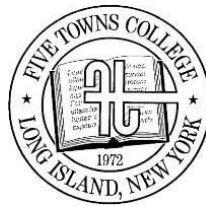




Dix Hills, NY 11746



FACULTY HANDBOOK

46th Edition

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NOTICE FOR ACADEMIC YEAR 2020-21

The College's Reopening Plan filed with NYS during the Coronavirus pandemic is fully incorporated by reference here and supercedes all content in this Handbook to comply with all requirements of the SDOE, NYSED, NYSDOH regulations, CDC and WHO recommendations.

This Faculty Handbook is current as of the date of publication. Faculty members who have accepted an appointment or continue an appointment after the date of publication are deemed to have read, understood and agreed to be bound by the provisions contained herein. Five Towns College reserves the right at any time, without notice, whenever it deems it advisable, to change, modify, withdraw, or cancel any requirement or regulation contained herein, including the right to withdraw all or part of the provisions contained herein. This Handbook is intended to provide guidance to the faculty and other constituents of the College. This Handbook is not intended to form an agreement or contract or in any way modify or change the employment relationship. In instances where this Handbook is deemed to conflict with more specific provisions contained in other College publications or letters of appointment, those specific provisions will control over the more general provisions contained herein.

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Preface to the 46th Edition

The process of compiling the vast array of policies, procedures, rules and other guidelines that intersect to form a handbook is not so much a work of authorship, as it is of problem solving. This edition of Five Towns College Faculty Handbook draws significantly upon the works of many other writers and editors, and in that sense it is truly a collaborative compilation. Much of the work of our predecessors, as set forth in earlier editions, is reflected herein, as is the work of some of our sister institutions - who in a spirit of collegiality generously shared their best thoughts and practices.

The content of this 46th Edition has been organized into five parts to help newcomers to the faculty. These are, Part One: Organization of the College, Part Two: Policies and Procedures, Part Three: Expectations for the Faculty in Curriculum, Instruction and Governance, Part Four: Assuring Academic Honesty and Integrity and Part Five: Assessment of the Faculty Handbook. While many of the issues and topics contained in the separate parts overlap, it is the hope of the editors that this general organization of the Handbook will help faculty members to identify and locate necessary information with relative ease.

Part Five, the shortest and newest section, reflects of the context of the institution and vast changes that have been initiated since the current period of renewal began in the spring 2014. There in Part Five, the institution itself calls upon the College community to reflect upon many of the new policies, procedures and descriptions that form this Faculty Handbook, and sets forth a timeframe and mechanisms whereby they may be reconsidered, improved, and otherwise assessed – in keeping with the fourth institutional goal of the College.

Faculty members are responsible for reading and understanding the wide range of materials presented herein. Periodic faculty development seminars held throughout the academic year are designed to develop faculty knowledge, skill and competencies in various topics addressed herein. Perhaps most importantly, by accepting rank at Five Towns College, faculty members take on the affirmative obligation to work for the improvement of instruction, and ultimately the College, by offering suggestions to enhance future editions.

The gratitude of the Five Towns College community is extended to the many educational leaders, thinkers, pragmatists, and ideologues whose thoughts and opinions are reflected herein.

Dated: As of July 1, 2018
Dix Hills, NY

David M. Cohen, J.D.
President

Carolann Miller, M.B.A.
Provost/Dean of Academic Affairs

**PART ONE:
ORGANIZATION
OF
FIVE TOWNS COLLEGE**

A BRIEF HISTORY OF FIVE TOWNS COLLEGE

In the 1960's America was awash in transformation. The baby-boom generation that followed the end of World-War II was coming of age, and by the middle of the decade a cultural revolution was in full-swing. The Civil Rights movement shepherded in President Lyndon B. Johnson's Great Society, and with it came the Higher Education Act of 1965, which for the first time committed the Federal government to expanding access to higher education for all Americans.

1969 saw the NASA Apollo Space Mission land a man on the moon and return him safely again. The Woodstock Music Festival was held that summer in Bethel, NY, as the Vietnam War came to dominate the public consciousness. In New York, the *Amazing* Met's won the World Series Championship and that fall the New York Jets won Super Bowl III. In media, Album Oriented Rock n' Roll (AOR) in FM stereo all but replaced AM mono as the dominant broadcasting format. At the same time, both the State University of New York (SUNY) and the community college movements were in their infancy, leaving a great shortage of seats at colleges and universities to serve the surging population of high school graduates.

In the musical realm a lot had clearly changed as well. Multitrack recording, pioneered by Jazz guitar legend Les Paul and others in the 1950s and 60s had finally come of age, and was the dominant technology for studio recording. So it is no surprise that in the waning days of the 1960s, vinyl record mastering expert Al Grundy opened the Institute of Audio Research in New York City's Greenwich Village. IAR was the first school in the world dedicated solely to the recording arts and sciences.

In those days, students seeking to study contemporary music at the post-secondary level, had to leave New York State – since every collegiate music program at the time was purely classical in nature.

Against this backdrop, Stanley G. Cohen and Lorraine Kleinman-Cohen – two CUNY professors, were convinced that the time was ripe for a new type of college. One steeped in contemporary music, committed to small classes and hand-on instruction, and student-centered instruction.

Beginning in 1969, they formed the Five Towns Education Center in North Woodmere, NY, with the goal of petitioning the New York State Board of Regents for charter to open a new college in the southwestern corner of Nassau County – a region known unofficially as the "Five Towns." It took more than three years, but on February 22, 1972, Five Towns College was founded when the Regents granted a Provisional Charter.

When the petition for the College was first filed, the founders envisioned that the institution would open in Lawrence, NY, but by 1972 the original site was no longer available. After a series of fits and starts, first in Lynbrook and then in Baldwin, Long Island, Five Towns College finally opened its first campus in Merrick, NY for the Fall 1973 semester in the basement that it rented at the Church of the Redeemer on Merrick Avenue.

For nearly a decade, the Merrick campus served the students, faculty and administration. As its popularity spread, the College added classroom space across the street, renting classes from Temple Beth Am. Then the College had the distinction of being the only institution of higher education based in both a Christian Church and a Jewish Temple at the same time. This configuration worked at first, but with the student body continuing to expand, at the end of the Spring 1982 semester the College packed up and moved a

few miles east to Seaford, NY, and to its second campus in the former Seaford Avenue School, located on Seaford Avenue. Whereas the Merrick campus consisted of just 9,000 square feet, the Seaford campus was expansive by comparison – consisting of more than 34,000 square feet.

While the Merrick years are often referred to as a “Golden Age,” the Seaford years saw the College truly come of age. It was in Seaford that the College earned regional accreditation by the Middle States Association of Colleges and Schools, and where the College earned baccalaureate status from the Board of Regents. The College constructed its first on-campus multi-track recording studio on the second floor of that campus, and later built its first video production studio there as well.

By 1992 it was clear that the Seaford campus was no longer sufficient for the institution, and at the conclusion of the Spring 1992 semester, a fleet of tractor trailers pulled onto campus, and the school packed up and moved again – this time to its permanent campus in Suffolk County at Dix Hills, NY. While the Seaford campus occupied a four acre site, the Dix Hills campus consisted of more than 130,000 square feet of program space on nearly 40 acres.

Across the decades it has often been asked, “Why is the school still named Five Towns College?” Successive Boards of Trustees have wrestled with this question, and more than once considered changing the name. Each time the Board decided that the final name would be considered after the College acquired a permanent home. But by 1992, Five Towns College had earned a regional reputation, and so the name stuck.

Begun as a two-year junior college offering only associate degrees and certificate programs, over the intervening decades Five Towns College has matured into a private, coeducational, non-sectarian senior institution of higher education with a significant residential component. Indeed, today approximately 30% of its students reside on-campus. Along the way, the College earned regional accreditation from the Middle States Commission on Higher Education, national accreditation for its Teacher Education programs, and has been authorized by the New York State Education Department to offer programs of study leading to associate, bachelor, master and doctoral degrees.

While the institution was originally conceived as a registered business school, today it is a comprehensive college of the arts, offering nearly 30 different programs of study through seven different academic divisions at the undergraduate and graduate levels. Notably, in 2018 the College’s focus on music, media and technology came full circle, when it acquired the Institute of Audio Research founded by Al Grundy in 1969, thereby becoming the oldest independent post-secondary institution dedicated to the recording arts and sciences in the world in continuous operation.

Today Five Towns College is a community of artists and scholars, that seeks to enrich the world with creativity and serious academic inquiry. The thousands of graduates who constitute its alumni, contribute to the improvement of society, by modeling the values of the institution and the vision of the dedicated men and women who have worked to advance its mission and goals.

As the institution approaches its semi-centennial in 2022, it continues to evolve and respond to the changing needs of a changing America – advancing its position as a positive change agent in the Long Island/New York City Metropolitan Region while also being a champion for the students and industries it serves.

The New York Board of Regents and USNY: The Five Towns College Absolute Charter and Charter Amendments

Five Towns College is a proud member of the University of the State of New York (USNY) of which the New York State Commissioner of Education serves as President. While USNY consists of a variety of component parts, including public libraries, secondary schools, museums and registered non-degree granting career schools, the higher education component of USNY consists of four unique sectors. These include the State University of New York (SUNY), City University of New York (CUNY), independent institutions (CICU), and the degree granting proprietary college institutions (APC).

Of these four sectors, the longest existing is CICU, the oldest member of which is Columbia University (NYC) (formerly Kings College) which was granted its Absolute Charter directly by the King of England in 1754. The second longest existing sector is APC, the oldest member of which is Bryant & Stratton College (Buffalo) which was formed in 1854, making it the third oldest college in New York.

Degree granting proprietary colleges have a long and proud history in New York State, pre-dating the formation of both SUNY and CUNY by nearly a century, with those publicly supported university systems being formed in 1948 and 1961 respectively. While it is also the smallest sector, the 12 member APC degree granting institutions serve approximately 35,000 students across New York State.

Although Five Towns College is one of the more recent institutions of higher education to be formed in New York State, it is now approaching its semi-centennial in 2022. Indeed Five Towns College is a relatively young organization in a service industry that measures its longevity in centuries instead of years.

The Provisional Charter of Five Towns College was granted by the New York State Board of Regents on February 24, 1972. Such Provisional Charter authorized the College to confer the Associate in Arts (A.A.), Associate in Applied Science (A.A.S.), Associate in Occupational Science (A.O.S.), and Associate in Science (A.S.) degrees. The Provisional Charter was extended by Regents action on March 25, 1977 and made Absolute by Regents action on June 26, 1981.

The Absolute Charter was amended by Regents action on May 25, 1990 to add authority to confer the Bachelor of Music (Mus.B.) degree, on May 22, 1992 to grant authority to relocate to the Town of Huntington, Suffolk County, NY, on July 23, 1993 to add authority to confer the Bachelor of Professional Studies (B.P.S.) degree, on September 19, 1997 to add authority to confer the Master of Music (M.M.) degree, on April 27, 1999 to add authority to confer the Bachelor of Fine Arts (B.F.A.) degree, on April 3, 2000 to add authority to confer the Bachelor of Science (B.S.) degree, on December 20, 2001 to add authority to confer the Master of Science in Education (M.S.Ed.) degree, on September 12, 2003 to add authority to confer the Doctor of Musical Arts (D.M.A.) degree, and most recently on November 6, 2018 to add authority to confer the Bachelor of Business Administration (B.B.A.) degree.

INSTITUTIONAL MISSION AND GOALS

The major principles that guide the College, which describe what it hopes to accomplish, are expressed in its overarching institutional mission and goals. These were recently revised and restated as follows:

Mission Statement

Five Towns College is a creative learning community that develops in students the knowledge, skills, and competencies necessary to pursue careers in the performing arts, media and communications, business and industry, and the teaching professions. Through programs that combine general education and content specialty areas, the undergraduate and graduate curricula integrate rigorous academic inquiry, industry standard technologies and facilities, experiential learning, and respect for diversity and ethical values. In so doing, the College helps each student to expand his or her unique talents to the fullest, while also preparing graduates to contribute to the advancement of society.

Goals Statement

- To develop in undergraduate students college-level proficiencies in general education.
- To develop in undergraduate students content expertise within the context of specific career objectives.
- To strengthen graduate students' professional-level proficiencies in content-specific areas.
- To engage in strategic planning activities that nurture a culture dedicated to institutional and student learning assessment, and leads to clearly articulated student achievement outcomes.

Adopted April 27, 2017 by the Five Towns College Board of Trustees effective July 1, 2017. Reaffirmed by the Board of Trustees January 14, 2019.

LICENSURE, ACCREDITATION, AND MEMBERSHIPS

a. Licensure

Five Towns College holds an Absolute Charter granted by the New York State Board of Regents. Its programs of study are registered by the New York State Education Department (NYSED), Office of College and University Evaluation (OCUE), 89 Washington Avenue, Room 969 EBA, Albany, NY, (518) 474 – 1551. Learn more about NYSED at www.highered.nysed.gov/ocue/



The College is approved by the United States Department of Education (USDOE). Students enrolled in educational programs recognized and approved by USDOE may be eligible to receive Title IV Student Financial Aid, subject to individual program eligibility requirements. Learn more about the USDOE at www.ed.gov



b. Accreditation

Five Towns College is regionally accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, 2nd Floor West, Philadelphia, PA, 19104, (267) 284-5000. Its accredited status was last reaffirmed on November 20, 2014. The College will host an evaluation team representing the Commission in April 2019. Learn more about MSCHE at www.msche.org/



**MIDDLE STATES COMMISSION
ON HIGHER EDUCATION**

The Teacher Education Unit at Five Towns College is accredited by the National Council for Accreditation of Teacher Education (NCATE), 1140 19th Street, Suite 400, Washington, DC, 20036, (202) 223-0077. NCATE accreditation covers initial teacher preparation programs and/or advanced education preparation programs at Five Towns College. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes. In 2018 NCATE is expected to complete a merger with the Council for Accreditation of Educator Preparation. Learn more about NCATE and CAEP at www.ncate.org



In 2017 Five Towns College filed a Notice of Intent to seek accreditation from the National Association of Schools of Music (NASM). If granted, NASM accreditation would extend to the Music Education Division and programs in Music and Music Education (K-12). In furtherance thereof, the College hosted an evaluation team representing NASM on April 8 – 10, 2018. Additional information regarding this accreditation initiative will be published by the College as it becomes available. Until further action is taken by NASM, the status of the College is purely as an applicant and not as a NASM accredited institution. Learn more about NASM at www.nasm.arts-accredit.org/



In 2018, the Theatre Arts Division filed a Notice of Intent to Seek Accreditation from the National Association of Schools of Theatre (NAST). In furtherance of that application, the Theatre Arts Division will host an initial visit by NAST representatives during the Spring 2019 semester. Learn more about NAST at <https://nast.arts-accredit.org>



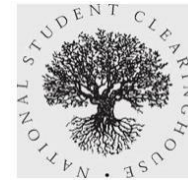
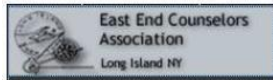
Also in 2018, the Business Division filed a Notice of Intent to Seek Accreditation from the Accrediting Council of Business Schools and Program (ACBSP). In furtherance of that application, in November 2018, the Business Division was granted Candidacy Status by ACBSP and began the process of self-study. A visit by a team representing the ACBSP Commission is anticipated for the Spring 2020 semester. Learn more about ACBSP at www.acbsp.org



c. Memberships

Five Towns College maintains memberships, either institutionally or through individual members of its faculty and staff, in a wide-range of professional organizations. These include those listed below, among others. Members of the faculty interested in joining one of these or becoming involved with another organization should refer to the sections of this Handbook related to Professional Development.

- American Association of Colleges for Teacher Education (AACTE)
- American Association of Collegiate Registrar's and Admissions Officers (AACRAO)
- American Council on Education (ACE)
- American Counseling Association (ACA)
- American International Recruitment Council (AIRC)
- American Student Government Association (ASGA)
- Association of Governing Boards (AGB)
- Association of Proprietary Colleges (APC)
- Council for Higher Education Accreditation (CHEA)
- East End Counselors Association
- Huntington Township Chamber of Commerce
- International Alliance of Theatrical Stage Employees (IATSE)
- Jazz Education Network (JEN)
- Long Island Council of Student Personnel Administrators (LICSPA)
- Long Island Regional Advisory Council on Higher Education (LIRACHE)
- Melville Chamber of Commerce (MCC)
- Music Business Association (MBA)
- Music and Entertainment Industry Educators Association (MEIEA)
- Nassau Counselor's Association (NCA)
- Nassau Music Educators Association (NMEA)
- National Academy of Recording Arts and Sciences (NARAS)
- National Association of Broadcasters (NAB)
- National Association of Music Merchants (NAMM)
- National Association of Recording Merchandisers (NARM)
- National Association for Music Education (NAFME)
- National Association of Student Financial Aid Administrators (NASFAA)
- National Fire Protection Association (NFPA)
- National Student Clearing House (NSC)
- New York State Bar Association (NYSBA)
- New York State Council of Administrators of Music Education (NYSCAME)
- New York State School Music Association (NYSSMA)
- Suffolk County Music Educators Association (SCMEA)
- United States Collegiate Athletic Association (USCAA)
- Western Suffolk County Counselor's Association (WSCCA)



PLANNING AND INSTITUTIONAL RENEWAL

Planning at Five Towns College; whether academic, financial or otherwise; refers to the allocation of resources in a manner that purposefully seek to advance the Institutional Mission and Goals, when which lead to institutional renewal. Since the resources of all post-secondary institutions are finite, it is essential that they be allocated in an efficient and effective manner. To be a responsible steward of the limited tuition resources entrusted to the College by its students implies that our community constantly seeks to balance its inherently limited resources with the sometimes competing and often unlimited demands made by its various constituents. How the College accomplishes this ongoing task is a direct reflection of its core values and of its capacity to achieve its overarching institutional objectives.

For planning to be efficient and effective, it must be informed. That is, the decisions that it makes must be influenced by actual data and documented needs, and not solely by emotion, anecdotal evidence, or by narrow agendas. The discourse that leads to informed decision-making must be open to the wide-range of opinions and voices represented by the College community. This implies that the decision-making process is transparent: that our various constituents have a respected voice in the decisions that affect them, and the ability to participate in a discourse that is observable and documented. It also implies that the institution seeks to attract and retain individuals with the requisite background and experiences necessary to contribute to this dialogue in a meaningful way.

This is not to suggest that every voice, every circumstance, and every need or request must be honored, funded, or otherwise approved. No institution or organization could possibly fulfill such a mandate. Nor is this to suggest that the College has some obligation to meet every request in a proportionate manner, or to meet the needs of those constituents with the loudest voices. However, this does imply that Five Towns College values the opinions of those it has brought into its academic community, and that in so doing it listens to their voices in a collegial manner before reaching conclusions. The College recognizes that the advocates of varying positions are the mechanism that ultimately leads to institutional renewal.

There are two primary components of the planning process: academic and administrative. Academic planning considers a great number of factors that are generated by a variety of sources. The assessment of student learning is perhaps the most obvious factor and is derived directly from the Student Learning Assessment Plan (SLAP). Other factors also influence academic planning. These include initiatives approved by the College's Board of Trustees to expand the depth and breadth of programs and services, such as the addition of new certificate or degree programs, concentrations, or minors. It may also include initiatives that are mandated or responsive to changes in governmental regulations or standards of accreditation. It will also include periodic surveys of the broader employment market and the technological changes that impact it.

For example, seat time and program length are mandated by state and Federal regulation, while the decision to include information literacy standards can be traced back to changes in accreditation standards. Other examples include the results of program review initiatives, the reports of evaluation teams representing specialized accrediting agencies, or the input provided by Program Advisory Committees (PAC) representing the employment market organized by each academic unit. Similarly, academic planning is influenced by the student achievement outcomes that reflect on the effectiveness of the institution's educational programs. These include new student enrollment, retention, graduation, and job placement data.

Similarly, administrative planning also considers a great number of factors that are generated by a variety of sources. The assessment of non-academic functions is derived directly from the FTC Institutional Effectiveness Plan (IEP). The IEP considers the effectiveness of each of the functional areas of the College; that is, the manner in which each contributes to the overarching mission and goals of the College, including the obvious interplay between those functions and the College's major mission and goals. To do this, the College seeks to identify and track Key Performance Indicators (KPI) for professional staff members and departmental/functional unit level Mission, Goals and Objectives (MGO). It then reflects on those KPI and MGO results during the budget call, and to uses that information to improve its effectiveness – such as through the strategic plan.

The SLAP and the IEP come together under the broad umbrella of the Institutional Assessment and Improvement Plan (IAIP). The two component parts of the IAIP contains copious detail of how assessment is performed at the College, how the various units relate to one another, and how this information is formatted into a cohesive cycle that leads to the efficient and effective allocation of resources that ensure institutional renewal.

