number. Grade submissions are handled in accordance with Registrar policies.

Returning Student Work: Faculty members may not distribute graded work in a way that exposes the student's identity or leaves personally identifiable graded work unattended.

Letters of Recommendation: Students must provide written permission if a letter of recommendation is to include any information that is part of a student's education record [grades, GPA, etc.] or is an assessment of a student's performance, such as the student's class rank. Statements made from personal observation or knowledge do not require a signed release.

Academic Freedom Policy

Unity College Hybrid Learning faculty are governed under Unity College's Academic Freedom Policy.

Research Misconduct

Research misconduct is any conduct that constitutes falsification or plagiarism in proposing, performing, reviewing or reporting the results of scholarship. Research misconduct does not include honest errors or the taking of a position amounting to a difference of opinion. Hybrid Learning faculty are required to report any suspected research misconduct immediately in writing to their Dean. The Dean will be responsible for determining whether an investigation of reported research misconduct is necessary. Any disciplinary action taken following the result of any investigation will follow the College policy.

Financial Disclosure for Investigators Funded by Federal Grants

Unity College Hybrid Learning faculty performing research funded by certain federal grants are required to follow the Unity College Financial Disclosure Policy for Investigators Funded by Federal Grants and any financial disclosure policies associated with specific grants and/or funding federal agencies.

Research Involving Human or Other Animal Subjects

Unity College is deeply committed to the ethical treatment of animals in research. The use of animals is essential to the teaching, outreach, and research missions of Unity College. Significant benefits to the health and welfare of both animals and humans have resulted from animal use in research. Without the use of animals, adequate instruction of students in some programs would be challenging. Responsibilities for Institutional Animal Care and Use are handled by a Hybrid Learning standing task groups. This committee is responsible for overseeing the provisions for the care and well-being of animals used for research and educational purposes in Hybrid Learning and ensuring compliance with all legal and ethical standards regarding the use of vertebrate animals in research and teaching. Faculty engaging in research involving animal subjects must follow the Institutional Animal Care and Use policies and procedures.

Unity College insists on ethical practices with regard to the use of human subjects in its research. A Hybrid Learning standing task groups oversees all research done by Unity College: Hybrid Learning Faculty, students or staff involving human subjects. These procedures ensure that researchers

understand and uphold the following standards required by federal law, specifically that [1] Human subjects should not be placed at undue risk; and [2] Human subjects should give uncoerced, informed consent to their participation in research. Faculty engaging in research involving human subjects must follow all relevant policies and procedures.

CONFLICT OF INTEREST AND EXTRAMURAL EMPLOYMENT

Unity College expects its employees to conduct their affairs with high standards of integrity. Faculty are expected to avoid engaging in outside employment or activities which allow private interests to interfere with or create a conflict with their assigned functions and job performance at Unity College, which are their primary responsibilities.

Outside employment, including self-employment, or service [e.g., consulting] in the faculty member's field may be permitted upon approval of the supervising Dean. Faculty members will report the nature and extent of outside employment or service in their annual activity reports. Under no circumstances may a faculty member accept employment or service which interferes with or affects the quality of his/her performance for Unity College Hybrid Learning. The Dean may order the faculty member to terminate the extramural employment if the Dean finds that interference with performance or violation of College policy exists.

Considerations of personal gain must not influence the decisions or actions of faculty members in discharging their College responsibilities. Such incentives might create a perception of impropriety and, therefore, require that such conflicts be identified, and then managed, reduced, or eliminated. The following activities are examples of situations that may raise questions regarding an apparent of real Conflict of Interest:

- Undue personal gain from College funds or resources;
- Excessive or unauthorized use of College time or resources for professional, charitable, or community activities;
- Exploitation of students for private gain;
- Compromise College priorities due to personal financial considerations;
- Unfair access by an outside party to College programs, services, information, or technology;
- Selection of an entity as a College vendor by an individual who has a personal or economic interest in that entity; this includes engaging a relative as an independent contractor, subcontractor, or consultant; or
- Acceptance of a gift or favor from an Entity [or representative of an Entity] conducting [or seeking to conduct] business with the College, when a faculty member is in a position to influence or inform decision-making relative to engaging the Entity on behalf of the College.

CONFLICT OF COMMITMENT

Unity College Hybrid Learning Faculty accept an obligation to avoid conflicts of commitment in carrying out their College education, research, scholarship or service responsibilities.

For purposes of this policy, a conflict of commitment exists when external or other activities are so substantial or demanding as to interfere with the individual's teaching, research, scholarship or service responsibilities to the College or its students.

Unity College full-time Hybrid Learning faculty members, including administrators with faculty appointments, owe their primary professional allegiance to the College, and their primary commitment of time and intellectual energies should be to the education, research, service and scholarship programs of the College. Attempts by faculty to balance College responsibilities with non-College related external activities can result in conflicts regarding allocation of professional time and energy. Conflicts of commitment usually involve issues of time allocation. Whenever a faculty member's outside activities exceed permitted limits [normally one eight-hour day per week or less] or whenever a full-time faculty member's primary professional obligation is not to the College, a conflict of commitment exists. Faculty should disclose and discuss external commitments with their Dean. If an activity cannot be managed by the faculty member and the Dean to avoid a conflict of commitment or the reasonable appearance of a conflict of commitment, the faculty member must refrain from participating in the activity.