Closely aligned with these processes is the Five Town College Strategic Plan. The most recent version of which covers the multi-year period 2017 – 18 through 2021 – 22, but also include historical data and information dating back to 2014. Because that plan culminates with the 50th Anniversary of the College, it has been entitled:

Five Towns College Strategic Plan 2017 – 2022
From Sapphire (45) – to Semi-Centennial (50)
Achieving Renewal through Innovation

The Strategic Plan is a detailed listing of substantive changes and capital improvements completed, planned or aspired to by the institution, and linked to one or more of its institutional or programmatic goals and/or objectives. As such, it is at once a historical record of what has been accomplished since the current period of renewal began, a realistic plan of what may be expected in the near term, and an aspirational plan for where the institution hopes to go in the mid to long-term.

Action items are included in the Strategic Plan after being identified by one or more of the College's constituencies, such as during the annual budget call or during another significant planning event. Items included in the Plan include a target execution date, approximate cost, and linkages to the Institutional Mission and Goals.

The Board of Trustees ratifies by the Strategic Plan periodically, and has overarching responsibility for moving it forward through the exercise of its budgetary oversight responsibility – whereby it may move items from the Plan to the operational budget as they come due in the budgetary cycle. The Board may also choose to delay or remove items from the plan during this review process, based on the recommendations of the College administration.

Faculty members are expected to be familiar with these documents (SLAP, IEP, and Strategic Plan), and to participate in the processes described therein.

Budget Development Cycle

Five Towns College operates on a July 1 – June 30 fiscal year, and its budgets are developed for this timeframe. Budget development generally begins during the third fiscal quarter (Q3: January - March) with proposed strategies and key goals for the upcoming year, as well as initial marketing plans, emerging in that timeframe. During Q3, the College begins to make student population forecasts that are derived from historical information, including data about prospective student inquiries, school visits, show rates, applicant pool, new student starts, drops, leaves of absence, retention, and graduation, among other things.

Once preliminary enrollment forecasts are developed and the Budget Call has been responded to, a draft budget is prepared by the Vice President of Finance and Administration sometime during Q3. The VPFA draft considers tuition and non-tuition revenue, departmental/unit budget requests, anticipated capital expenditures from the existing Strategic Plan, and reasonably anticipated operational expenditures.

The President reviews the draft budget during the spring semester, making adjustments as he may deem appropriate. The President's draft institutional budget is then presented to the Board of Trustees by the end of the academic year – sometime in Q4. The Board may then adopt a preliminary budget sometime during the spring or summer. The Board of Trustees then adopts a final budget shortly after the start of the new academic year in Q1, subject to fluctuations in enrollment or unanticipated expenses. The cycle of preliminary and final budgeting, along with a subsidiary payroll, allows the process of personnel year-end evaluations and new-year goal setting to be completed in Q4/Q1 prior to the start of the subsequent fall academic term. During years when the Board is unable to adopt a final budget in this timeframe, the College operates on a contingency budget – utilizing topline numbers not to exceed the prior year.

Budget Administration and Forecasting

As each new fiscal year rolls around, the budget moves from planning stage to actual operation. The President and VPFA are the principal officials charged with responsibility for administering the budget and ensuring that financial performance at least minimally equals plan. Clearly it is unrealistic to expect that every single dollar of planned revenue and expense will mirror plans made. By the same token, within the College's culture of planning, a budget is not a rough worksheet. It is a detailed plan of operation that is taken seriously by the institution. It is designed to ensure that the school has realistic plans to generate the revenues necessary to support a high-quality organization, and that expenses are adequate for maintaining quality without being excessive or wasteful.

To help the College deal with the reality of making appropriate tactical adjustments to meet unexpected needs and opportunities throughout the budget year, periodically the VPFA prepares a forecast for the upcoming months. The forecast is a portrait of reality, showing the financial impact of fluctuations in student population, non-tuition revenue, expenses, etc. The forecast essentially says "this is where we will be if the current trends prevail – good or bad – without making any adjustments." A comparison of forecasts to budget can then be used to communicate over-achievement opportunities as well as areas where mid-course corrections need to be implemented.

The Faculty's role in the Budget Process

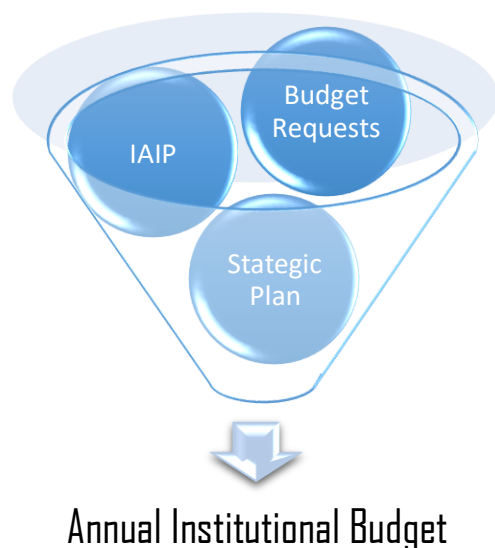
Faculty plays an integral role in the budgeting process. It is the academic mission that drives the budget, and the result of assessment activities generated in part by the SLAP which greatly influences the expenditure of resources as the College seeks to renew itself.

During the budget cycle, the chair of each academic unit presents its budget requests for the following year. These requests should be developed, in large part, with the aid of the faculty members after having reviewed student learning and achievement outcomes during program faculty meetings. The requests should be aimed at improving those results, regardless of where they currently are, and of solidifying gains as documented by outcomes. The requests should also consider where the academic unit hopes to go in the future – and so should also include strategic initiatives that look to the mid and long-term objectives of the academic unit.

To some extent the budget process takes place below the radar of most faculty members. In one sense that is as it should be. Faculty should be relatively free from overarching financial concerns, so they may focus their efforts on teaching, learning, students, curriculum development and innovation. On the other hand, the College's budgeting and planning process is most effective when the faculty is involved and provides information and feedback to academic administrators – particularly academic unit chairs. The results of the budget process are shared with academic unit chairs, who in turn should keep faculty members informed about the results.

This continuous exchange of fiscal and academic data is also designed to provide the faculty with a sense of ownership and pride in the condition of the educational facility and the quality of instructional resources available on campus. These characteristics contribute directly to the student learning and achievement outcomes that the educational programs generate, and ultimately to the College's ability to achieve its overarching Institutional Mission and Goals.

Fig. 1



GOVERNANCE OF THE COLLEGE

Governance refers to the manner in which the College is formally organized and managed on a daily basis. Inasmuch as all authority of the institution is vested in its Board of Trustees, the governance structure is the method by which the legally constituted Board subsequently delegates its responsibilities to others so that the institution can operate effectively.

Academic Governance is a term that refers to the participation by faculty and other qualified individuals engage in the process of policy development, strategic and operational planning, and decision-making over the curriculum that, in the aggregate, helps the College to better achieve its mission and goals. Academic Governance is not a substitute for the roles of the College's duly constituted management, nor is it a parallel structure to the formal organization. Rather, it is recognition that, by virtue of education, experience, student contact, and pedagogical skill, the faculty is enabled to make valuable contributions to the decision-making process and should have a respected voice therein. It is also an acknowledgement that the faculty has a responsibility by virtue of its unique perspective to help the institution guide the curriculum. Thus, Academic Governance is at once a privilege and a responsibility to be taken seriously.

Five Towns College is guided by the Standards of Accreditation and Requirements of Affiliation, as published by the Middle States Commission on Higher Education (MSCHE). MSCHE Requirements of Affiliation specifically provides,

The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.

Standards of Accreditation and Requirements of Affiliation, MSCHE, Philadelphia, PA, item #15, p. 3

MSCHE Standards also state,

An accredited institution possesses and demonstrates...an administration possessing or demonstrating...regular engagement with faculty and students in advancing the institution's goals and objectives.

Standards, p. 13, 14

Board of Trustees

Five Towns College is governed by its Board of Trustees (BOT). As of June 1, 2018, the BOT consists of eight individuals, with a variety of backgrounds and experiences, all of whom are independent. A complete roster of BOT members, together with bios, is published on the College's website at www.ftc.edu/BOT. Terms of BOT members are structured so that no more than ¼ of members come up for renewal each year. This contributes to the stability of the BOT and to the consistency of its actions. The day-to-day operations of the College, including its academic affairs, has been delegated as depicted below in *Fig. 2 Chart of Academic Governance*. The BOT appoints the College President/CEO, who functions as its administrative arm and serves on the Board in an *ex officio* capacity.

Academic Governance Structure

To assure that responsibility for academic governance is shared appropriately and not unduly influenced, the Board of Trustees has adopted the Declaration of Intention.

Declaration of Intention

The Board of Trustees, aware of its responsibility for establishing the basic policies of the College by which all of its constituencies are governed, desires to provide the faculty and other appropriate professionals with the ongoing opportunity to participate actively in the academic governance of the College.

This Declaration of Intention reiterates the Board's commitment and endorsement of a strong process that shares academic decision-making appropriately by involving students, staff, administrators and faculty members. In sharing its authority to govern the activities of the College, the Board of Trustees brings its constituents together for the best interests of the College and the students it serves.

The interactive process described in this Declaration provides each member of the College community with an organizational voice that is clear and respected. It provides the means through which policy is developed and authority assigned, delegated, and shared in a climate of mutual support and respect.

Academic Governance Committee Charges

The standing committees set forth herein concern themselves with the various aspect of Five Towns College life – academic, social, and administrative – as they affect the well being and growth of students and faculty alike. The committees are depicted in *Chart of Academic Governance (Fig. 2)*, and their respective charges are as follows:

- **Board of Trustees (BOT)**

The Board of Trustees is the primary governing body of the College, vested with the legal authority granted to it by the New York State Board of Regents as set forth in the College's Absolute Charter. Pursuant to this Declaration of Intent, the BOT delegates its authority as set forth below, retaining for itself the authority to appoint the College President, approve the annual budget, authorize petitions for new and expanded degree authority to the New York State Board of Regents, authorize petitions for substantive change to any of the institution's licensing and/or accrediting agencies, oversee at the policy level the quality of teaching and learning, confer degrees, appoint external financial auditors and legal counsel, and to engage in such other activities as will assure it is informed in all its operations by principles of good practice in board governance.

- **Administrative Council (AC)**

The Administrative Council assists the College President in reaching decisions on recommendations and matters emanating from all departments and other committees that impact the operation of the College and require approval. As such, the AC has authority to approve recommendations and matters, except for those items that require approval directly by the BOT as set forth above. The Administrative Council includes senior administrators that represent all of the functional areas of the College. In alignment with the Chart of Organization, the AC includes the College Provost/Chief Academic Officer, Vice President of Finance and Administration, Vice President of Strategic Initiatives and Director of Compliance, Dean of Student Affairs, Director of Financial Aid, Director of Career Services, and such other persons as may be named by the President from time-to-time. Student representatives, including members of the Student Government Association, and other constituents may be invited to attend and participate when AC meeting agendas include items related to their interests and activities.

The Administrative Council is specifically charged with the responsibility for evaluation, monitoring, and implementation of the Institutional Assessment and Improvement Plan (IAIP), including its administrative component part – Institutional Effectiveness Plan (IEP). The Administrative Council is also charged with authority and responsibility to address any other matter not otherwise delegated to another standing committee.

- **Provost's Council (PC)**

The Provost Council assists the Provost/CAO in the coordination of the work in Academic Affairs; participates in strategic and long-range planning; proposes, reviews and endorses academic policy and procedures; and advises on matters relating to academics, academic support services, research and other scholarly and artistic activity, enrollment services and admission standards, space allocation, and fiscal planning. Members of the PC include all Academic Division Chairs, Library/Learning Resource Center Director, and such other persons as may be designated by the Provost from time-to-time. Student representatives, including members of the Student Government Association, and other constituents may be invited to attend and participate when PC meeting agendas include items related to their interests and activities.

The PC is specifically charged with responsibility for development, monitoring, and management of the academic component of the IAIP: the Student Learning Assessment Plan (SLAP). The PC is also responsible for development and managing the programmatic review and specialized accreditation processes, assuring the appointment and professional development of qualified individuals to the faculty, and for recommending changes, modifications, and revisions to degree program requirements to the Administrative Council and, in appropriate substantive cases, to the Board of Trustees, and otherwise coordinating the academic affairs and academic standards of the College.

The PC assists the Provost in evaluating recommendations originating in the Program Faculty Committees, Academic Standards Committee, the Assessment Committee; and such other *ad hoc* committees as may be established from time-to-time.

- **Academic Standards Committee (ASC)**

The Academic Standards Committee reviews students who meet the eligibility criteria for academic dismissal and issues a decision on their dismissal from the College; reviews students who meet the eligibility criteria for placement on academic probation and to issue a decision on their probationary status; reviews “Grade Challenges” filed by one or more students and to issue a decision on the merits of such a “Challenge.” Areas of concern also include, without limitation, requests for waivers of standards of Satisfactory Academic Progress, Rate of Progress, academic rules and regulations, and matters concerning academic dishonesty. ASC considers petitions by students who are not in good academic standing for reinstatement to the College. Between meetings, the Provost or her designee may act for the Committee on requests for waivers. Because of the technical nature of its work, the Dean of Student Affairs, Director of Financial Aid, and Registrar are permanent members of the ASC.

- **Program Faculty Committees (PFC)**

Faculty at Five Towns College are grouped by discipline and assigned to a division that reflects their content expertise, in accordance with the expectations of the New York State Commissioner of Education. From time-to-time and in appropriate circumstances, a division may be further subdivided into departments – when a specific discipline warrants particular focus and attention by a specialized group of faculty members. At Five Towns there are seven academic divisions: Liberal Arts and Sciences/General Education, Music, Theatre Arts, Film/Video, Mass Communication, Business, and Interactive Computer Graphics. As of the Fall 2018, there are three departments. Within the Music Division there is an Audio Recording Technology Department and a Music Education Department. Within the Business Division there is a Music and Entertainment Industry Studies Department. Departmental Faculty may meet separately and/or together with their divisional colleagues, as determined by the Division Chair in consultation with the Provost.

It should be noted that prior to the 2018 – 19 AY the Chart of Academic Governance included a Teacher Education Division, responsible for both Music Education and Childhood Education. The College opted to teach-out programs in Childhood Education during the 2018 – 19 AY. In so doing, Music Education was subsumed under the Music Division in accordance with recommendations from the National Association of Schools of Music (NASM), for which the College is currently a candidate for accreditation. The Chart of Academic Governance continues to indicate the presence of a Teacher Education Division, in light of the efforts of the Theatre Arts Division to develop a new program in Theatre Education (K-12).

PFCs evaluate curriculum and instruction at the classroom and program levels, including recommendations for offering new courses, deleting existing courses, and acting on requests for waivers of an academic standard or other degree requirement. PDCs work in a collegial manner to assist faculty in acquiring the expertise needed to teach more effectively. They are responsible for the management and guidance of the Student Learning Assessment Plan as it pertains to the content area programs offered by the Division and/or Department. They also work to improve instruction based upon the SLAP data and reports, and deal with budgetary matters under the leadership of the Division Chair. The PFCs are chaired by the Division Chairs and its members include all of the appointed faculty members, regardless of whether they hold full-time or adjunct status. It is the strongly held position of the College, that all faculty members, regardless of their contractual relationship with the institution, are valued and have a voice that should be respected and heard during the deliberation of academic matters.

- **Student Learning Assessment Committee (SLAC)**

The SLAC reviews and analyzes data documenting academic outcomes and implements procedures to ensure the use of such data to improve the curriculum and instruction. The SLAC supports the College's Plan for the Assessment of Student Learning by assisting the Office of Academic Affairs to issue reports and keep the SLAC current.
- **Graduate Academic Standards Committee (GASC)**

The Graduate Academic Standards Committee evaluates all aspects of graduate programs, with particular emphasis on doctoral-level courses and programs; makes recommendations for the revision, continuity, and refinement of the doctoral curriculum; reviews the progress and status of all doctoral candidates; and reviews the qualifications and performance of all instructors in the doctoral program. The GASC is chaired by the Music Division chair. GASC membership consists of only those faculty members who are teach at least one course at the graduate level or who advise at least one doctoral candidate.
- **Institutional Council (IC)**

The Institutional Council is a "Committee of the Whole" comprised of all constituents of the College: administration, staff, faculty, students, and the Board of Trustees. Its meetings are generally held bi-weekly and are open to all. Chaired by the College President, the IC reviews all relevant academic and administrative issues and recommendations from all committees, divisions, departments, and functional areas. The main charge of IC is to keep the College community informed and to provide a forum where anyone can share a concern about any issue. In some cases, the IC may refer questions or concerns to another more appropriate committee.
- **Ad Hoc Committees**

Periodically ad hoc committees are formed to address specific needs, issues or tasks. Ad hoc committees are by their nature temporary, and typically are disbanded after the charge of the committee is fulfilled. Aware of the workload responsibilities of the instructional staff, the College generally seeks out volunteer members for service on ad hoc committees. However, because of the important issues they address, the College may assign faculty members to serve on ad hoc committees. When making such assignments consideration is given to matching committee charges with the expertise of individual members, while also balancing the overall workload of those eligible for service. In doing so, the College strives to assure that the burdens of committee service are shared equitably. Examples of ad hoc committees include institutional self-study steering committee and accreditation workgroups, graduation ceremony planning committee, student disciplinary panels, facilities improvement committees, and academic conference delegations, among others.

- **Student Government Association (SGA)**

Five Towns College seeks to provide its students with a respected voice in the decisions that affect them. The Student Government Association is designed to provide students with an appropriate forum to address the issues that most concern them. It is composed of elected representatives who serve on the Student Council, and it is responsible of providing student input on issues that have a direct relationship to student life at the College. Funded by Student Activity Fees, SGA develops a meeting schedule and makes recommendations regarding approved clubs and funding for student activities and events, student support services, and other activities that impact student life. The SGA is reconstituted each September or more frequently when necessary. The Director of Student Activities or his/her designee serves as SGA Advisor, and has the authority to advise and consent on expenditures of the SGA to assure fiscal responsibility. The SGA may, from time-to-time recommend the adoption of new bylaws and/or SGA governing documents, and/or to propose revisions thereto.

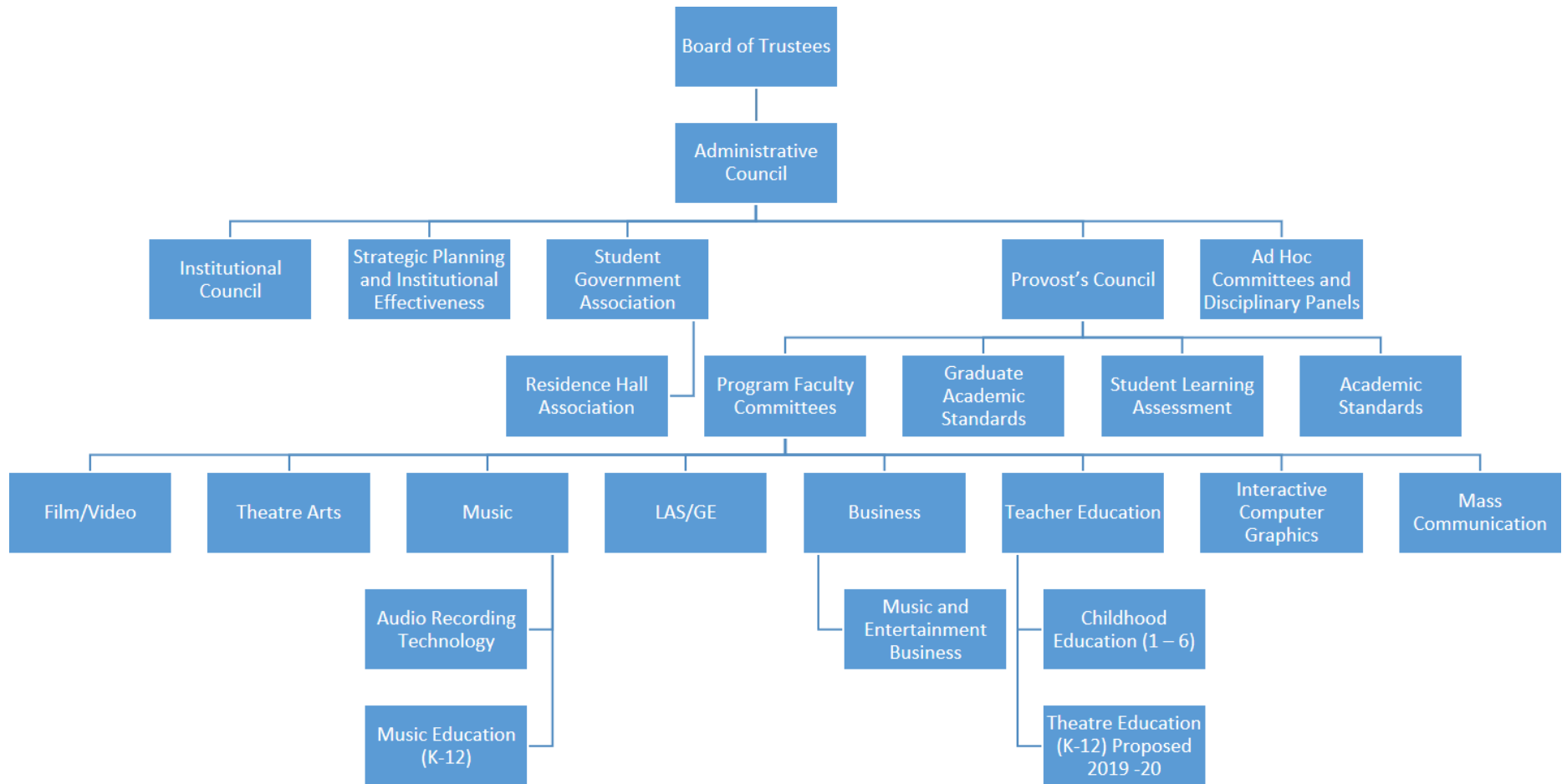
- **Residence Hall Association (RHA)**

The Residence Hall Association is a subset of the SGA, with particular responsibility for administering Residence Hall Activity Fees and advocating for the needs of resident students to the SGA and institutional administrators.

Academic Governance Protocol

Recommendations of an academic or administrative nature originating in a PFC and/or other standing committees are forwarded to the PC for further consideration and adoption. In appropriate circumstances it may be forwarded with recommendation to the AC, where an initiative may also be approved. In appropriate cases, the matter may be forwarded to the Board of Trustees for final action. Final actions are communicated to the College community via published minutes, circulars, websites, emails, College Catalog, student and faculty handbooks, and other FTC publications. These may be posted with hardcopy at various locations around the College and also electronically on the Faculty and Student Portals.

Fig. 2
Chart of Academic Governance



ADMINISTRATIVE ORGANIZATION OF THE COLLEGE

The descriptions provided in this section are not intended to supplant or serve as a substitute for any approved job description, including any subsequent revisions thereto. Similarly, the information provided herein is not to be construed as an employment agreement. These descriptions are provided merely to inform faculty about the major roles and responsibilities of the College's administration and staff.

Key Performance Indicators (KPI) provide a linkage between the College's assessment and evaluation activities and the descriptions provided below. Those listed below are for example. Annual individual goals and assessments may include these and/or other KPI. The Board of Trustees has established a timeframe for integration of KPI into the Professional Staff Evaluation process. This is set forth in Part Five.

The Administrative Organization of the College is depicted on the Chart of Administrative Organization (Fig. 3) set forth below.

Board of Trustees

The Board of Trustees has and exercises the legal powers granted to the College and prescribed by law. Its primary function is policy making and includes responsibility for sound resource management of the institution. The Board of Trustees further determines the general, educational and financial policies, and has the power to carry out any other functions which are permitted by the College Charter or by other organizational documents, except as limited by law. These powers include, but are not be limited to:

- Determine and periodically review the institutional mission and goals.
- Establish, review and approve changes in the educational programs of the College, consistent with its mission, subject to governmental and regulatory approval.
- Establish procedures regarding appointment, promotion and dismissal of faculty members.
- Appointment of the President, who shall be the chief executive officer of the College.
- Approve and authorize all earned credentials, as permitted by law.
- Approve the annual budget.
- Authorize any changes in tuition and fees.

KPI – Year-over-Year Gross Revenue, Net Surplus, Accreditation Status, BOT Self-Assessment

President/CEO

The President is appointed and evaluated by, and reports to the BOT. The President serves as the administrative arm of the Board. As educational and administrative head of the College, the President is also the Chief Executive Officer and exercises a general superintendence over all the affairs of the institution. The President brings such matters to the attention of the BOT as are appropriate to keep it appropriately informed. Annually, the President prepares a proposed budget for the BOT, presides over strategic planning initiatives, assures compliance with accreditation standards, and fulfills such other functions as may be periodically requested by the BOT of which he is an *ex officio* member. The President has the authority and autonomy required to fulfill the responsibilities of this position, including developing and implementing institutional plans, staffing the College, identifying and allocating resources within the context of the College budget, and directing the College toward attaining the overarching institutional goals as set forth in its Mission Statement, and the objectives identified in the Strategic Plan.

KPI – USDOE Fiscal Composite Score, Accreditation, Enrollment

Vice President of Strategic Initiatives (VPSI)

The Vice President of Strategic Initiatives is responsible for evaluating and proposing recommendations and solutions to institutional processes for improvement. One primary initiative is identifying and executing on specific marketing objectives that position the College strategically for enrollment growth and stability. As such, the VPSI compiles and analyzes institutional data to determine effective enrollment marketing strategies. For this initiative, the VPSI works directly with the Director of Admissions, Assistant Recruitment Manager and the Information Technology (IT) Department staff. Areas of responsibility include supervision of the institution's digital marketing initiative, creation and compliance with branding guidelines, website content development, strategic email campaigns, social media and other outreach. The VPSI also assists the College President and the Administrative Council to identify and evaluate long-term strategic initiatives that position the College for the future.

KPI – Marketing Spend and Impressions, Applicant Pool, Strategic Plan

Director of Compliance

The Director of Compliance assures institutional compliance with all governmental and accrediting agency rules and regulations. These include rules and standards promulgated by the USDOE, NYSED, MSCHE, and other agencies and authorities having jurisdiction over activities of the College. Representative agencies include the U.S. Department of Homeland Security, Dix Hills Fire Department, and U.S. Department of Defense – Veteran's Administration. Other agencies with interests in Five Towns College include specialized accrediting agencies, inter-collegiate athletic associations, and the local municipalities wherein the college is sited. In coordination with each functional area, the director may conduct periodic Institutional Self-Assessments (ISA) to assure compliance. The Director of Compliance is advisory to the College President.

KPI – Records Demonstrating Regulatory Compliance

Provost/Dean of Academic Affairs

As the chief academic officer (CAO) of the College, the Provost/Dean of Academic Affairs functions to oversee the operation of the entire academic department, supervise accreditation initiatives, and develop and maintain academic policies and programs. As such, the Provost has overall responsibility for the daily operations and development of academic programs, including the appointment, supervision, development and annual evaluation of faculty; curriculum development; and educational effectiveness assessment and improvement. The CAO approves the final schedule of courses and ensures the timely and accurate preparation of all accrediting agency, state, and federal reports related to academics. The Provost also serves as the Accreditation Liaison Officer (ALO) to the institution's regional accreditor – the Middle States Commission on Higher Education (MSCHE)

In order to maximize open lines of communication, foster emphasis on substance, creativity and innovation, and minimize the constraints of a restrictive formalized protocol, authority to establish and implement new courses and administrative procedures on a pilot or trial basis is vested in the administration of the College under the leadership of the Dean of Academic Affairs for a period of up to one year, provided however, that governmental, regulatory, and accreditation approvals for curriculum and other changes must be obtained in a manner consistent with applicable rules and regulations.

KPI – Academic Program Review/Accreditation, Faculty Qualification, Student Learning/Achievement Outcomes

Assistant Dean of Instruction/Faculty Development Coach

The Assistant Dean of Instruction supports the efforts of the College Provost to improve student persistence, retention and graduation rates, by helping to assure that instruction by the faculty achieves the high standards articulated in the Faculty Handbook. To this end, the Assistant Dean advances the College's faculty development initiatives by offering educational pedagogical training to individuals and groups, conducting classroom observations for new and experienced faculty members, evaluating tests and measurements and other assessment devices, reviewing course syllabi and lesson plans, developing faculty knowledge in student learning assessment, assisting faculty members to prepare applications for advancement in rank, and providing such other support services as requested by the Provost.

KPI – Faculty Classroom Observations, Faculty Promotion Eligibility Schedule

Division Chairs

The College's faculty is grouped by academic discipline into seven academic divisions: Business, Film/Video, Interactive Computer Graphics, Liberal Arts and Sciences/General Education, Mass Communication, Music, and Theatre Arts. These groupings engender a viable academic discourse, which allows the faculty to perform their governance responsibilities effectively and efficiently, as set forth in the Declaration of Intent articulated by the Board of Trustees, and published in the Faculty Handbook. Leading each department is a Chair. The Chair is typically a member of the faculty with expertise in the discipline, who assumes responsibility for the administration of the Division and makes recommendations regarding the appointment of faculty, assignment of classes, advancement in rank, and evaluation of faculty. Division Chairs are appointed by and report to the Provost and are members of the Provost's Council.

KPI – Faculty Evaluation, Program Review and Accreditation Reports, New Student Enrollment, Student Persistence/Retention, Graduation and Employment Rates, SLAP Reports

Deputy and Department Chairs/ Head of Area

In some cases the Division Program Faculty include a subset of faculty members with content expertise in a specialized discipline aligned with the overarching Division. When the number of such faculty is sufficient in size, the Division may be organized to include departments with such specialization. When this occurs, a Department Chair for that content specialty area may be appointed, who assumes responsibility for the administration of the Department and makes recommendations to the Division Chair regarding the appointment of faculty, assignment of classes, advancement in rank, evaluation of faculty, and curriculum matters, among other things. When the focus area is not a discrete discipline; but rather, functional area – such as private applied instruction, the leader may be designated a Deputy Chair. At Five Towns College there are three Departments: within the Music Division there is an Audio Recording Technology Department and a Music Education Department; and within the Business Division there is a Music and Entertainment Industry Studies Department. In some cases there are discrete disciplines that require unique content expertise; but for which there is no need for a full department. In these instances, a Head of Area may be appointed to guide the Program Faculty Committee. An example of this is evident in the Theatre Arts Division, where there is a Head of Acting.

KPI – Faculty Evaluation, Program Review and Accreditation Reports, New Student Enrollment, Student Persistence/Retention, Graduation and Employment Rates, SLAP Reports

Academic Advisors

Five Towns College has two types of Academic Advisors – Staff and Faculty. Staff Academic Advisors are full-time employees who are assigned to the Academic Advisement Center. These advisors typically mentor new, probationary, HEOP, and Access students. After the first-year or after making Satisfactory Academic Progress, new and probationary students are then reassigned to Faculty Academic Advisors. HEOP and Access students remain assigned to the Academic Advisement Center throughout their studies at the College. Staff Academic Advisors are assigned a specific cohort of students. Staff Academic Advisors are expected to monitor their advisee's attendance, academic progress and degree program pursuit. They are expected to meet with advisees regularly or as may be necessary to help them navigate the obstacles of college life and to achieve their academic and career goals. Academic Advisors are expected to maintain regular contact and to be proactive in their approach. In appropriate situations, Academic Advisors consult with other members of the Student Services team regarding strategies to help students succeed. Academic Advisors assist their advisees with the reregistration process, and facilitate the smooth transition of their advisees to Faculty Academic Advisors for the sophomore year, or when otherwise indicated.

Faculty Academic Advisors are typically members of the full-time faculty; but, may also be appointed from the adjunct faculty. Faculty Academic Advisors serve as academic mentors and coaches to a cohort of advisees, and perform those responsibilities set forth in this Faculty Handbooks (see, Part Two, Academic Advising, p. 55).

KPI – Student Retention/Persistence and Graduation Rates

Vice President of Finance and Administration

The Vice President of Finance and Administration is the chief financial officer and is responsible for the planning and management of the financial obligations of the College. Principle responsibilities include the development of long-range financial plans, the preparation of internal and external financial reports, and the formulation of financial management policies and procedures. The VPFA also serves as controller of the College, and thus manages and directs all financial accounting activities, including accounts payable, accounts receivable, monthly and annual financial budgets and reports, preparation of subsidiary schedules, and supporting asset and liability accounting balances, bank reconciliations and daily monitoring of cash flow and balances. The VPFA supervises the accounting staff, and develops and implements policies and procedures that assure compliance with all College, accreditation, and governmental regulations, policies and procedures relating to institutional finances. The VPFA also supervises the Bursar, Director of Food Service, Director of Maintenance and Facilities, Director of Public Safety, and Director of Information Technologies.

KPI – USDOE Fiscal Composite Scores, Bad Debt Reserve, Audit Report Filing Deadlines

Staff Accountant

Staff Accountants assist the VPFA by assisting with the maintenance of the books and records of the College, and by engaging in such other financial related activities as may be assigned from time-to-time. Staff Accountants also work with external auditors, and provide them with such assistance as may be necessary to prepare accurate and timely financial statements.

KPI – See, VPFA

Bursar

The Bursar manages the tuition accounts of all students, and performs other accounts receivable functions as may be assigned. The Bursar assures that payments from all sources, including state and federal financial aid programs, cash, loan proceeds, and scholarship payments are applied correctly to student accounts, and assures that collection activities are conducted appropriately and in a manner that minimizes bad debt at the College. The Bursar is the student facing representative that responds to questions from students and their families regarding tuition accounts, statements, and payment plans. The Bursar also administers the College's Nelnet Payment Plan.

KPI – On-Time Tuition Payment Rates, Bad Debt Reserve

Accounts Payable Manager

The Accounts Payable Manager ensures that institutional vendors are paid in a timely and accurate manner. As a custodian of institutional assets, the AP Manager documents institutional expenditures and requests for reimbursement, matches requests with approved budget lines, and alerts the VPFA when variances occur. As a budget analyst, the Accounts Payable Manager seeks out opportunities to improve efficiencies and works to minimize unnecessary costs to conserve institutional resources for the benefit of the educational program.

KPI – Schedule of Accounts Payable Aging Report

Director of Maintenance and Facilities

The Director of Maintenance and Facilities has overall responsibility for the campus grounds and physical plant, including repair, maintenance, replacement, upgrades and improvements. The Director develops the 3-Year Facilities and Maintenance Plan, which is linked to the College's overarching Strategic Plan. The Director ensures code compliance of the building and facilities, including the fire, occupancy, and emergency management rules and regulations. The Director is responsible for ensuring a safe and secure learning environment, assuring a clean and sanitary learning environment, arranging for the grounds to be manicured and snow/ice removed, lifting loads of up to 90 lbs., and such other tasks as may be assigned from time-to-time by the Vice President for Finance and Administration.

KPI – Updated 3-Year Facilities and Maintenance Plan, Current Schedule of Maintenance and Repairs, Building and Fire Code Compliance, Student Satisfaction Survey Results re Facilities and Maintenance

Assistant Director of Maintenance and Facilities

The Assistant Director reports to the Director and provides such assistance as may be necessary to assure that the Maintenance and Facilities Department is able to complete its responsibilities. This includes, but is not limited to, assuring the proper care and maintenance of the College's physical plant; preparing work schedules for Department staff; selecting and scheduling various trades as necessary; inspecting and evaluating staff, contractors and sub-contractors; supervise day and night custodial staff and managers; prepare for and lead regulatory inspections of campus facilities; respond to after-hours, weekend, and emergency calls; perform such other tasks as may be required; lift loads of at least 90 pounds.

KPI – See, Director of Maintenance and Facilities

Custodial Supervisor

Custodial Supervisors coordinate, supervise and assist the Director and Assistant Director with all aspects of daily and periodic cleaning of the College facilities, including inspections of areas to assure a safe and sanitary learning/living environment. Additional tasks include, but are not limited to, supervising or assisting in the supervision of porters and custodians; preparing and maintaining building and facility reports; responding to work requests and assignments; setting-up and breaking-down special events; training and supervising staff – particularly on the safe and proper use of all cleaning supplies, chemicals and equipment; maintaining heating oil fuel inventory logs; conducting weekly boiler room and attic air handler inspections; filling out and completing purchase orders for daily supplies; possess knowledge, skills and proficiencies related to power equipment and the proper maintenance and use thereof; be able to work flexible hours, including being on-call after hours in emergencies; be able to remove snow with booms, shovels and snow blowers; and be able to engage in such other activities as may be assigned from time-to-time.

KPI – See, Director of Maintenance and Facilities

Porters and Custodians

Porters and Custodians engage in such activities as are assigned by the Director or Assistant Director of Maintenance and Facilities, and which help to assure and safe and sanitary environment where learning can take place. Responsibilities include, but are not limited to, cleaning, steaming, sweeping, mopping, scrubbing, stripping, vacuuming and waxing floors; gathering, removing, and sorting trash and refuse; cleaning and supplying restrooms; cleaning and polishing fixtures and furniture, including glass partitions, mirrors and other surfaces; dusting ceilings, walls, furniture, machines and other equipment; making disinfectants using pre-mix machines; and engaging in such other activities related to maintenance and facilities as may be required from time-to-time. Porters and custodians must be able to read English sufficiently to follow printed directions regarding the safe and proper use of chemicals, cleaning materials, and operating manuals for machinery used by the Department; must possess a valid driver's license to operate College owned maintenance vehicles; be able to lift heavy furniture, equipment, boxes and supplies either manually or with the use of a hand truck; be able to operate a snow blower, snow shovel, salt and sand spreader, and to otherwise be a first-responder to weather related emergencies; climb ladders and scaffolding to heights of up to 30 feet; use insecticides and fumigants; among other required tasks.

KPI – See, Director of Maintenance and Facilities

Director of Information Technologies (DIT)

The Director of Information Technology provides leadership and management to the Information Technology Department in its charge to provide, operate, and maintain computing and telecommunication facilities, equipment, and services that meet the needs of the administrative and academic areas of the College. The DIT is charged with strategic planning, tactical action, and operational decision-making that advance the mission of the IT Department, including the development and maintenance of a 3-Year IT Plan, and such other actions and activities as may be assigned from time-to-time by the VPFA.

Additional duties and responsibilities include assuring that the IT Department is open or on-call by a qualified staff member on a 24/7/365 basis, supporting the IT needs – both hardware and software – of the entire College community, establishing infrastructure - including identifying new and emerging technologies for the College community in hardware, software, and computer and telecommunications applications, inventorying and managing hardware and software assets of the College, maintaining the integrity and continual operation of all campus networks, ensuring the continual functioning of mission critical operations, maintain security and privacy of information systems and equipment, developing and maintaining back-up and disaster recovery procedures and plan.

KPI – 3-Year IT Plan, IT Repair and Recovery Rates, Student Satisfaction Survey Rates – IT

Network Administrator

Reporting directly the DIT, Network Administrators are responsible for all aspects of the College's information technology networks, including, but not limited to administrative Campus Management Systems (CMS), Learning Management Systems (LMS), desktop systems, network appliances and wiring, Wi-Fi Systems, Telephone, conferencing, and television systems, printers, scanners and other devices, and hardware and software of every kind and description owned, licensed or otherwise utilized by the institution. Network Administrators provide administrative and end-user support for these servers, networks, desktop hardware, software applications on a 24/7/365 basis as assigned, including investigating and evaluating client problems and implementing solutions. Additional responsibilities include, without limitation, back up, security management, user account management, e-mail systems – including email web server, Internet access, administrative systems and applications support.

KPI – See, DIT

Desktop Support Specialist

The Desktop Support Specialist assists clients with technical support of desktop computers, applications and related technology. Support includes, but is not limited to, repair, installation, and testing of computers and peripherals within established standards/guidelines. Activities require interaction with application software and operating systems to resolve, diagnose and resolve issues. This position requires one-on-one consultancy to clients, independent analysis, communication and problem solving skills.

Additional duties and responsibilities include working with third-party vendors to resolve technical issues, interacting with numerous computer platforms in a multi-layered client server environment, ensuring that desktop computers utilized by the College interconnect seamlessly with diverse systems, including, but not limited to application servers, file servers, email servers, print servers and administrative computing systems, training students, faculty and staff, and performing system upgrades.

KPI – Desktop Support Log

Helpdesk Technician

Helpdesk Technicians assist clients remotely and in-person with technical support of desktop computers, applications and related technology. The HDT monitors the support email addresses and telephone log to identify client issues and adds them into the College's helpdesk ticketing system, along with daily IT Department administrative office duties as may be assigned from time-to-time.

KPI – See, DIT

Learning Management System Administrator (LMS)

The LMS Administrator is responsible for facilitating the College's online/distance learning platform(s), whether it is the current Schoology LMS or another platform adopted by the institution in the future. Responsibilities include, but are not limited to providing support to users – faculty, staff, and administration, serving as helpdesk administrator to the LMS, monitoring 3150 calls or email support threads, developing training programs and materials for faculty and students, resetting passwords, communicating with vendors and related purchase orders, administrating the LMS helpdesk ticketing system, and such other activities as may be assigned by the DIT from time-to-time.

Additional the LMS administrator collects and analyzes assessment data related to the LMS, issues periodic reports related to LMS usage and effectiveness, participates in LMS platform decision-making at the institutional level, develops and administers LMS training programs for faculty and staff, assuring that course shells comply with standards established by the Office of Academic Affairs, uploads course syllabi and other materials, and otherwise assures the effectiveness of the LMS platform at FTC.