INFORMATION SECURITY

Information security is a responsibility of all members of Unity College. Information security policy is oriented at maintaining the confidentiality, integrity, and availability of information resources by reducing the risk of misuse, destruction, modification, or inappropriate disclosure of computing and communications systems, or information. In particular, policies are in place to prevent the unauthorized and unintentional release of protected data and personally identifiable information [Information Security Policy]. HL faculty should be aware of their responsibilities and exposures in this regard, whether on college-owned or personal devices. They should use the tools provided by Unity College appropriately. Faculty should never share their Unity College credentials with anyone or use their Unity College credentials with other services. Faculty should ensure that their virus/malware protection is adequate and up-to-date, and that their operating system and software patches are up to date.

INTELLECTUAL PROPERTY

Unity College encourages creativity and development of innovations among its faculty and thus makes it facilities available for such activity. Intellectual property, such as creative works, inventions, and other discoveries, may have scholarly and commercial value. Intellectual property of Faculty members will be governed by Unity College Intellectual Property Policy. All courses, and materials within, developed for Unity College are the property of Unity College.

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.

FACULTY / STUDENT RELATIONSHIP

Unity College is committed to the academic and professional development of its students and to students' ultimate career success. Faculty must provide advice, support, encouragement, career planning and academic advice to students. Faculty members must encourage and support student learning, providing constructive feedback, where appropriate. Feedback should be delivered in a positive and supportive fashion.

Unity College strictly prohibits intimate and or romantic relationships between any student and any Unity College faculty. In cases where a faculty member's current spouse, domestic partner or significant other enrolls in classes at Unity College this prohibition shall not apply.

TITLE IX

Unity College maintains a policy regarding Title IX in the Unity College Hybrid Learning Student Handbook. Faculty members must familiarize themselves with this policy. Faculty members must also follow specific College practices to ensure compliance with Title IX.

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. 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.

AVAILABLE RESOURCES

The mailing address for all Unity College correspondence is:

Unity College, 90 Quaker Hill Road Unity, ME 04988-9502

College Main Number: (207) 509-7100

Hybrid Learning Website: https://unity.edu/hybrid-learning

Hybrid Learning Leadership

Vice President of Hybrid Learning [VPHL]   Zachary Falcon
zfalcon@unity.edu   (207) 509-7131

Executive Assistant to the VPHL   Juanita Murray
jmurray@unity.edu   (207) 509-7236

Hybrid Learning Programs Liaison   Doug Fox
dfox@unity.edu   (207) 509-7214

Interim Assistant Dean of Students   Stephen Nason
snason@unityedu   (207) 509-7214

Enterprise Employees Dedicated to Hybrid Learning

Assistant Registrar for Hybrid Learning   Heather McAnirlin
hmcanirlin@unity.edu   (207) 509-7219

Animal Programs Manager   Anastasia Zajchowski
azajchowski@unity.edu   (207) 509-7188

Instructional Technologist   Matthew Van Matre
mvanmatre@unity.edu

                                                (207) 509-7299

Enterprise Resources

Chief Learning Officer   Dr. Erika Latty
elatty@unity.edu   (207) 509-7297

Dean of Curricular Innovation & Assessment   Dr. Jennifer Cartier
jcartier@unity.edu   (207) 509-7282

Registrar   Kerry Hafford
khafford@unity.edu   (207) 509-7218

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

Reference and Collection Development Librarian Sandra Abbott-Stout
sstout@unity.edu   (207) 509-7234

Computing Resources

Hybrid Learning faculty are expected to use their Unity email address and/or Canvas when corresponding with students. Faculty are expected to check their Unity email daily. 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 Matthew Van Matre [mvanmatre@unity.edu: (207) 509-7299]. Canvas supports the current and first previous major releases of the following browsers:

- **Chrome** 87 and 88
- **Firefox** 84 and 85 [Extended Releases are not supported]
- **Edge** 87 and 88
- **Respondus Lockdown Browser** (supporting the latest system requirements)
- **Safari** 13 and 14 [Macintosh Only]

See "What are the browser and computer requirements for Canvas?"

All Hybrid Learning faculty members teaching online courses are required to complete an introduction to Canvas and orientation prior to the start of their first term.

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.

Campus Store / Textbooks

The campus store does not physically stock or sell textbooks. Students will have to purchase their books from an off-campus site. Questions about textbooks should be directed to VPHL. 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 the Campus Store: Leigh Juskevice   ljuskevice@unity.edu   (207) 509-7208

Academic Accessibility & Support

If students need additional academic support or have questions about ADA accommodations or accessibility, they can contact their Hybrid Learning Coach.

Approved:	February 3, 2021
Adoption Chain:	Hybrid Learning Leadership, Senior Staff, Chief Learning Officer, President