KPI - Helpdesk Response Rates, Online Course Readiness Rates, Student Satisfaction Surveys, Faculty Satisfaction Surveys

Director of Public Safety (DPS)

The Director of Public Safety leads and supervises the Five Towns College Department of Public Safety. As such, the DPS establishes protocols that are in alignment with professional and regulatory standards, hires qualified Public Safety Officers, schedules work shifts for Officers, and otherwise manages the Department in a manner that responds to the needs of the campus community. The DPS represents the needs of the Department and PSOs, and also orients new and continuing students to the rules and regulations of the institution. The DPS evaluates Public Safety Officers and ensures that each member of the Department is qualified to serve. The DPS reports directly to the Vice President of Strategic Initiatives.

KPI – Clery Act Campus Statistics

Public Safety Officers (PSO)

Public Safety Officers help to assure a safe environment by controlling access to the campus by anyone other than students, faculty, staff, and invited guests. PSOs also coordinate with First Responders in the event of an emergency situation, and work to assure good relations between the College and the local community. PSOs are stationed at the main entrance, but are expected to patrol the campus and residential life buildings on foot or by motor vehicle. Thus, a valid driver's license is required. PSOs must exhibit the highest degree of integrity and ethical behavior. They must always reflect the College's values of respect for all campus visitors and constituents. PSOs must hold an appropriate license or other certification from New York State. PSOs must engage in ongoing professional development and emergency response training, and they must meet physical fitness requirements that demonstrate their ability to respond appropriately in exigent situations.

KPI – See, Director of Public Safety

Director of Admissions (DOA)

The Director of Admissions is responsible for effectively leading, motivating, and developing the admissions and marketing areas of the College to assure that its enrollment goals are achieved. As such the DA reports directly to the Vice-President of Strategic Initiatives, and makes suggestions for improvement of internal and external processes, policies, and standards. The DOA may also be invited to participate in the President's Cabinet from time-to-time. In so doing, the DOA ensures that institutional resources are utilized effectively and in accordance with all College policies and procedures, and in compliance with governmental and accrediting agency rules, regulations, and standards. These include, but are not limited to, the Regulations of the New York State Commissioner of Education, the U.S. Secretary of Education, and the standards/policies of the Middle States Commission on Higher Education.

The DOA develops and executes strategic marketing and enrollment plans that effectively position the College in the higher education marketplace, reflect positively upon its brand and image, and develop awareness about its educational programs and services among prospective students, their families, secondary and post-secondary institutions, and the greater community. Either directly or with the support of other staff members assigned to the Admissions Office, the DOA coordinates all aspects and processes of the Admissions Office; recommends, supervises and evaluates Admissions Office staff; facilitates Institutional Open Houses and other special events; approves high school and college fair visitation schedules; develops the narrative for letter, email, text and social media blasts; prepares weekly reports that track and monitor activities related to these areas of responsibility; prepares a profile of New Students at the conclusion of each enrollment campaign; and engages in such other activities as may be assigned by the Vice President from time-to-time. More than occasional travel may be required. In all that the DOA does, a commitment to the highest ethical standards in Admissions practices must always be displayed.

As the leader of the College's enrollment initiatives, the DOA is expected to have a regular presence on campus and to be engaged in the life of the College, be an effective communicator – both orally and in writing, and to be a passionate, articulate, and professional advocate for the College, its institutional mission and goals, and its various constituents.

KPI – New Student Enrollment

Reentry Coordinator

The Reentry Coordinator serves as the academic advisor to former students seeking to return to the College after being dropped or withdrawn for any reason. The Reentry Coordinator consults with the Dean of Students to determine if the candidate is eligible for Reentry or Readmission. A reentering student is one who can enroll and still complete within 150% of the time from when s/he first started classes at FTC. A readmitted student is one who will be unable to complete within 150% of the time. The Reentry Coordinator assembles the complete candidate file for reentry, conducts a complete review of the applicant's complete academic, discipline, and financial record, determines how much prior course work must be made up to allow the student to regain good academic standing, and forwards a recommendation to the Academic Standards Committee for action.

KPI – Reentry Enrollment

Admissions Representatives

Admissions agents represent the College to the public and seek to attract the most qualified students to the student body. Reporting directly to the Director of Admissions, Admissions Representatives manage a caseload of both prospective students, applicants to the College, admitted students and enrolled students. Admissions Representatives may also be assigned a territory consisting of school districts, high school guidance counselors, and regional high school to college fairs. Admissions Representatives are expected to adhere to the highest ethical standards, includes those set forth in the Five Towns College Admission's Office Code of Conduct – which is signed by each Admissions Officer, and publicly displayed in their office for prospective students to see. Admissions Representatives engage in email, telephone, text messaging and other direct campaigns, in accordance with the Code of Conduct and other regulatory guidelines. They also conduct campus tours, present at Open House and other special events, and are expected to be primary brand ambassadors of the College. Admissions Representatives are advocates for the prospective students to whom they are assigned, and meet with the Director of Admissions to assure that prospective students credentials are fully considered and that decisions regarding applications consider both the interests of the College to attract qualified students, and the interests of the prospective student to enroll in a program of student that fits their academic and career goals and aspirations. Admissions Representatives must never guarantee financial aid, scholarships, employment or other outcomes to prospective students. Admissions Representatives are expected to maintain a high level of knowledge regarding all of the programs and services offered by the College, to possess strong communication skills – both verbally and in writing, and to articulate the mission and goals of the college accurately and with passion. Admissions Representatives are expected to work occasional weekends and evenings, to travel periodically on College business, and to avoid being absent from the College in the eight-week period leading up to the start of each semester.

KPI – Overall New Student Start Rates (Office), Student Satisfaction Survey Admissions Office Composite Scores, First-Year to Second-Year Retention Rates (Transfer and FTF).

College Fair Coordinator (CFC)

Reporting directly to the CFC and working in coordination with the Vice President of Strategic Initiatives, the College Fair Coordinator develops the annual schedule of visits to high schools, college fairs and other off-site admissions events where prospective students gather. The CFC receives invitations to visit and initiates contact with host organizations in developing an effective schedule. The CFC responds to invitations, assigns College Fair Representatives, gathers inquiry data, and facilitates the use of such data by Admissions Representatives. The CFC is responsible to determining necessary marketing materials per event. In addition, the CFC oversees and arranges for training for representatives, including providing support and assistance when needed. The CFC makes periodic reports to the DOA and the VPSI regarding the effectiveness of the College Fair Representatives and of the annual campaigns. The CFC provides reports to the VPSI and, together with the DOA and the Assistant Enrollment Manager, strives to identify potential high schools and territories where Five Towns College is underrepresented.

KPI – Annual Field Visit Inquiry Reports

College Fair Representatives

Reporting directly to the College Fair Coordinator, College Fair Representatives are ambassadors of the institution with the responsibility of effectively representing the College at assigned college fairs, high school visits and other off-site admissions events where prospective students gather. College Fair Representatives are expected to display a high level of knowledge about the institution, and the advocate for its mission and goals in the most ethical manner. As ambassadors of the College, College Fair Representatives are expected to communicate effectively, but verbally and in writing, to participate in ongoing training about the programs and services offered by the institution, and to travel within assigned territories. College Fair Representatives are expected to maintain regular communication with the institution, even when in the field, and to transmit information gathered at field visits to the College Fair Coordinator or such other staff member designated by the DOA within 24 hours.

KPI – Annual Field Visit Reports and Inquiry Analysis

Assistant Enrollment/Marketing Manager (AEEM)

Reporting directly to the Vice President of Strategic Initiatives and working in close coordination with the DOA, the AEEM is responsible for assuring a that the College has a strong presence on all major social media platforms that is constantly refreshed, presents the College accurately, is relevant to targeted audiences, and is characterized by the highest ethical standards. To accomplish this, the AEMM posts to social media regularly, including in advance of, during, and post- significant college events. The AEMM also engages with social media platforms and its users in appropriate situations. As such the AEMM is also a brand ambassador, assuring that the College's image, logo and trademarks are used appropriately in all social media contexts.

KPI – Social Media Posts and Impressions

Registrar

The Registrar is the official custodian of the College's student records, and organizes and administers the records, registration, and graduation certification functions of the school. The Registrar evaluates student satisfactory academic progress; evaluates high school and college transcripts; certifies students for graduation; and collects, records, maintains and reports student data in accordance with FERPA guidelines to various stakeholders as required by law or regulation. This includes, without limitation, course grades, registration data, transcripts, academic pursuit and progress, Dean's List and other academic honors, probation, and dismissal. In coordination with the Provost, the Registrar prepares the academic course schedule, the annual schedule of classes, coordinates room assignments, and arranges the teaching programs of instructional staff.

KPI – Onetime Student Reregistration Rates, Student Satisfaction Survey Registrar Composite Score

Assistant Registrar

The Assistant Registrar provides support and assistance to the Registrar in all of her responsibilities, including such additional tasks as may be assigned by the Registrar from time-to-time. Responsibilities include determining student persistence, retention and graduation rates; preparing and updating the College Catalog; and assuring that all courses meet the Commissioner's Regulations regarding the award of college credit.

KPI – See, Registrar

Dean of Students

The Dean of Students is responsible for providing a comprehensive program of student support services including those related to student orientation, academic advisement, counseling, student activities, tutoring services, residence life, and extra-curricular activities. The Dean also develops and supervises processes and procedures related to student leave of absence, withdrawal, drop, and re-entry. The Dean of Students also oversees the enforcement of the Student Code of Conduct and any related judicial/disciplinary processes. The Dean of Students supervises the Student Access Office, the HEOP Office, Residential Life Office, and College Counselors.

KPI – Student Attrition Rates

Higher Education Opportunity Program (HEOP) Director

The HEOP Director is chiefly responsible for administering the Higher Education Opportunity Program in accordance with the master HEOP contract approved by the New York State Education Department. This includes, without limitation, responsibility for overall program enrollment, retention, graduation, and employment rates; administration of the program in compliance with funding guidelines; preparing reports and renewals to the New York State Education Department; and representing the HEOP program to external and internal constituents. The Program Director reports to directly to the Dean of Students, but as a NYSED contract vendor, also has direct access to the College President when necessary.

KPI – HEOP Balanced Program Budget; HEOP Enrollment, Retention, Graduation, and Employment Rates.

HEOP Counselor

Reporting directly to the HEOP Director, the HEOP Counselor is the primary student-facing administrator of the HEOP program, working with and counseling program students on a regular basis to assure student success. Additional responsibilities are delineated in the HEOP master contract, and include such activities as may be assigned by the HEOP Director from time-to-time.

KPI – HEOP Balanced Program Budget; HEOP Enrollment, Retention, Graduation and Employment Rates

Director of Student Access and Disability Services

The Director of Student Access and Disability Services is chiefly responsible for providing student services related to the College's Student Access Policy. To this end, the Director reviews applications submitted by qualified individuals with disabilities to receive the reasonable accommodating anticipated by the Americans with Disabilities Act (ADA) when they disclose and document such need in accordance with the ADA and College policy. Once supporting documentation is submitted, the Director holds a meeting to review these materials in accordance with the ADA and College Policy. This includes furnishing auxiliary aids, modifications to courses, programs, services, activities or facilities at the College in a manner consistent with the ADA. The Director also serves as an academic advisor to eligible students.

KPI – ADA student achievement outcomes/rates

Behavioral Specialist

The Behavioral Specialist assists the Director of Student Access and Disability Services to design, implement, counsel, advise, and otherwise support the efforts of qualified individuals with disabilities to receive the reasonable accommodations anticipated by the ADA and College Policy

KPI – ADA student achievement outcomes/rates

Director of Financial Aid

The Director of Financial Aid is responsible for developing, overseeing, and evaluating the student financial assistance process at Five Towns College. This includes federal, state, institutional, corporate and other student grant, scholarship, loan and extended payment programs. The Director ensures that these functions are characterized by integrity, are conducted in a manner consistent with both Title IV rules and regulations, and with those promulgated by the New York State Commissioner of Education, the NYS Higher Education Services Corporation, and the United States Department of Education. The Director is responsible for maintaining, updating, assuring compliance with the Five Towns College Financial Aid Policies and Procedures Manual, for responding to any findings contained in the annual SFA Title IV Audit Report, for preparing and responding to any Corrective Action Plans adopted in such reports by the College, and for assuring that highest ethical standards in the administration of the Five Towns College Financial Aid Office.

KPI – SFA Packaging Rates, SFA Title IV Audit Findings

Financial Aid Representatives

Financial Aid Representatives assist the Director in all of his responsibilities, and with such other tasks as may be assigned from time-to-time. FA Reps are the primary student-facing financial aid advisors who work with students and their families to process applications, provide verification documents, and such other materials as will result in the most accurate Estimated Financial Aid Award Packaging Letter.

KPI – SFA Packaging Rates

Director of Career Services (DCS)

The Director of Career Services administers the College's Career Services Center and its associated operations and function. These include developing in students the knowledge, skills and competencies necessary to engage in a job search for full- and part-time employment, Federal College Work-Study, internships, cooperative education, and other post-graduation experiential learning opportunities. The Director assures that these operations are appropriately linked to the institution's educational programs and services, while also developing methods for documenting student learning outcomes and providing employer feedback to the curriculum. To achieve its objectives, the Director of Career Services also facilitates relationship with alumni by championing and supporting those efforts which are designed to build alumni networks, continuing education opportunities, and lifelong learning skills, including the active involvement of the Alumni Association. The DCS is also responsible for developing and managing the methodology for determining student achievement outcomes - Job Placement Rates, and for publishing and disseminating them appropriately and in a timely manner. The DCS also maintains records that document and support student achievement outcomes in a manner that conforms to the expectations of the higher education community.

KPI – Student Achievement Outcomes – Job Placement Rates

Assistant Director of Career Services

The Assistant Director of Career Services supports the efforts of the Director, including those tasks that may be assigned from time-to-time. The ADCS also facilitates special programs offered by the Career Service Office, including annual career fairs, lunch-and-learn seminars, and other events such as the Five Towns College Annual Music and Entertainment Industry Conference.

KPI – See, Director of Career Services

Director of Assessment

The Director of Assessment is primarily responsible for managing the Student Learning Assessment Plan (SLAP), including collecting artifacts, managing data, issuing reports, and documenting curricular changes that result therefrom. The Director of Assessment periodically issues a Student Learning Assessment Report, and may be assigned other related institutional research projects that reflect upon the outcomes of the College. The Director is also responsible for managing the college of MGOs from administrative functional units, in support of the Institutional Effectiveness Plan, and for bringing together the various elements of the IAIP – including the Strategic Plan with the support of the VPFA. The Director of Assessment also serves as administrator of the College's e-portfolio platform – Pass-Port

KPI – Student Learning Assessment Report, MGO Report

Assessment Analyst

The Assessment Analyst supports the efforts of the Director of Assessment, by assisting in compiling of data, calculation of composite scores, and preparation of written reports that are characterized by data, graphs, charts, and other visual information.

KPI – Reports and supporting figures, tables and graphs associated with the IAIP

Learning Management System Administrator/Online Learning Coordinator

The Learning Management System Administrator assures that learning technologies are organized and implemented in a manner that best advances the academic goals of the College, including the coordination of online, blended, and hybrid learning opportunities utilizing the College's Schoology LMS.

KPI – Student Satisfaction Surveys LMS Composite Score

Director of Library/Learning Resource Center (DLLRC)

The Director of Library/Learning Resource Center facilitates many of the learning resource system that supports all educational programs offered by the College, including traditional and e-libraries; texts, electronic resources; learning resource laboratories and centers; library consortia and interlibrary loan agreements; LLRC computer workstation; music listening stations; internet access; research databases; and similar resources and equipment, regardless of location or means of delivery. The DLLRC prepares written policies and procedures for the ongoing development of the LLRC at FTC, including the development and updating of a three-year LLRC Improvement Plan. Functions include, but are not limited to initiating the acquisition, cataloging, and classification of all books and periodicals whether in traditional or digital format; assisting faculty and students by providing materials for information research; preparing a budget each term for acquisitions, supplies, and clerical assistance; and supervising all LLRC facilities, including selecting and supervising staff. The DLLRC provides institution-wide leadership in the area of Information Literacy by working collaboratively with the College Provost and the Liberal Arts and

Sciences/General Education Division Chair to assure that the College's goals for student learning in Information Literacy are achieved.

The DL/LRC reports directly to the College Provost and is the equivalent of a Division Chair. As such the DL/LRC also works closely with the Director of IT and other members of the College administration with responsibility for assuring the availability of instructional resources for students and faculty. The

KPI – L/LRC Three Year Improvement Plan, Circulation and College Statistics, Information Literacy Assessments of Student Learning Composite Scores.

Librarians/Learning Resource Center Associates

Librarians/Learning Resource Center Associates support the efforts of the DLLRC, by performing such tasks and responsibilities as may be assigned by the DLLRC from time-to-time. Together with the DLLRC, the LLRCAs assure that the student-facing experience is productive, positive, and characterized by support. Associates also share the responsibility for assuring that public service hours of the center are achieved, as determined by the College Provost in consideration of the academic calendar and schedule. Associates also assist in the delivery of both bibliographic and information literacy instruction. Associates must possess a M.L.S. or equivalent from an A.L.A. accredited institution

KPI – L/LRC Three Year Improvement Plan, Circulation and Collection Statistics, Gate Count, Information Literacy Assessments of Student Learning Composite Score, Public Service Hours

Administrative Assistants

Administrative Assistants are the critical staff members assigned to supporting roles across the institution. As such, Administrative Assistants report directly to their respective department/unit supervisors and perform such activities as may be assigned to them from time-to-time. In all that they do, Administrative Assistants are typically student-facing administrators with important responsibilities for assuring the overall success of the College's mission, and for assuring that that students receive the most professional experience when interfacing with the administration.

KPI – As assigned, including overall department/unit objectives.

Athletic Director

The AD is the chief administrator of the Five Towns College Sound Athletics Department. Reporting directly to the College President during these initial and formative years, the AD appoints head coaches, assistant coaches with the advice and consent of head coaches, schedules home and away games, coordinates team and game day logistics, and exercises oversight of athletic facilities and equipment. The AD is responsible for assuring compliance with all USDOE and USCAA requirements, including ensuring student-athlete eligibility in coordination with the College Registrar or her designee. In consultation with the College President, the AD is also responsible for the Sound Athletics Strategic Plan. The AD prepares Sound Athletic Department Budget Requests, and prepares and files the appropriate institutional disclosures as required by the USDOE.

KPI – Sound Athletics Strategic Plan (initial plan due 2019-20), Student Athlete Team Rosters – including Eligibility, Retention, and Graduation Rates, USDOE Disclosures.

Head Coaches

Reporting directly to the Five Towns College Athletic Director, Head Coaches have primary responsibility for the teams to which they are assigned. This includes, recruiting, coaching, managing, and facilitating the overall team and the individual student-athletes included on team rosters. Head Coaches conduct themselves using the highest professional standards, and always in accordance with the expectations of the College's governing athletic body – the United States Collegiate Athletic Association (USCAA) Division III. This also includes any athletic conference that the College is or may become a member. In all that they do, Head Coaches are mindful that student-athletes are students first and foremost, and that their physical and emotional health are of utmost importance. Head Coaches also ensure that student-athletes are brand ambassadors of Five Towns College whenever and wherever they are, and that their conduct and sportsmanship reflect highly upon the College community.

KPI – Team Rosters

Assistant Head Coaches

Assistant Head Coaches are appointed by the Five Towns College AD with the advice and consent of Team Coaches. Assistant Coaches should possess all of the qualifications of a Head Coach, and preform such tasks and responsibilities as may be assigned by the Head Coach from time-to-time.

KPI – Team Rosters

Athletic Department Support Staff

The Sound Athletic Department includes a myriad of support staff that assure a high quality intercollegiate athletic experience and program for students – whether as student-athletes or as spectators. These critical personnel include statisticians, announcers, referees, chaperones, team captains, team managers, team mascots, athletic trainers, and nutritionists. In all they do, these support staff report directly to the Athletic Director and/or Head Coaches, and are expected to model excellence in all that they do. As seasonal, per diem, and third-party contractors, they serve at the pleasure of the Athletic Director.

Director of Residential Life/Associate Dean of Students

The Director of Residential Life/Associate Dean is the chief administrator responsible for the residential-life and student-life experience at Five Towns College. As such, and with the assistance of a highly trained live-on professional staff, the DRL coordinates the housing program, student activities program, Student Government Association, Residence Hall Association, and other related initiatives of the College. Reporting to the Dean of Students, the DRL is a live-on/12-month staff position whose direct reports include the Housing Coordinator, Director of Student Activities, and Area Coordinators. The DRL also coordinates the campus Resident Assistant program, which consists of 16 student RAs who reside in each of the four campus residence halls that constitute the Five Towns College Living/Learning Center. The Director of Residence Life is also responsible for coordinating special housing relationships, such as those involving visiting students, scholars, athletes, faculty and others having a shorter-term relationship with the College. The DRL assures that the Living/Learning Center is maintained to the highest quality standards, and coordinates with the Director of Maintenance and Facilities to achieve this objective. In the capacity of Associate Dean of Students, the Associate supports the judicial and disciplinary functions of the Dean of Students.

KPI – Student Occupancy Rates, Resident Student Retention and Graduation Rates, Student Satisfaction Survey Housing Composite Scores

Housing Coordinator

The Housing Coordinator is the responsible for maintaining the files and records of the Department of Residential Life, including individual records of student residents, housing assignments, special housing needs, and for supporting the database of information upon which Department of Residential Life statistics and metrics are based. The Housing Coordinator also maintains Emergency Contact Information files, health records upon which resident students are cleared to live on-campus, requires for maintenance and repairs, and other information assigned by the Director of Residential Life from time-to-time. In furtherance of these responsibilities, the Housing Coordinator is an end-user of the CampusVue Housing Module and/or such other SIS systems deployed by the College for this purpose. During Standard Periods of Non-Enrollment the Housing Coordinator also works with and coordinates the needs of visiting students, scholars and faculty from other colleges and universities who reside on campus for shorter periods.

KPI – Periodic Statistical Reports related housing occupancy rates, resident student retention rates, and Student Satisfaction Survey Housing Composite Scores

Director of Student Activities

Reporting to the Director of Residence Life, the Director of Student Activities is chiefly responsible for the organizing the student activities calendar each semester, including supporting and serving as advisor to the Student Government Association. In fulfilling this responsibility, the DSA coordinates with those responsible for maintaining the College's calendars of activities. These include the PAC schedule, Common Hour schedule of events, Sound Athletic competitions, and college-wide activities such as Convocation. The DSA assures that student activities meet the social and academic needs of students specifically and the College community more generally. The DSA coordinates with the Director of Social Media Marketing to assure that the activities calendars are widely announced and communicated to the College community. The DSA works to assure that the College's mission, including its learning goals for students, find expression in the student activities sponsored or supported by the College each semester.

KPI – Student Satisfaction Surveys Student Activities Composite Score

Residence Hall Directors/Area Coordinators

Residence Hall Directors report directly to the Director of Residence Life and are responsible for the administration of the individual residence halls in which they reside or are otherwise assigned. Residence Hall Directors with responsibility for more than one residence hall are Area Coordinators. Residence Hall Directors manage the team of Resident Assistants assigned to them, are on duty those evenings and weekends assigned to them by the Director of Residence Life, and work with the Director of Maintenance and Facilities to assure that the halls are maintained and cleaned regularly. Residence Hall Directors support the efforts of the Residence Hall Association, and are required to reside on-campus. Residence Hall Directors assure that the Student Code of Conduct is adhered to by all residents, conduct health and wellness inspections, and respond to exigent circumstances on a 24/7 basis.

KPI – Residence Hall Student Resident Retention Rates

Performing Arts Center Technical Director

The Performing Arts Center Technical Director is the chief technical director for the College's main stage theatre. As such the TD maintains all technical equipment in the highest state of readiness and assures that all equipment meets OSHA standards. Technical equipment includes, without limitation, all stage rigging, lighting grids and systems, audio sound design systems, scene and custom shops, ticket booth, HVAC systems, equipment closet, seating areas and public assembly spaces. The TD coordinates with academic division/department users of the PAC, to plan, design, build, and break-down theatre sets, flats, and other materials used in productions of every sort and description. The TD or his designee is expected to be present at all public performances. As a member of the Theatre Arts Division faculty, the TD is also responsible for developing crews as each show or production require, and for developing a crew of Student Assistant Technical Directors from the cohort of Theatre Technology Concentration Majors to assist in the management of the Performing Arts Center. To this end, the TD may teach or support the teaching of other faculty members.

Due to the unique work requirements of this position, the TD work schedule is made in consultation with the Theatre Arts Division Chair and with the advice and consent of the Vice President of Finance and Administration

KPI – Student Satisfaction Survey PAC Composite Scores, Student Instructional Reports, Recommendation of the Theatre Arts Division Chair

Food Service Director

The Five Towns College Food Service Director reports directly to the Vice President of Administration and Finance, and is chiefly responsible for all food and beverage services provided on campus. As such, the FSD is the manager of both the Upbeat and Downbeat Cafes. In this capacity the FSD is responsible for designing menus; hiring food service staff; coordinating food service logistics – including ordering food, supplies and equipment; maintaining kitchen equipment and facilities in a safe and sanitary condition in accordance with regulatory requirements; accounting for daily food sales; scheduling hours of operation in coordination with the needs of the College community; meeting with members of the FTC Student Government Association Food Service Committee; and such other activities as may be assigned by the VPFA from time-to-time. The FSD also coordinates the catering and food service of special events on campus, including Board of Trustees meetings, Convocation, Open House Events, FTC Spring Fest, New Student Orientation, and such other events as may be scheduled during the academic year.

KPI – Food Service Gross Revenue, Student Satisfaction Survey Food Service Composite Scores,

Food Service Staff

The Food Service Staff consists of the myriad of staff members that provide food and beverage services to the College community throughout the year. These include, cashiers, short-order cooks, line workers, porters, dishwashers, and chefs, amongst others. Food Service Staff are expected to hold the appropriate certificate as their responsibilities entail and as required by the Suffolk County Department of Health. As student-facing employees, Food Service Staff are expected to conduct themselves with the highest degree of professionalism and hospitality, to engage in periodic professional development activities designed to further their understanding of sanitary and food service regulations.

KPI – See, Food Service Director

Live Sound Coordinator

The Live Sound Coordinator is a member of the Audio Recording Technology Department Faculty, with additional responsibilities for assuring that the live sound at College events is facilitated appropriately with experiential learning opportunities for students pursuing an academic interest in live sound. As such, the Live Sound Coordinator facilitates directly or with qualified students and faculty the live sound design of major performances. These include the major musical and straight plays scheduled by the Theatre Arts Division, culminating performances of the Music Division, weekly Open Microphone performance in the Upbeat Café, major College events such as Convocation, venue sound at home Sound Athletic Department team competitions, Open Houses, and other special events.

KPI – Development of a Student-Centered Live Sound Task Force

Director of Applied Music Instruction

The Director of Applied Music Instruction is a member of the Music Division faculty with the additional responsibility for scheduling private music instruction lessons and for recommending appointments of Associates in Music to the Music Division Chair. The Director of Applied Music Instruction coordinates closely with the College Registrar to anticipate the number and types of music lessons required each semester, and schedules faculty, students, and practice studios accordingly. Facilities scheduled by the Director include music studios located in the Center for Applied Music (CAM) and on the 600 Wing of Old Main. The Director assures that lessons are held regularly and prepares the payroll roster for Associates in Music bi-monthly in accordance with the protocols established by the Vice President of Finance and Administration. The Director also coordinates open practice time for music studios, and develops protocols for student use. The Director works with the Director of Maintenance and Facilities to assure that practice rooms are kept in a state of good repair. The Director prepares an annual Music Studios Utilization Report, to demonstrate the sufficiency of music studios for planning purposes.

KPI – Music Studios Utilization Rates

College Counselor

Reporting to the Dean of Students, College Counselors are mental health professionals who meet with Five Towns College students on a voluntary and drop-in basis. Students requesting or needing more regular services are provided with referrals to external service professionals. College Counselors provide counseling and support for a variety of issues ranging from minor to more serious issues. The Counseling Center provides an on-campus location for confidential counseling sessions. While counseling sessions are confidential in accordance with HIPPA guidelines, in appropriate situations College Counselors confer with each other and other members of the College administration as may be appropriate. College Counselors also provide mandatory counseling to students in a variety of situations, such as those involving violations of the College Code of Conduct or for findings of responsibility for alcohol/substance abuse. College Counselors maintain a log of their interactions with students and provide a redacted synopsis of their work at the end of each semester with comparative analyses of prior periods to assist the College to identify trends in mental health among the student population, to engender planning. College Counselors are expected to engage in ongoing professional development, and to possess and maintain current certifications and licenses required of mental health professionals in New York State.

KPI – End of Semester Counseling Report, Student Satisfaction Survey Counseling Composite Scores

Staff Video Editor

The Staff Video Editor reports directly to the Film/Video Division Chair, but also maintains a dotted-line relationship with the Vice President of Strategic Initiatives. In this hybrid position, the Staff Video Editor supports the work of the Film/Video Division by assisting faculty and students requiring video editing support, training, mentoring, and other forms of pre- and post-production assistance. As such, the Staff Video Editor may be assigned to support the efforts of individual instructors in a classroom context, and/or may be assigned teaching responsibilities. In this regard, the Staff Video Editor is expected to adhere to all of the various standards of excellence normally displayed by members of the faculty. The Staff Video Editor may also be assigned to institutional responsibilities that extend outside the classroom, such as the development of promotional videos for institutional and/or strategic purposes.

The Staff Video Editor is responsible for the maintenance of computer workstations utilized by the Film/Video Division for motion picture editing purposes, and for recommending and specifying periodic upgrades to such facilities from time-to-time. As such, the Staff Video Editor is expected to maintain a high level of currency with industry trends and available technologies that advance this objective.

KPI – Student Instructional Reports

Film/Video Division Equipment Room Manager

The Film/Video Division Equipment Room is the repository of all the portable equipment utilized by the Film/Video Division and Audio Recording Technology Department. This includes cameras, lens, grip, microphones, filters, gels and other materials. Students and faculty with appropriate credentials, training, and clearances may access such materials for class, institutional, and other approved purposes. The Equipment Room is staffed with Student Assistants from both the Film/Video Division and the Audio Recording Technology Department. Reporting to the Film/Video Division Chair, the Film/Video Equipment Room Manager supervises this operation by maintaining accurate inventory records, coordinating the repair and replacement of equipment as necessary, developing and managing accession standards whereby faculty and students may sign-out and return equipment in an orderly fashion and consistent with their academic standing, training, and course requirements. Periodically the Film/Video Division will also manage portable equipment utilized by other programs, such as institutionally owned drones for the Liberal Arts and Sciences Division, and amplifiers and musical equipment for the Music Division.

The Film/Video Division Equipment Room Manager also serves in a faculty role, helping to develop in Film/Video Division students the knowledge, skills, and dispositions necessary to manage the myriad of equipment required for motion picture productions. As such the Equipment Room Manager may be assigned to teach courses independently or together with other members of the faculty, that develop these motion picture production skills.

KPI – Equipment Utilization and Maintenance Logs, Student Instructional Reports

Radio Station WFTU General Manager

Radio Station WFTU is licensed by the Federal Communications Commission (FCC) to broadcast on 1570 AM with a directional antenna system located at Riverhead, NY. WFTU was recently granted a Construction Permit from the FCC to operate a FM translator. WFTU also streams over the worldwide web. The station holds a variety of licenses from music performance societies, including ASCAP, BMI and

SEASAC. The Radio Station WFTU General Manager coordinates all of the regulatory and scheduling activities associated with the station's broadcasting operations and FCC licensure requirements. These include scheduling radio shows, training student disc jockeys and on-air personalities, maintaining station logs in accordance with FCC regulations, assuring regulatory compliance with broadcast standards – including regular station identifications, local programming, and coordinating/facilitating the regular maintenance and compliance of transmission facilities wherever they may be sited. As a member of the faculty, the General Manager may also teach or assist in the teaching of courses periodically. In such situations the GM meets all of the requirements of faculty members as set forth in this Faculty Handbook.

KPI – FCC Compliance Records, Student Satisfaction Surveys WFTU Composite Scores, Student Instructional Reports.

Title IX Coordinator

The Title IX Coordinator is charged with overseeing the implementation and enforcement of the institution's policies and procedures related to the U. S. Department of Education's Office for Civil Rights under Title IX. As such, the Title IX Coordinator works with a team of institutional professionals or Title IX Deputies who are trained to follow the procedures under this statute. The Title IX Coordinator is also charged with implementing and overseeing education and training related to the NYS Education Law, Article 129-B, *Enough is Enough*, to the extent that it aligns with similar gender-based misconduct, sexual harassment and misconduct, and related grievances. In addition to implementation and enforcement, the Title IX Coordinator duties include scheduling ongoing education, investigation, fact-finding, report writing, professional development, in-house presentations, resolution and adjudication of matters that may fall under these topics.

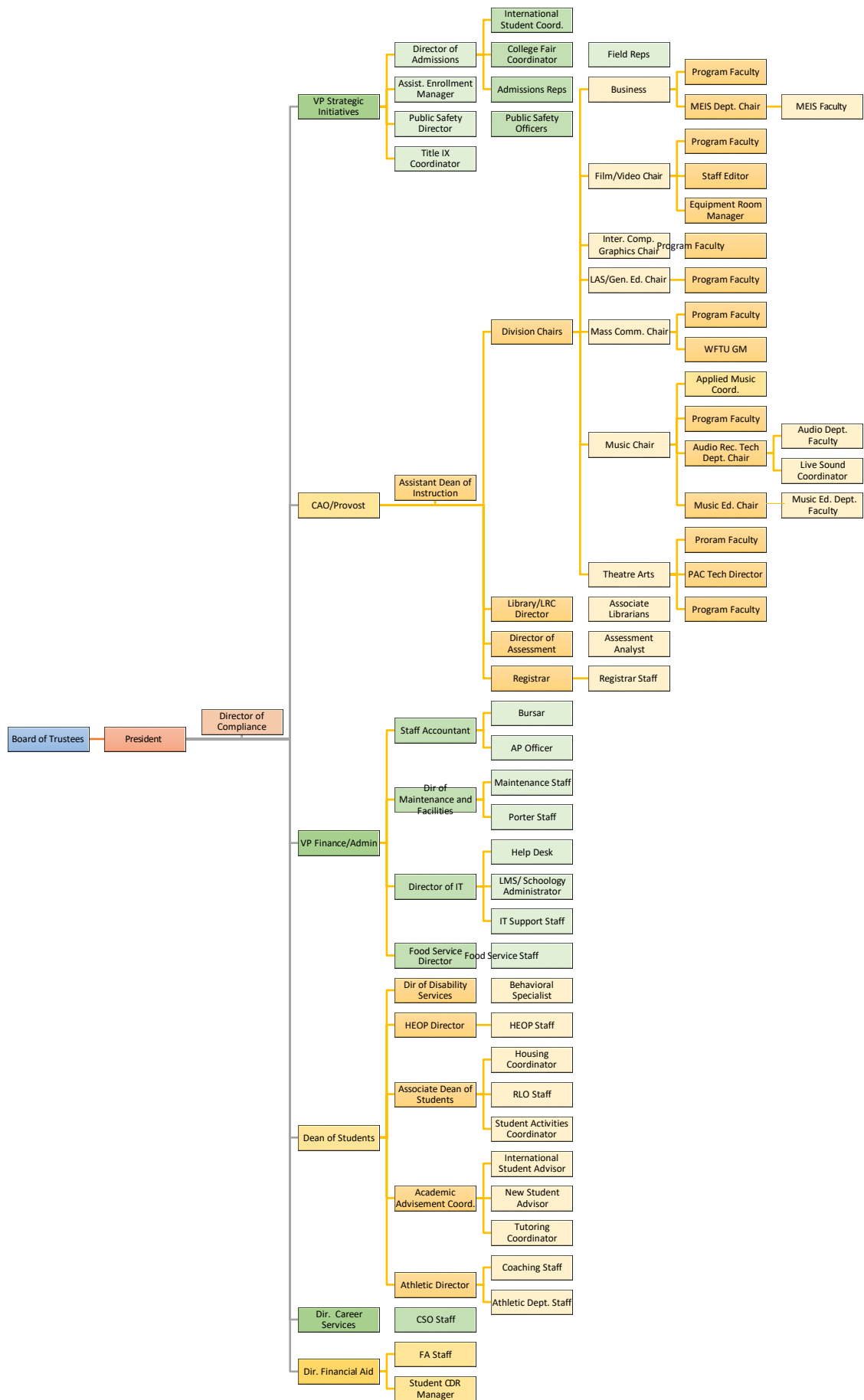
KPI – Title IX Compliance Reports

Student Loan Cohort Default Rate Manager

The Student Loan Cohort Default Rate Manager is responsible for developing tactics and strategies to effectively manage the College's Cohort Default Rate, as calculated by the United States Department of Education. The CDR Manager works with the Financial Aid Office staff and third-party service providers, such as ECMC, to identify opportunities to assist student loan borrowers to remain in good standing. The CDR Manager contacts via telephone, mail, email, text, or other methods, borrowers who will be or have already entered into repayment, and helps them to manage the repayment process successfully.

KPI – Cohort Default Rates

Fig. 3
Chart of Administrative Organization



A LEARNER-CENTERED APPROACH AT A TEACHING INSTITUTION

Many systems of classification have been developed to describe the diverse universe of postsecondary institutions. The Carnegie system of classification is commonly used in the United States to categorize institutions. FTC is currently classified as a Baccalaureate Colleges: Diverse Fields. Learn more about the Carnegie system at <http://carnegieclassifications.iu.edu/>.

A more fundamental distinction can be made on the basis of institutional mission. Some institutions emphasize teaching and learning, while others emphasize research and community service. Both approaches are based on institutional mission and each contributes to the broader societal function performed by institutions of higher education. By this measure, for example, many state colleges, most liberal arts schools, and nearly all community colleges and proprietary institutions would be defined as teaching institutions. Most doctoral-level universities and many religious affiliated schools would be defined as research/service institutions.

Five Towns College, by design and mission, is a teaching institution. What does this distinction mean?

This teaching mission means, first and foremost, that the full resources of the school are assembled in the furtherance of student learning and the transmission by the faculty of knowledge and skills deemed useful in society at-large. Thus, while research amongst the faculty may be encouraged, the FTC faculty is primarily concerned with and engaged in classroom teaching. Additionally, the major resources of the College, including its physical facilities and equipment, are dedicated and designed to further the teaching mission primarily and research secondarily. Therefore, the focus of most research at the College refers primarily to student scholarship, and not necessarily to a requirement for faculty to be engaged in independent research – scientific or otherwise. As such, the “publish or perish” syndrome that is omnipresent at some schools is not typically part of the FTC culture.

This is not to suggest that members of the faculty should not be engaged in research, particularly as it relates to their subject matter expertise or pedagogy. Rather, it is to suggest that when faculty members do engage in research, it is part of the professional development paradigm, and not as a primary method to achieve the College’s overarching mission.

The role of the faculty is focused on six areas of ongoing work and development:

- **Teaching** in classrooms and studios.
- **Curriculum and Program Development/Review** in concert with faculty peers, industry employers, program advisory committees, academic governance committees, and other pedagogical and content-area experts.
- **Professional Development and Growth**, including attendance at professional development activities within professional conferences.
- **Leadership** in the College community through committee work, faculty-peer mentoring, service, and collaboration on academic program review groups.

- Student success through **Mentoring**, including academic advisement and tutoring, and service as faculty advisors to student clubs, campus organizations, industry associations, and professional societies for example.
- **Administrative** routines, including attention to administrative processes and procedures that are designed to collect outcomes data and inform the College about student learning and institutional effectiveness.

While the faculty is not required to conduct research, grant writing, or publishing as a condition for maintenance of or advancement in rank, members are clearly expected to engage in activities that will enable them to remain current in their content specialty areas and to continue developing their pedagogical knowledge, skills, and dispositions.

A Learner-Centered Approach

At Five Towns College, the focus is upon the student as the consumer and learner. We respect the fact that our students have choices in the type of institution they choose to attend, and we appreciate that they have chosen Five Towns. Indeed, approximately one-third of students who enroll have attended at least one other college or university before arriving here and often times two or more. Five Towns students can generally be grouped into three broad classifications:

- **Traditional Learners** - These are college-aged students who matriculate immediately following graduation from high school. Traditional Learners are generally 17 – 23 years of age, and are commonly referred to as “first time freshman” in the terminology of higher education. This infers that they have not attempted post-secondary study previously. Additionally, they typically attend the College on a full-time basis. Indeed, more than 90% of undergraduate students attend the College on a FT schedule. Traditional learners may also include transfer students when they matriculate at Five Towns without having had an extended break in their studies. While transfer students may be Traditional Learners, for the purpose of institutional research only they are excluded from the “first-time freshman” definition, since for them Five Towns College is at least the “second” or “third” attempt at a college. Transfer students comprise approximately 40% of the Five Towns College student body. Traditional Learners is the most common type of learner at Five Towns.
- **Non-traditional Adult Learners** - These are students who matriculate after a break from high school. Commonly, they are students over the traditional age of college attendance, 23 years or older. Non-traditional Adult Learners are typically working adults who have a full-time or part-time job, and are seeking to advance or change their career direction. Oftentimes, adult learners may have had their high school education interrupted for any number of reasons, and thus, may possess a general equivalency diploma (G.E.D.) more often than students with other classifications. They may also be students who have completed some college-level work, but for a variety of reasons may have had an extended break in their studies. As such they may or may not be transfer students. Non-Traditional Adult Learners are more prevalent in the graduate division at Five Towns.

- **G.E.D./TASC Students** - These are students who may reflect the characteristics of Traditional Learners and/or Non-Traditional Adult-Learners, but who have earned a high school equivalency diploma by taking the G.E.D. or TASC examination for a variety of reasons. Under New York State Higher Education Opportunity Program Guidelines, all G.E.D. and TASC students are deemed to be educationally disadvantaged, and thus can be expected to reflect the characteristics of “at-risk” learners. This is the smallest group of learners at Five Towns. For a variety of reasons, traditional students who have been home schooled may also possess a G.E.D. or TASC diploma.
- **Other Students** – The College Catalog envisions students who reflect different types of preparation for post-secondary study. However, whether they are IB recipients, homeschooled students or reflect another method of preparation, overwhelmingly they will fall into one of the three categories above. You can learn more about the characteristics of students who are enrolled at Five Towns by reviewing the Standards for Admission published in the most recent College Catalog.

The College welcomes students from all four of these major categories, and in doing so displays the characteristics of a “modified - open enrollment” institution. That is, the institution accepts more than 85% of the qualified applicants who apply. We make no apologies about our aim to take students from where they are in life to where they want to go. The faculty prides itself on being able to successfully create sparks of ingenuity and accomplishment within Five Towns College students, regardless of category. The faculty is dedicated to good teaching and is focused on the student as a learner first.

Our approach to open enrollment admissions practices is, as noted above, modified. This means that we constantly seek to “measure the match” between prospective student and the institution. This implies that we recognize our own limitations, and only seek to admit those students for which we have a reasonable likelihood of success. In doing so, we periodically adjust the admissions criteria by program, utilizing objective data generated from our assessment activities to identify those students whom the institution has a reasonable chance of admitting, retaining to graduation, and ultimately assisting in finding gainful employment in a related field. As such, our serious focus on student achievement outcomes is a significant trait of our Learner-Centered characteristics.

To accomplish this, the College seeks out for its faculty individuals who possess the educational credentials, practical experience, and a collective desire to pass on its knowledge, skills and competencies to succeeding generations. As such, Five Towns College faculty members are guides, not gurus, ego-shapers, not egotists. They are pragmatic, not theoretical – innovative, not orthodox.

ORGANIZATION OF THE ACADEMIC YEAR

Five Towns College follows the traditional model of semester-based scheduling, which is most common in New York State.

The Academic Year (AY) consists of two semesters of at least 15-weeks each. Thus, classes are in session for not less than 30 weeks each calendar year. The fall semester generally begins just before or after Labor Day weekend and runs until sometime in December. Typically it ends before Christmas Eve. The spring semester generally begins around the third week in January and runs until sometime in May. Typically it ends about one week before Memorial Day Weekend, although it has run up to that weekend on occasion. Two summer sessions of four to six weeks in duration each are scheduled in between the spring and fall. The exact calendar is published in the College Catalog and posted on the official website. Members of the FTC community are expected to know the schedule and adhere to it accordingly.

All courses meet or exceed the Carnegie hour requirements set forth in section the *Regulations of the New York State Commissioner of Education*. For each credit offered, a course will typically meet for not less than 50 minutes per week over a span of not less than 15 weeks. Most courses offered by the College are three credits, and so they typically will meet for 150 minutes per week over the course of the semester.

Because all four-year baccalaureate degree programs require at least 120 credits, students who persist at the 15 credits per semester rate will typically graduate in eight semesters of full-time study. This is the “normal” time to graduation or the amount of time it takes to graduate in “100% of the allotted timeframe.” Students who take longer, such as those who take 12 semesters (six years) are said to have graduated in “150% of the normally allotted time.” Those who take ten semester (five years) are said to have graduated in “125%.”

Five Towns College seeks to help students graduate within 100% timeframe, and adopts policies and procedures designed to facilitate on-time graduation. These include ensuring that all courses needed to persist on any degree map are offered when needed, providing knowledgeable academic advisors who are readily accessible to students, and aligning tuition and scholarship programs in a manner that encourages students to persist towards on-time graduation, among other things.

New students may begin their studies at the start of any semester, although periodically some programs may limit new enrollees to the fall only. Students are expected to maintain continuous enrollment at the proper rate of pursuit, excepting only College scheduled holidays and emergency closings – Standard Periods of Non-Enrollment (SPNE). Students who interrupt their studies without permission may lose financial aid eligibility and be subject to dismissal if they are absent for 10 days or more.

Summer Sessions

Students who wish to advance or need to make-up credits for any reason may elect to attend classes during one or both of the summer sessions. Also, underprepared students seeking admission may be required to attend a Pre-College Study Program designed to address weaknesses in reading, writing, and mathematics. Summer programs for high school students and adult continuing education courses may also be offered during this term. Typically a student may take up to one credit more than the number of weeks in the term. Thus, if the term is four weeks in length, a student may register for up to five credits – unless otherwise determined by the College Provost.

J-Term

J-Term (January Term) is an accelerated term that typically begins after the first of the January and runs until the start of the spring term. It is usually about three weeks in duration. During this term, students may make-up credits, accelerate their progress, or pursue another course that is of interest to them. Financial Aid is generally unavailable for J-Term, although tuition is typically at about 50% of the normally published rate. Despite the shorter timeframe of summer and J-Terms, the academic requirements, including seat-time, are identical to courses offered during a regular semester. The only difference is the accelerated nature of the course. Students should be encouraged to reflect seriously before enrolling in accelerated courses, to assure that they have the time and focus to succeed.

INSTITUTIONAL RESEARCH

Institutional Assessment and Improvement Plan (IAIP)

The educational effectiveness of the College is increased by the process of assessment, and its commitment to assuring institutional effectiveness is demonstrated through this process. Three of the College's significant assessment practices are displayed in Five Towns College Institutional Assessment and Improvement Plan. The IAIP consists of four major parts.

- **Student Learning Assessment Plan (SLAP)**

Part One of the IAIP is Five Towns College Student Learning Assessment Plan, which identifies and assesses program level student learning outcomes in Liberal Arts and Sciences/General Education and for each of the content specialty areas offered by the College. The results of the SLAP are collected under the supervision of the Director of Assessment, and shared with program faculty committees periodically in the form of a Student Learning Assessment Report (SLAR). Data from the SLAR is utilized by College decision-makers and planners in the annual budgeting and strategic planning process in order to promote institutional renewal. The data gathered by the SLAP is triangulated against Grade Distribution Reports when possible, and other indirect evidence of student learning.

- **Institutional Effectiveness Plan (IEP)**

Part Two of the IAIP is the Institutional Effectiveness Plan which looks at each of the major functional administrative units of the College and seeks to assess whether or not they are achieving their unit level mission and goals.

- **Strategic Plan**

Part Three of the IAIP is the institution's Strategic Plan, which documents the linkage between the SLAP and IEP, and the College's budget planning process. *See, for related discussion, Part One, Planning and Institutional Renewal, p. 10.*

- **IAIP Assessment**

Part Four of the IAIP includes a timeline for the assessment of various components of the IAIP, and or implementation of new and revised practices or procedures embedded therein.

Program/Curriculum Evaluation

The process of academic program evaluation/review at the College takes place at three levels: classroom, program, and institutional. It is the expectation of the College that all academic units will engage in a process of ongoing program/curriculum evaluation at all three levels. This process of evaluation should engender program renewal and innovation, and periodically lead to the restatement/reregistration of programs as specified by the Regulations of the Commissioner of Education.

All undergraduate programs offered by Five Towns College were reviewed by the various program faculty committees and reregistered by the New York State Education Department in 2018. The College has established the objective of reregistering all master's degree programs during the 2019 – 20 AY, and of registering all doctoral programs during the 2020 – 21 AY.

In lieu of program review, an academic unit may opt to seek specialized programmatic accreditation from a third-party agency recognized by the U.S. Secretary of Education for this purpose. The various academic divisions have identified the specialized accrediting agencies listed in Fig. 4 for program review purposes:

Fig.4			
Table of Identified Specialized Programmatic Accreditors			
Academic Unit	Degree(s)	Accrediting Agency	Status
Business	A.S., A.A.S., B.B.A.	Accrediting Council for Business Schools and Programs (ACBSP)	Candidacy Fall 2018
Film/Video	B.F.A.	Nat'l Assoc. of Schools of Art & Design (NASAD)	Notice of Intent
Interactive Computer Graphics	A.A.S., B.F.A.	NASAD	Awaiting first class of program graduates
Mass Communication	B.S.	Accrediting Council on Education in Journalism & Mass Communication (ACEJMC)	Planned
Music/Music Education	A.A.S., Mus.B., M.M., D.M.A.	National Association of Schools of Music (NASM)	Site visit concluded Final Action 11/2019
		National Council for Accreditation of Teacher Education (NCATE/CAEP)	Reaccredited Fall 2018
Theatre Arts	B.F.A.	National Association of Schools of Theatre (NAST)	Notice of Intent Consultant Visit Scheduled 04/2019

See, for related discussion; Part One; Licensure, Accreditation, and Memberships, p. 6

Outcomes Assessment and Curriculum Evaluation—the Linkage

Mindful of the need to strengthen the College's programs and make them more effective and of higher quality, and mindful, too, of the necessity to utilize resources in the most practical and effective ways, the College has established an ongoing institutional research program linking its various assessment activities in the service of learning and teaching at the College.

The emphasis upon formative and summative evaluation at the classroom level, which includes the review of course and lesson objectives, and utilization of criterion-referenced evaluation, combined with evaluation of the general education program and student instructional reports at the program level, contribute to the overall process of academic program evaluation at the institutional level.

Part Two:

Policies and Procedures

FACULTY RIGHTS AND PRIVILEGES

Recruitment and Hiring of Faculty

The College seeks faculty members who possess the requisite knowledge, skills, and competencies in the content areas it serves, while also assuring that its members meet all regulatory and accreditation standards for their specific appointment. In addition, appointment to the College faculty requires that individuals possess and be able to demonstrate knowledge, skills, and competencies in general education.

A current list of vacancies or anticipated vacancies on the professional and instructional staff may be viewed at www.ftc.edu/careers. Vacancies may also be posted on other websites, such as higherjobs.com and indeed.com. Wherever and however they are posted, Five Towns College always seeks applications from underrepresented groups, and clearly articulates that it is an Equal Opportunity Employer (EOE).

Before an offer of employment is made or considered firm, the following criteria must be complete:

- Professional Staff Application
- Curriculum vitae or resume
- Official transcripts covering all academic work completed by the candidate
- Three (3) professional references
- Campus interview conducted by appropriate program faculty chair or other individual designated by the Provost, which considers the prospective faculty member's content and pedagogical knowledge, skills, and competencies.
- Licensure. Each prospective faculty member must demonstrate compliance with any regulatory or accrediting agency requirements to teach in a specific content area, and may be required to present a valid license before receiving an appointment or class assignment. In some cases, special licensure may be required (such as a CPA license to teach accounting or a NYS Teacher Certification to teach a methods course), or graduation from a regionally accredited institution of higher education where a college degree is mandated by rule or regulation. Where licensure is required for appointment, the faculty member has an ongoing responsibility to keep that license current.
- Typically, not less than three (3) years professional experience in the subject area, as documented on letterhead by prior employers.
- Such other and additional materials as may be mandated by any College office for HR purposes.

Upon receiving an offer, a new faculty member is given a current job description, which supersedes anything published in this Handbook, hard copy and/or online access to this Faculty Handbook, and a current FTC Catalog. Offers are made formally through the issuance of a Full-Time or Adjunct Faculty Appointment Letter. These letters must be reviewed in person with new faculty by the program/department chair or Provost, along with the individual Faculty Development Plan. The Performance Review Process (annual appraisal) is discussed at this time and faculty members are informed that their performance will be reviewed based upon the professional areas set forth in this Handbook.

Faculty employment offers are made for a specific period of time, typically an academic semester, academic year, or series of academic years. However, employment is at will, and employment may be terminated at the sole discretion of the College or the faculty member. There is no faculty tenure system, and the fact that employment offers are made on a regular basis or for a specific period of time to individual faculty members does not confer *de facto* tenure rights nor supersede at-will employment. There is no expectation of renewal or presumption of reappointment.

It is the expectation of the College that faculty members who need to separate from the institution, will do so in an orderly manner at the end of a semester and not in the middle of one. Those who separate prior to the end of a term, without the permission of the Provost, are not typically eligible for rehire in the future.

The rights and privileges of faculty members extend to the following matters: faculty rank qualifications, promotion, multiple-year contracts, dismissal, redress of grievances, workload, leaves of absence, academic freedom, salary schedule, and other faculty benefits.

Faculty Employment Offers – Protocol

Inquiries by the College or one of its Divisions about an individual's interest in and conversation concerning a new, full-time academic appointment are in order at any time of the year. However, after May 2, a written letter of appointment to take effect in the next academic year will not be offered to a faculty candidate who is currently under contract with another college, school, or institution, unless the Five Towns College Division Chair or Provost has previously consulted with the administrative head of the college, school or institution that the individual will be leaving and, to the extent possible, determined that the date at which the appointment to the Five Towns College faculty is to take effect or the manner in which duties will be shared is agreeable to the administrative head of the college, school, or institution that the individual will be leaving if the individual accepts the new appointment. This provision shall apply, even if the individual who is accepting the new appointment has already resigned from his or her former position, if such resignation takes place less than thirty (30) days before the date that the new letter of agreement is signed with Five Towns College.

As an issue of courtesy and good practice, when it is not clear that negotiations will be completed prior to May 1, Five Towns College, with the consent of a prospective faculty appointee, shall advise the administrative head of the institution where the faculty member is currently employed that negotiations are underway. If the prospective faculty appointee declines to give such consent, the College may opt to discontinue such negotiations.

Faculty Rank

Promotion through professorial ranks from Lecturer or Instructor to Assistant Professor, Associate Professor and full Professor signifies to the academic community that the faculty member is recognized for:

- Educational and professional achievement;
- Demonstrated mastery in teaching;
- Demonstrated subject-matter expertise;
- Leadership in the educational context of the institution, including service and participation in the life of the institution;

- Outstanding communication skills – both orally and in writing;
- Technological Competency – in the context of discipline specific technology and general technology; and
- Collegial demeanor.

In awarding rank, the College may, in its sole discretion and upon the advice of the Provost and consent of the President, recognize teaching experience acquired at other colleges and universities, and may acknowledge a rank awarded by another institution of higher education.

- **Lecturer and Instructor**

To be appointed to the rank of Lecturer or Instructor, a faculty member should have an appropriate undergraduate degree or suitable technical, business, and/or professional experience equal to an undergraduate degree, and such other qualifications as may be necessary for the satisfactory performance of his/her instructional functions. Lecturers are generally those faculty members whose teaching assignments are not characterized by the development of applied skills. Instructors are generally those whose teaching assignments are characterized by the development of applied skills. Of course, a teaching load may include both for the appropriately qualified faculty member.

- **Assistant Professor**

To be appointed with to rank of Assistant Professor, a faculty member should have all of the qualifications for appointment as an Instructor or Lecturer, plus a minimum of three years of appropriate full-time equivalent (FTE) teaching experience, display evidence of success as a teacher and further professional development through additional studies and other activities in teaching, learning, and service.

- **Associate Professor**

To be appointed to the rank of Associate Professor, a faculty member should possess the qualifications for an Assistant Professor, have obtained an appropriate graduate degree or experience deemed equivalent, possess a record of achievement in his or her professional field, demonstrate an ability to assist junior faculty in increasing their teaching effectiveness through observation and supervision of curriculum and instruction, have not less than five additional years FTE teaching experience after achieving the rank of Assistant Professor.

- **Professor**

To be appointed to the rank of Professor, a faculty member should possess the qualifications for an Associate Professor and have a record of exceptional intellectual, educational, or artistic achievement; have not less than ten years FTE teaching experience including two years as an Associate Professor. A doctorate or other terminal degree would typically be expected.

Work Experience Equivalencies to Academic Credentials

In the evaluation and interpretation of all work experience equivalencies there must be a direct and specific relationship between the discipline represented and the field in which the candidate is to serve.

In general, two years of practical work or field experience will be equated with one year of academic study for the purpose of determining degree equivalencies only. A minimum of three years of practical work or field experience is required for initial appointment. The chief academic officer may accept alternative

criteria from time-to-time, subject to approval of same by the College President. Decisions to accept work experience equivalences rests solely in the discretion of the College in consideration of its needs, expectations, and the standards of its accrediting agencies and governmental regulators.

Wherever reference is made to "suitable technical/business/professional experience," the following equivalencies may be accepted in lieu of degree requirements:

- In the fine and performing arts disciplines, achievement and experience deemed equivalent to that obtained through study/work leading to the degree required is generally acknowledged by professional credits, awards, juried showings, performances, and other activities when documented in writing.
- In accounting, licensure as certified public accountant by New York State.
- In industrial technological programs, work experience directly related to the field, and recognized contributions to the field when documented in writing. Documentation includes professional credits contained in published liner notes and by industry awards and acknowledgements such as those issued by the Recording Industry Association of America (RIAA), and the National Academy of Recording Arts and Sciences (NARAS) (Grammy Awards).

Promotion and Advancement in Rank

Promotion to professorial ranks shall be based upon the evaluation of demonstrated teaching effectiveness, including student evaluations; professional growth (development of instructional materials, participation in curriculum development, and involvement in professional organizations); scholarship (publications, creative works); and service to the College as evidenced by committee work, academic advisement, and community activities related to the faculty member's discipline.

Evaluation for promotion is a collegial process involving faculty colleagues, division/department chairs, the chief academic officer and President. Since FTC emphasizes teaching, scholarship, and service, carefully written evaluations are considered in terms of both the instructor's accomplishments and professional development. Participation in scholarly activities such as courses, conferences, workshops, and publications is also considered. Promotion at FTC requires deliberate and collaborative review.

The faculty member seeking promotion should confer with both the appropriate division/department chair and the Provost. The faculty member and chairs then present letters of recommendation to the Provost.

The letter is an official application, and should be accompanied by a portfolio that includes:

- Letter of intent
- Letters of recommendation
- Current curriculum vitae
- Classroom Observations covering the period since the last advancement in rank, including a recent observation performed during the last six months.
- Teacher Performance Evaluations covering the period since the last advancement in rank, including a recent evaluation performed during the last six months.

- List of memberships and descriptions of participation in relevant professional and scholarly associations, evidence of active participation in conferences/workshops, such as delivering papers or chairing panels
- List and copies of published scholarly and creative writing for appropriate disciplines
- Descriptions of committee participation at, and service to, FTC
- Documentation of community service recognition, including citations or awards
- Additional documentation that the candidate believes supports the application for promotion

The Letter of Intent should summarize how the supporting materials impact teaching excellence and contribute to the College community. The Provost makes a recommendation to the President. Final action on matters of promotion rests with the President, with the advice and consent of the Board of Trustees.

Maintenance of Rank

After promotion or upon appointment to any rank, faculty members are expected to perform those activities in the same way that provided the basis for their promotion. If a cessation of or diminution in the quality and/or quantity of those activities should occur, it will be so recorded in the Annual Faculty Evaluation form, and a recommendation for demotion or nonrenewal may be made to the Board of Trustees.

Renewal, Non-Renewal and Termination

Instructional staff members shall be appointed for a specific contract period, or they may be considered as full-time (FT) employees on an annual basis. Regardless of the period of appointment, there is no presumption of reappointment. However, wherever possible, notification of renewal shall be given prior to the end of the current term.

The contract of an instructional staff member may be terminated for one or more of the following reasons: ineffectiveness as a classroom teacher; failure to carry out curricular/instructional, administrative, academic advisement, College-wide, and/or routine responsibilities; failure to maintain a valid license where required; and/or personal behavior inconsistent with the conduct expected of professionals including, without limitation, failure or inability to adhere to the standards set forth in this Faculty Handbook, such as the Non-Fraternization Policy.

Grievance Procedure

When a member of the instructional staff feels aggrieved they may file a Grievance in accordance with the procedures specified in the Staff Handbook, which is incorporated herein by reference.

Workload

Generally, a FT faculty member is defined as an individual with faculty rank at the Lecturer or Instructor level, or higher, who works at the College 12 months per year. Their principle duties include a course load of 15 credit hours during each of the fall and spring semesters. They may also be scheduled for up to 3 credit hours during the winter semester and up to 6 credit hours during the summer session, as shall be determined by the Provost in consideration of vacation schedules and the needs of the College. FT faculty members are also expected to maintain not less than four office hours each week, and to engage in academic governance activities for approximately five hours each week. A representative job description for FT faculty members serving on this basis is set forth below. More complete details are set forth in the Faculty Appointment Letter.

By accepting appointment as a full-time faculty member, individuals agree to be available to teach any course for which they may be licensed, approved, or otherwise qualified as determined by the Provost during each of the four academic semesters offered each year, regardless of the times, days when such course may meet, and regardless of the campus location or delivery model involved – on ground, online, blended, hybrid, or any other format which may be developed from time-to-time as a result of advances in educational technology. As part of their professional development activities, faculty members are expected to possess or develop the knowledge, skills, and competencies necessary to teach in any format utilized by the College. Failure to demonstrate such proficiencies may be cause for non-renewal.

Office Hours

FT faculty members are expected to maintain office hours each week on a schedule to be approved by the assigned Division Chair or Dean and posted on the Division Bulletin Board. These hours shall be used to meet with students and advisees on an open-door basis, and to perform other faculty related duties during non-teaching hours such as academic advisement, student tutoring, and curriculum development. FT faculty members may also be assigned to cover a class for an absent instructor, in lieu of scheduled office hours, from time-to-time as needed.

Academic Advisement

All members of the FT faculty are expected to serve as academic advisors. In the 2017 – 18, Five Towns College adopted a modified-decentralized academic advisement model. This means that new students and those who are deemed “at-risk” receive advisement through a core of professional full-time academic advisors located in the Academic Advisement Center on the 100-Level Wing of Old Main, in the Student Success Center.

Faculty then, typically serve as academic advisors to students with sophomore standing or higher and who typically are not on academic probation. With this model, faculty typically have a student advisee load of not more than 25 students. Advisors are expected to schedule one-on-one appointments with each of their new and continuing advisees early in the semester, and periodically thereafter as necessary to stay informed about the academic progress of each advisee. This includes staying informed about mid-term standing, attendance and other issues that may impair an advisee’s ability to persist. Most importantly they serve as a professional mentor and student advocate to help their advisees manage their academic career in a manner that will help them to achieve their ultimate educational and career objectives.

Occasionally a FT faculty member may be assigned additional teaching or other responsibilities in lieu of serving as an academic advisor during a particular semester or academic year. One 3-credit course per affected semester is deemed an equivalent substitution or addition to a FT faculty member’s teaching load in such situations. Similarly, an adjunct faculty member who agrees to serve as an academic advisor is typically compensated at the rate equivalent to a 3-credit course per semester of service.

Music Division – Private Music Instruction Load

For purposes of determining teaching load, six private instruction students are equivalent to a three-credit course for purposes of determining load and overload.

Academic Governance Responsibilities

By accepting their appointment to Five Towns College faculty, members acknowledge their responsibility to guide the curriculum by actively participating in academic governance. For FT faculty members this includes the obligation to regularly attend and serve on their Program Faculty Committee, Institutional Council, other standing committees, and such *ad hoc* committees as may be assigned to them from time-to-time by the Provost. To be engaged includes accepting periodic appointments to leadership posts of committees in a manner that demonstrates a disposition of shared responsibility for the effectiveness of the academic governance process and the curriculum. To be engaged also implies that faculty members will remain informed and knowledgeable about the academic affairs of the College so that their engagement may be purposeful.

While the governance responsibilities of adjunct faculty members are not as broad as the requirements for full-time faculty members, they are required to attend specific meetings and activities as set forth in their Faculty Appointment Letter. Beyond that, adjunct faculty members, as members of the faculty, are invited to participate fully in the governance structure of the College to the same extent as a full-time member and, additionally, are expected to be informed about the decisions emanating from these committees and to be knowledgeable about what is happening at the institution.

In-Service Development

FT faculty members are expected to be engaged in in-service development activities sponsored by the College, including College-wide and faculty specific meetings, peer observations and mentoring, program advisory committee liaisons, new student orientation, sponsorship of student activities, and attendance at other required faculty and College-wide meetings.

These duties vary according to the needs of the College and the talents and interests of the faculty member should be developed and reviewed periodically.

Faculty Performance Reviews are based on the following areas:

- Teaching and Instruction;
- Course Preparation, delivery, and assessment of student learning;
- Adherence to administrative routines and reporting requirements;
- Professional growth and development through attendance and participation in professional organizations and activities;
- Leadership through committee work and other administrative responsibilities;
- Student success through mentoring, advising, student club sponsorship; and • Achievement of annual goals and adherence to College values and principles.

Employment Benefits

FT faculty members are FT employees of Five Towns College, and as such, receive a variety of employee benefits. For further information on such benefits, as well as information on the school's human resources policies and procedures, please refer to the FTC Staff Handbook. In the event of any conflict between statements made in this Faculty Handbook and the Staff Handbook, on issues of academic governance this Faculty Handbook shall apply and on issues of employee benefits the Staff Handbook shall apply.

Adjunct or Part-Time Faculty

An adjunct or part-time faculty member is defined as an individual who is granted faculty rank and instructional responsibilities, but who does not pursue such activities on a FT basis as described above. Generally adjunct faculty members are compensated on a course-by-course basis, and receive teaching loads and assignments that can vary significantly from one academic semester to the next.

By accepting appointment as an adjunct or PT faculty member, an individual agrees to teach specific course(s) for which he or she is licensed, approved, or otherwise qualified. Generally, adjunct/PT members do not teach more than 6 to 9 credit hours per week. They are also expected to maintain one office hour each week for each course they are assigned to teach and to meet with students on an “open door” basis. Office hours are to be held in the Faculty Offices, and schedules are determined with the approval of the chair of the division.

Although course schedules are always determined in the sole discretion of the College as it seeks to meet the needs of its students, when scheduling adjunct faculty members the College may consider the individual’s personal needs and availability. There is no presumption of reappointment or renewal. Adjunct faculty members and the College have an “at will” relationship, as that term is described in applicable labor laws.

An adjunct faculty member may be assigned to serve as an academic advisor. In such case, academic advisement responsibilities when performed by an adjunct faculty member shall also be equivalent to a 3-credit course assignment for each affected semester when a full load of student advisees is involved.

Adjunct or part-time faculty members are also responsible for actively participating in the academic governance process, although they are not necessarily expected to regularly attend governance meetings. Adjunct faculty members may stay purposefully engaged in a variety of ways, including periodic meetings with Division Chairs or the Provost, reading meeting minutes, and engaging in informal discussions with divisional colleagues. However they stay informed, adjunct faculty members accept the responsibility to stay current regarding the curriculum and curriculum initiatives at the College. The fact that they may carry less than a full-time course load does not vitiate this basic academic responsibility.

Adjunct or PT Faculty Employment Benefits

Adjunct/PT faculty members are considered part-time or intermittent employees of the institution. As such, they are not eligible for employment benefits, except as may be specifically provided in the Staff Handbook.

Keeping Informed About the College

If faculty members are to help achieve the mission, goals, and program aims of the College and to carry out its educational philosophy, they must be fully conversant with them. These are described or displayed in detail in the College Catalog, Faculty Handbook, Student Handbook, and Institutional Assessment and Improvement Plan. They must also keep abreast of developments reported in the minutes of meetings of their program faculty and of standing committees.

Contributing to the Communication/Planning/Decision-Making Process

Faculty members need to present new ideas to one another, re-evaluate current practices, transmit vital information, resolve problems, bridge perception gaps, and participate in the development of a sense of community spirit. Facilitating this process of communication/ planning/decision-making are the meetings of the various committees and the Institutional Council.

At All-Hands Meetings held prior to the opening of the Academic Year/Term, curricular and administrative matters relating to all aspects of College life—programs, services, extracurricular activities, etc.— are considered. For this reason, all members of the faculty – FT and PT/Adjunct are expected to attend these two meetings each year at a minimum.

All-Hands meetings are generally held in August/September for the fall semester and January for the spring semester. These meetings are typically detailed in letter agreements with adjunct faculty members.

Dated minutes of the meetings of various committees and councils are distributed to the President, Dean of Academic Affairs, and the faculty and staff members attending those meetings. They are also posted in the faculty office, student services office, and digitally posted on the faculty portal in the Governance/Minutes folders.

Other College-Wide Functions and Commencement

The participation of faculty and staff members in the life of the College is critical to the success of our institutional mission. One of the most compelling reasons why students select a small institution, is their expectation that in so doing they will be able to engage with faculty outside of class at college-wide functions. For this reason, faculty members of all ranks are expected to become engaged in the life of the College in this way.

Among these are the Opening Convocation, Annual Commencement Exercises, lectures and other presentations by students and faculty during special events, celebrations, get-togethers, and festivals. The presence of faculty and staff members at these occasions contributes in no small way to the nurturing of personal relationships, without which the goals of the College cannot be fully realized.

All members of the FT faculty are required to attend Commencement and may be assigned a variety of responsibilities to ensure the success of that event. Unless excused, adjunct faculty members are also expected to attend Commencement by participating in the academic procession. Participation in Commencement is one of the most fundamental ways that educators to display their support for student achievement. For this reason, not attending the ceremony without good cause shown is seriously frowned upon.

Provision for Professional Growth

The College is committed to the encouragement of the professional growth of its faculty. To this end funds are provided in the budget to assist faculty with professional memberships, attendance at educational conferences, subscriptions to journals, and tuition for advanced degrees and credentials. Requests for institutional support are typically addressed to the Provost. Members of the faculty and staff who participate in Professional Development activities after the Spring 2019 semester are required to complete a Professional Development Activity Report in order to receive reimbursement for any expenses, and may be required to make a short presentation at an appropriate committee meeting. A list of current institutional memberships is provided in *Part One, Licensure, Accreditation, and Memberships*, p. 6.

Leaves of Absence

After three consecutive years of full-time service, or the equivalent on a PT basis, a faculty member may apply for a one-year leave of absence without pay for the purpose of studying full time toward a higher degree. Written application should be made to the Provost. A recommendation to the President will be based in part on the value of the leave to the individual and to the College, as well as the number of requests for leave of absence for the same period.

A leave of absence without pay for other reasons for one year may be granted by the Board of Trustees upon recommendation of the President. Reasons for leaves may include temporary appointment as a visiting instructor at another post-secondary institution, college or university, a professional engagement, a research or study grant, community or government service, and extended disability of the individual for reasons of health.

Sabbatical

After 10 years of consecutive service, a full-time faculty member who has achieved the rank of Assistant Professor or higher may apply for a one-semester paid sabbatical for purpose of engaging in scholarly or artistic work consistent with their faculty discipline and responsibilities. Written application should be made to the Provost. A recommendation to the President will be based in part on the value of the leave to the individual and the College, the record of accomplishment and service of the individual faculty member to date, as well as the number of requests for sabbatical for the same period, and the availability of funding. Subsequent sabbaticals may be requested thereafter on eight-year intervals. If approved, sabbaticals are subject to the terms and conditions set forth in the approval letter. Approval of such requests is solely within the discretion of the College.

Non-Compete, Trade Secrets and Unfair Competition

In receiving an appointment to the FTC faculty as either a full-time or adjunct faculty member, individuals acknowledge that they will be provided with access to students and instructional materials that are the intellectual properties upon which the College operates. In accepting such appointment, it is agreed that the individual shall not unfairly compete against the College by disclosing proprietary materials or student names or lists to any other organization for any purpose whatsoever.

Full-time members of the faculty may not “moon light” by accepting an adjunct appointment to any other institution – or by engaging in any other employment that might compete or interfere with the faculty members responsibilities to the College - without the specific written permission of the College Provost, which may be withheld for any reason. Requests for a waiver of this rule should be submitted well in advance. Additionally, full-time faculty members agree not to accept an appointment at another post-secondary institution or institution of higher education located within 90 miles of the College campus for a period of five months after their separation from the College for any reason, when they have notified the College Provost by November 1 that they will be renewed for the next spring term or by May 1 that they will be renewed for the next fall term - unless they have notified the College in writing prior to these dates that they will not be returning for the subsequent term. This provision may be waived by the College President in the exercise of his sole discretion. This provision shall not apply to faculty members who may have been terminated by the College without cause, such as pursuant to a reduction in force engendered by lower than expected enrollment. See, for additional discussion, **Outside Employment of Full-Time Faculty Members**, *infra*.

Adjunct faculty members have a responsibility to disclose competitive relationships to the College in advance of accepting an appointment. Failure to disclose the existence of a competitive relationship or accepting an appointment to another institution while employed by the College, without first obtaining permission from the Provost, is grounds for termination.

With regard to instructional materials, except for materials to which the individual owns the underlying intellectual properties, faculty members agree to protect the intellectual property rights and trade secrets of the College for the duration of the term of copyright protection, regardless of their employment status with the College or, in the case of a separated faculty member, the cause thereof.

Because breach of this employment provision would cause damages not easily quantified, it is agreed that the College shall be entitled to injunctive relief to partially remedy such situations.

Outside Employment of Full-Time Faculty Members

Faculty members may be permitted to engage in other non-competing work, whether professional, instructional, or otherwise, as long as such outside work does not interfere or compete with the performance of the individual's professional duties or the work of the College.

Before a full-time faculty member engages in such other work, he/she must obtain written permission from the College, which it may grant in the exercise of its sole discretion. When granted, permission is not to be deemed ongoing and it is only for the semester during which it was approved, unless otherwise stipulated in writing. Continuing requests must be made in advance of each academic year or part thereof. There is no expectation of renewal of such requests.

Academic Freedom

Academic freedom is essential to the pursuit of truth and to the development of independence in thinking. Instructors, therefore, are free to discuss any aspects of their disciplines in the classroom and to express their own views without fear of censorship, guided by the fact that the College is an educational and not a political institution. This implies that students are entitled to study different sides of controversial issues rather than to be treated as a captive audience for the indoctrination of any one viewpoint. The instructors' moral and political stances outside of the classroom fall within the purview of their rights and privileges as private citizens. However, they should be cognizant of the fact that their actions may reflect upon the College and, accordingly, should make it clear that they are not official spokespersons unless they are acting in that capacity.

The exercise of academic freedom in no way vitiates the responsibility which each faculty member must exercise in fulfilling the educational contract with his/her students. Faculty members are held accountable for the making of professional decisions in their teaching and other duties, and for adhering to the College curriculum. Academic Freedom also implies that faculty members will teach the curriculum as adopted by the faculty as a whole and as registered by the New York State Education Department, and that they will work to change and update the curriculum through the academic governance process – and not act unilaterally without the input of their faculty colleagues.

Salary Payments

Payroll checks are issued on a bimonthly basis on the 15th and the last day of the month. When either of these dates falls on a weekend or holiday, payment is generally made on the next closest banking day.

Holidays

The College recognizes a variety of holidays which are published with the annual College Calendar.

Personal/Sick Days

Full-time faculty members are allowed five (5) paid personal days each year. Faculty members are expected to notify the Provost whenever they will be absent from the College, and as early as possible. Last minute notification is only acceptable in the case of illness or sickness, in which case the College reserves the right to require medical documentation before allowing the absence with pay. Requests for Personal/Sick Days which are not made in advance and which are not documented may be denied. The College recognizes that in the case of sickness, advance notification and documentation may not be possible. In such cases, notification to absence@ftc.edu will be sufficient with documentation, if requested, to be supplied when the employee returns to work. If classes need to be canceled, a separate email must be sent to cancelclass@ftc.edu as well. Additional information regarding the availability and proper use of Personal/Sick Days is available from the Vice President of Finance and Administration. Personal/Sick Days must be used during the contract period for which they are granted, and may not be rolled over to a future period.

Vacations

Full-time faculty members are allowed four weeks of vacation days each year; one week for Spring Break, one week for the end-of-the-year holiday break (typically Christmas Eve through New Year's Day), and two weeks in the summer. Vacations must be requested at least one month in advance and may be approved at the discretion of the College. Vacations are scheduled at the convenience of the College, and are expected to be taken at times which will have a minimal impact on instruction. In no case may vacation days be taken in conflict with their scheduled teaching assignment, unless approved in writing by the Provost.

Injuries and Accidents

Injuries and accidents occurring while at the College or while on College business must be reported to the immediate supervisor and the Director of Public Safety. An incident report should also be completed.

Family and Medical Leave Act

The College fully adheres to requirements of the Family and Medical Leave Act (FMLA) as regulated by the U.S. Department of Labor. The FMLA allows an employee to take up to 12 weeks of unpaid leave from employment; continuation of group health benefits, when premiums are paid; restoration of the same or equivalent job upon return to work; retention of accrued benefits and protection from discrimination as result of taking leave.

Examples of situations that may be covered by FMLA include birth of a child, adoption or foster care placement, and primary care responsibilities for a family member with a serious illness or health condition that makes the employee unable to perform his/her job. Additional details regarding FMLA are available from the Business Office.

New York Paid Family Leave Act

The College fully adheres to the New York Paid Family Leave Act, which is described in more detail in the Staff Handbook. Those provisions are incorporated fully herein by reference. The Staff Handbook is available on the Faculty Resources page of the College website.

Professional Attire

While the College has not adopted a dress code for the faculty, members are expected to dress in a manner appropriate to their position on an academic faculty. Because Five Towns College is a career-focused post-secondary institution, faculty members are also expected to serve as role models for students, this implies that their manner of dress will model appropriate attire expected in the workplace. The following are examples of attire that are not permitted: shorts, shirts that do not cover the mid-drift, spaghetti string tops, tank tops, shirts with plunging neck-lines, flip-flops, ripped or soiled attire, tee shirts that are not FTC branded, shoes with spike heels, or any other attire deemed inappropriate or unsafe by the College Provost.

Professional Conduct

Individuals appointed to the faculty are ambassadors of the College in and out of the workplace and at all times. As such, the reputation of the College is uniquely connected with the conduct of its faculty. In view of this special relationship, FTC expects that faculty members shall conduct themselves appropriately, and that they shall refrain from activities or conduct which would tend to injure the public reputation of the College. Actions which tend to harm the reputation of the College, regardless of where they occur – on or off-campus, may lead to disciplinary action, including dismissal. See, related discussion, **Academic Freedom**, *supra*.

Sexual Harassment

It is the policy of Five Towns College to require a work and academic environment in which there is mutual respect for all members of the College community— students, faculty and staff. Sexual harassment, in any form, is contrary to this FTC policy and will not be tolerated.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, oral or written communications or physical conduct of a sexual nature. Behavior described in this definition, by any member of the FTC community, is in direct violation of College policy and should be reported immediately to the Provost or Title IX Coordinator. Sexual harassment is illegal under federal and state law and will not be tolerated and is grounds for termination. See also, **Non-Fraternization Policy**, for additional guidance.

Non-Fraternization Policy

As a creative community, Five Towns College brings artists and scholars from around the world who share a passion for the music, media, the performing arts and industry studies. Through its educational mission and goals, it seeks to develop subject-matter expertise in students while also fostering a set of shared values. These include respect for diverse perspectives, creative expression, intellectual honesty, and personal responsibility. One of the major institutional goals is,

Through programs that combine general education and content specialty areas, the undergraduate and graduate curricula integrate rigorous academic inquiry, industry standard technologies and facilities, experiential learning, and respect for diversity and ethical values.¹

The College's Mission and Goals imply an understanding that students, faculty and staff are subject to influence and that this influence has the potential to manifest itself in a variety of ways. Channeled appropriately in the context of teaching and learning, interactions between community members are entirely positive. When interactions are inappropriate, however, they can impede and interfere with the ability of the institution to achieve its major mission and goals. Equally profound, inappropriate influence may negatively impact the personal goals of effected students, faculty, and staff. For this reason, there is an appreciation that some interactions which would be entirely appropriate in another environment may be inappropriate when considered in the context of the College.

In recognition of this reality, Five Towns College adopts this non-fraternization policy.

At Five Towns College, students and faculty work together as partners to accomplish a common objective. The College's environment should be characterized by free expression, inquiry, and discussion. Within this context, members of the FTC administration, faculty and staff are required to maintain professional relations with students at all times and to avoid personal relationships that have the effect of compromising the students' educational experience. Indeed, administration, faculty and staff are expected to avoid situations which create even the appearance of impropriety. When they fail to heed this high standard of conduct, there is a presumption that this policy has been violated and the burden then shifts to the faculty or staff member to rebut that presumption by clear and convincing evidence.

To this end, FTC strongly objects to employees becoming personally or socially involved with students in any way other than through school-sanctioned activities. Student fraternization is not in the best interest of students or the College. Employees who disregard this policy subject themselves to disciplinary action, up to and including termination.

Activities prohibited by this policy include, but are not limited to:

- Accepting employment from a student, with or without monetary compensation, without first receiving a written waiver of this policy from the College;
- Engaging a student to work outside the scope of an FTC sanctioned Federal work-study relationship, with or without compensation, without first receiving a written waiver of this policy from the College;
- Failing to disclose to the Provost, the existence of a conflict of interest with any student.
- Requesting to meet an individual student in a social context outside of an FTC-sanctioned event, even if the student is not currently registered in the faculty member's class;
- Consuming alcohol or controlled substances with a student in any context, regardless of age, except at FTC sponsored events;
- Being present in the private residence of a student, or having a student as a guest in the private residence of an FTC employee;
- Tutoring a student, with or without compensation, in any location other than the FTC campus;

¹ Mission and Goals Statement

- Promising to alter a grade or other academic record in return for anything other than additional academic work-product consistent with the educational goals of the College and its grading policies.
- Friending or maintaining “friendships” with a student on any social network, including Facebook, Instagram, Snapchat, and others now existing or hereafter developed. An exception to this restriction applies to LinkedIn.com, provided that the faculty member adheres to the highest professional standards in that context.

“Students” are defined as all students currently enrolled or on an approved leave of absence from Five Towns College. “Fraternization” includes any social involvement, such as socializing off campus or any activity outside of College sponsored activities up to and including a dating relationship.

By accepting employment at Five Towns College members of the administration, faculty, and staff acknowledge that there is a presumption that any social involvement outside of class and school-sponsored activities is inappropriate and agree to immediately disclose such relationship to the Dean of Academic Affairs, who may attempt to implement measures that eliminate real or perceived conflicts of interest. Such presumption shifts the burden to the faculty member to demonstrate compliance with this policy statement. The decision of the College in such circumstances is final.

Drug-Free Workplace

All professional staff members are advised that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited at FTC. Professional staff members that are convicted for violation of such prohibitions, including findings of responsibility for such conduct by a College sanctioned disciplinary panel, will have their employment at the College terminated.

In accordance with the regulations of the Drug-Free Workplace Act of 1988, the FTC has established an awareness program to inform employees about the danger of drug abuse. Videos, books, and pamphlets describing the danger of drug abuse are available to all professional staff members as well as referral to appropriate agencies for drug counseling or rehabilitation. Such materials are available in the Office of the College Counselor.

Jury Duty

Faculty members called for jury duty are required to request that they serve during periods of time when classes are not in session. In accordance with New York State Law, the College will compensate a faculty or staff member for up to three days of Jury Duty, when such service is documented in writing and the College is informed of such service in advance. Questions regarding institutional compensation policies and procedures for faculty on Jury Duty should be directed to the Business Office.

Public Use of Affiliation with Five Towns College

Faculty members shall refrain from using their job titles and school affiliation in off-campus events and activities where participation comes from ones’ role as a citizen or member of the public-at-large. Examples of such events and activities include, but are not limited to, the follow:

- Political activities, both partisan and non-partisan;
- Religious activities
- Charitable activities, including fund-raising (unless specifically endorsed by the College);

- Exercises of free speech in such activities as lawful public protests, writing letters or op-ed pieces for publication; publishing on topics outside one's academic field; and media appearances outside one's official institutional duties.

There are a number of off-campus activities where use of faculty member's job title and/or affiliation are welcome and desirable. These include:

- Academic publications within one's field
- Media appearances as an expert in one's academic field or in conjunction with FTC functions, as approved in advance by the FTC Provost
- Attendance at meetings of academic business, and professional societies and organizations specifically tied to the faculty member's status as an employee or expert in the subject field.

Faculty members should review the Employee Handbook, especially the Conflict of Interest section, and the Academic Freedoms Statement in this Handbook.

Faculty Attendance Requirements

Faculty members are required to be physically present for all classes they are scheduled to teach on ground, and for the entire time the class is scheduled to meet. This implies that all classes will start on time, meet for the full duration as scheduled, and end on time. Exceptions to this requirement include short periods of time when proctors are in class administering student evaluations for which the faculty member has been excused, brief absences to report emergency situations to campus authorities, and periods of time when the class is being covered by another instructor under an arrangement approved by the Division Chair or Provost. Faculty may arrange for guest speakers to deliver lectures and presentations. However, the faculty member is still required to be present in class during the guest lecture.

When an instructor cannot be present for a scheduled class, they must notify the Registrar or Provost via cancelclass@ftc.edu as early as practical. Another instructor may be temporarily assigned to cover the class, or make-up sessions may then be scheduled to assure compliance with the seat-time requirements of the *Regulations of the New York State Commissioner of Education*.

Faculty Orientation

FTC provides an orientation program for new and returning faculty periodically. Faculty Orientation provides information about adult learning styles, introduction to syllabi, writing lesson plans, testing, attendance records, grading, discipline, and licensing requirements. The program also reviews the institutional mission and goals, organizational structure, physical facilities, programs of study, and administrative policies and routines. Faculty members selected for this program are required to participate.

All - Hands Campus Meetings

Periodically, the College President conducts an all-hands campus meeting to review the FTC's performance against major goals and objectives, to introduce future goals, and to share important information regarding the College. All-Hands Campus Meetings are typically scheduled twice each year and coincide with opening meetings of the Academic Year or Term.

Program Faculty and Committee Meetings

Full-time faculty members are expected to attend all meetings of the academic division to which they are appointed, and of the standing committees to which they are assigned, unless the dates and times of such meetings conflict with teaching responsibilities. Faculty members may request transfer to standing committees that are more closely associated with their professional inclinations. Such requests should be made to the College Provost.

Adjunct faculty are expected to be knowledgeable about the proceedings of the program and academic governance committees too. They may do this by attending a minimum of two divisional or all-hands campus meetings per year, participating in other committees as assigned, and by reading and understanding all committee minutes.

Other Events

Periodically, Five Towns College schedules a number of other events appropriate for faculty members to attend. Such events include open houses, new student orientations, student recognition ceremonies, student government association and club meetings, etc. Faculty members are expected to maintain a strong presence at these events, although a specific number is not mandated. Faculty participation in the life of the College is considered during the review, evaluation and renewal process. Participation in campus events helps faculty members strengthen their professional networks, develop a collegial disposition, document service for promotion purposes, and demonstrates an interest in the student body beyond the formal classroom.

Online Teaching Assignments

Members of the faculty may be assigned to teach courses in any format utilized by the College. As such, they may be required to demonstrate their proficiency in each mode periodically, and may be assigned to participate in professional development activities designed to improve their pedagogical skills, and competencies in each format.

Work for Hire

Unless otherwise agreed to in writing, materials prepared in connection with teaching assignments shall be construed as a "Work for Hire" as that term is utilized in the United States Copyright Act, except that ownership of scholarly and/or artistic works related to a faculty member's recognized discipline remain with the individual faculty member. There is a presumption that all materials utilized in course instruction are prepared as a Work for Hire. Thus, if there is a question as to how a work may be construed, the burden is on the faculty member to discuss the issue with the College Provost in advance, and to obtain written clarification prior to incorporating such materials into lesson plans and other instructional materials.

Non-Discrimination Statement and Equal Opportunity Employer

The College is committed to the federal government's mandate for equal opportunity employment.

The College does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, sex or sexual orientation in any of the programs or activities it operates, and it is the policy of the College to recruit, employ, retain and promote employees without regard to these characteristics. Inquiries concerning this policy of equal opportunity and affirmative action should be referred to the College's Vice President of Strategic Initiatives/Director of Compliance or the Vice President of Finance and Administration in the Business Office.

ADMINISTRATIVE PROCEDURES

Preparation of Course Materials for the Following Semester or Term

As soon as instructors know what their course assignments are for the following academic term, they must review the overviews previously prepared for those courses with their Division Chair. Course annotated bibliographies should be updated with the College Librarian and homework assignment modified where necessary.

Textbook Selection

In collaboration with their respective Chair, instructors select textbooks and other materials for their course(s) during the curriculum review process. Textbooks and materials are then submitted for approval to the Provost. Faculty members should acquaint themselves with these materials as soon as they have received their course assignment(s). If they believe the curriculum may be improved by the adoption of alternative materials, they must work through the academic governance process. Developing a consensus among content specialists on the faculty before changing texts in no way minimizing the College's commitment to academic freedom. Rather, it strengthens it by assuring that individuals do not ignore the academic prerogatives of the duly appointed faculty charged with guiding the curriculum.

The factors to be considered in the choice of a class textbook are consonance with course objectives, readability, aids provided for the reader (exercises, glossary, chapter summaries, photos, charts, study guide, digital resources, online links, etc.) physical appearance, and formats available (digital, print, hybrid, etc.) Instructors should determine whether or not the edition of the textbook they plan to use is the latest one. Finally, the faculty member must also seriously consider the cost of the text and supporting materials. Whenever possible, faculty members should seek to adopt the most affordable materials that fulfill the curriculum requirements.

Textbook lists are distributed to students in advance of the opening session. Beginning with registration for the Spring 2019 semester, required texts will be printed on individual student course schedules. While all required texts are available through the College's virtual bookstore operated by E-Follett, students may purchase their materials through any vendor of their choice. Instructors may not sell books or other materials to students, unless special permission is obtained from the FTC Provost. To do so creates the appearance of impropriety. Faculty members requiring desk copies may order such texts directly from the publisher and will be reimbursed for that expense, provided they have received permission from the Provost.

Beginning-of-Semester Procedures

Attendance rosters are prepared by the Registrar's Office and are available through the College's Portal and Schoology LMS. These lists are continuously updated.

Instructors should make certain that every student who appears in class is officially registered by checking his/her name on the Class List. Admit *only* students whose names appear on the Attendance Roster. Send to the Registrar's Office any student whose name does not appear thereon. Report any discrepancies to the Registrar after the first session.

Attendance rosters are maintained digitally by the Registrar's Office and are updated periodically in response to student or administrative add/drop/withdraw or other actions.

At the very first meeting of the class review each of the items on the syllabus. Because distribution of the syllabus to students is required by the New York State Commissioner of Education, the instructor must either distribute hard copies or ensure that the correct document is posted on the course website and then require that students print out the document and bring it to the second meeting of the class. In so doing, the instructor not only ensures that the document has been provided to each student, but also that the student has the ability to access the course website remotely and to print course materials from that location if the course has an associated Schoology site.

Remind all students to identify the name and office hours of their academic advisors. Academic advisors are noted on individual student course schedules. If the name is not listed, students should be advised to visit the Registrar's Office to determine who their advisor is. Once the name of the advisor is known, the student should locate the advisor's office and make an appointment to meet with him or her early in the semester.

Announce to the classes the fact that students who discontinue attendance without formally withdrawing from the course are subject to an "F" or "WU" grade. Review the FTC Attendance Policy, as set forth in the College Catalog, including the fact that 80% attendance is required to pass the course, and that students who are absent 10 consecutive days from the College will be automatically withdrawn from the class, and from the College if all classes have been missed.

Inform the students that they must follow the official withdrawal procedure, which is described in the FTC Catalog, if they wish to withdraw from the College at any time.

Urge the students not to eat or drink anywhere in the building except in the Upbeat and Downbeat Cafes. The no-smoking regulation is a legal requirement of the College and must be scrupulously observed by students and instructors alike. No smoking applies to electronic cigarettes and vaping as well.

The defacing of FTC property and mishandling of equipment are serious offenses, matters for which appropriate disciplinary action may be taken by the College.

Attendance/Grade Records

Attendance/Grade records are legally required and must be available to various educational and governmental agencies. Reference must often be made to these records when the instructor is not available. Grade Records must be maintained in a manner consistent with the protocol established by the Academic Affairs Office and should contain a complete record of each student's grades and attendance. These records are to be maintained on the FTC portal (attendance) and on Schoology (grades).

Instructors are required to attest to the accuracy of the final grades at the end of each semester, after they have been verified by the Registrar's office.

End-of-Semester Procedures

Final Examinations

Where required or utilized, final examinations should be given during the last week of the semester during Final Exam week as noted on the College Calendar. A legible, proofread draft of the examination should be sent to the Chair of the respective Division at least two (2) weeks before the date of the examination. Examinations must adhere to the design protocols set forth in this Handbook, unless otherwise approved. Shortening the semester by administering an examination early is not permitted without permission.

Informing Students About Make-Up Final Examinations

Several weeks before the end of the semester, instructors should remind their students about the regulations relating to make-up final examinations. These regulations state that such examinations will be scheduled only for those students who present compelling reasons for their absence from the final examination, such as a death in the family, a certified illness, or a documented breakdown in transportation.

Final Grades

Faculty members enter the final course grade in the portal and present it to the Registrar within 48 hours after the final examination is administered. The Registrar then verifies the final grade appears in the College's student information system which will be used to generate an official transcript. Faculty members who are unable to meet this deadline must obtain permission to submit late grades from the College Provost.

Return of All Borrowed Materials

Materials borrowed from the FTC Library must be returned at each semester's end.

Faculty Development Plan

To advance its expectations for faculty professional development, the College adopts a Faculty Development Plan requirement to be implemented in accordance with the Faculty Evaluation process at the conclusion of the Spring 2019 semester. This timeframe is included in Part Five of this Handbook. Thereafter at the end of each academic year, faculty members are expected to articulate their professional development goals for the next academic year in a Faculty Development Plan. This Plan should include a summary from the prior year, and is approved by the Division Chair and Provost. Faculty members are expected to maintain and submit documentation in support of the Professional Development Plan as the academic year progresses. A minimum of two in-service training activities per year are required for all full-time and adjunct faculty members. FT members are also expected to participate in two external activities per academic year, and to engage in such other and additional activities as shall be agreed upon in consultation with the Division Chair and Provost.

Closing School: Weather and Other Emergencies

The College will be closed whenever the Half Hollow Hills Central School District is closed for emergencies, such as a snowstorm. Closing announcements are made on the College's Website and through text notifications. The College does not adhere to the public school holiday and vacation schedule, and may be open when public schools are closed. Faculty members are responsible for knowing the Academic Calendar, including any announced revisions thereto. The Calendar is published in the FTC Catalog, and is also posted on the College's website at <https://www.ftc.edu/events/>

In the event of an emergency which might impact FTC classes being delayed or cancelled, check the FTC website for scheduling updates.

The College adheres to the Commissioner's Regulations regarding the minimum length of each semester and the minimum number of contact hours. When these minimums cannot be met due to weather related or other closings, the College reserves the right to schedule additional classes as necessary to meet these regulatory requirements.

Classroom Behavior and Student Conduct

All classes should begin and end on time, and students should be encouraged to be in their seats when instruction begins and remain in class for the full duration of the class. Students who are not in class when the first attendance is taken should be marked late. Early departures should also be noted. Two lateness or early departures or a combination of either may be counted as one full class absence, and impact student attendance rates, the ability to pass the class, and graduate on time. Similarly, students should be informed of this policy. Additional classroom behavior and student conduct rules include:

- Cell phones and other non-approved electronic devices must be turned off in class, unless the instructor has integrated the electronic device into his or her teaching methods, such as for conducting class surveys and polls. Otherwise, texting and internet surfing is disruptive to the learning environment and must not be permitted.
- Reading of newspapers, books and magazines not related to the class lesson is not allowed during class time.
- Headphones must be removed, unless they are being used as part of the class lesson.
- Sleeping in class is not allowed.
- Eating and drinking are not permitted in the classrooms or studios.
- Any behavior that tends to disrupt the learning environment.

Faculty members who need assistance with managing a difficult student or situation should contact the Dean of Students.

Making up a Missed Quiz or Examination

Students are expected to be present for every quiz unless they have a legitimate reason to be absent from school that day. Inasmuch as the lowest quiz grade is dropped in the calculation of final course grades, students may not make-up a missed quiz. Students who miss a quiz should be provided with a blank copy of the quiz during class review, so that they are aware of the material that was covered on the assessment and can use it when they prepare for midterm and final examinations.

Students are expected to be present for the midterm and final examinations. In the rare case when an emergency prevents them from being present, a make-up examination may be permitted. To be eligible, the student must explain the absence to the satisfaction of the Provost or Dean of Students, and have notified their academic advisor in advance, or as soon thereafter as is reasonably practical under the circumstances. Midterm examination must be made up during the current academic semester. Final examinations must be made up immediately.

Part Three:
Expectations for Faculty in
Curriculum and Instruction

CURRICULUM AND INSTRUCTION

The major responsibilities of faculty members are in curriculum and instruction. These responsibilities include all of the items in this Faculty Handbook that emphasize the preparation of materials and course overviews for both traditional and online courses.

Course Level Objectives

Expectations for student learning are expressed not only at the institutional and program-level, but also at the course-level. That is, students should be provided with clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills, and competencies that they are expected to exhibit as a result of successfully completing a course.

It should be noted that, not every course-level objective is included in the assessment of program-level outcomes. This is not to suggest that only those that are included in the program-level Student Learning Assessment Plan are important. All student learning outcomes are important. However, we assume that as a community of scholars and artists, if students are able to demonstrate a representative sample of major learning outcomes, they are likely to be able to demonstrate many others too. The same may be true of individual lesson objectives, as set forth in a specific lesson plan.

The Promotion of Competencies Through the Use of Behavioral Objectives

Competencies will not be developed unless something is done with course content apart from understanding it. Merely reading the textbook or listening to a lecture by the instructor will not do much for the cognitive skills of application, analysis, synthesis, or evaluation, the various affective behaviors such as evaluating or feeling, or the life skills. Only when instructors incorporate into the objectives of their lesson plans varied kinds of responses required of students can we expect growth and change to take place. Cognitive and affective behaviors are strengthened when instructors call upon students to demonstrate, compare, formulate, appraise, judge, etc. Examples of such types of responses may be found in the listing, **Action Verbs Suitable for Behavioral Objectives**, in this Faculty Handbook.

The Teaching of Communication Skills Across the Curriculum

All instructors bear a responsibility for improving the reading, writing, speaking and listening skills of their students. See, *Planning the Semester's Work, infra*.

PREPARATION OF COURSE OVERVIEWS/SYLLABI

Course Description

This material must be taken verbatim from the College Catalog description of the course or from approved Addendum to the College Catalog. Changes to course descriptions may be made only through the academic governance process.

Objectives

Course objectives, like course descriptions, are developed and approved by program faculty committees. Course objectives often are identified as program-level goals and are included in the FTC Plan for the Assessment of Student Learning. To develop course objectives, instructors should review the sections in this Handbook dealing with the College's mission and goals, as well as the sections dealing with the programs of study and programmatic goals. As they plan course objectives, faculty members should also consider the following matters which bear upon the subject of course objectives.

Underlying Assumptions

The objectives of each course are published in the course overviews/syllabi and distributed to each student registered in each course. Such objectives are stated, not in terms of the broad goals toward which the instructor wishes to direct the course; but rather, in terms of what students in that course are expected to learn, to know, and/or to do by the end of the course. By framing the course objectives in terms of student behaviors that should be displayed as a result of taking the class, instructors are conveying a message to their students that they must be active in their own behalf and that they themselves must make efforts to learn. This emphasis also implies that the instructor will be resourceful in helping students to achieve the course objectives.

Course objectives at Five Towns College emphasize mastery, achievement, significant behavioral changes, and integration of knowing, feeling, and doing rather than mere exposure, knowing less about more, knowing *that* instead of knowing *how*, and knowing apart from willing and acting.

Course objectives selected are based upon data drawn from various sources: the content and the structure of the different subject fields; developments and values in society at large; and the interests, needs, and characteristics of our student body. These data are then synthesized in the light of the FTC's mission, its major goals, and program goals, becoming course objectives in their final form. The formulation of course objectives is the result of collaborative efforts involving program faculty, their respective chairpersons and the Provost. This collaboration is reflected in the shared responsibility for academic governance.

Course objectives are invested with the proper degree of generality/specificity. They are generally more specific in nature than the FTC mission, institutional goals, and program goals but more general than the behavioral objectives set for each lesson.

The Wide Spectrum of Course Objectives

Instructional objectives for courses need to be encompassing in scope, if the College is to foster the total development of each of its students. A number of objectives stem from the cognitive, affective, and psychomotor areas or domains.

- The **cognitive domain** includes not only knowledge (the lowest level) but also the intellectual abilities and skills of comprehension, application, analysis, synthesis, and evaluation. Too often in the past, FTC course objectives have stressed merely the acquisition of knowledge and comprehension with an accompanying neglect of the higher intellectual powers or behaviors of application, analysis, synthesis, and evaluation. Adequate attention has also not been paid to the skills or behaviors in the other areas—the affective and the psychomotor realms or domains.
- The **affective domain** proceeds from receiving (including awareness of an idea, problem or phenomenon) through responding (acquiescence, willingness to respond, satisfaction in response), valuing organization of a value system, and to characterization by a value or value complex. This domain contains objectives and behaviors which have some emotional or feeling overtones. It encompasses likes and dislikes, attitudes, values, and beliefs.
- The **psychomotor domain** includes perception or sensory stimulation; the development of mental physical and emotional sets or readiness; guided response or physical involvement; habitual response or mechanism; and complex overt response carried out automatically and with confidence. These skills might involve gross bodily movements, finely coordinated bodily movements, nonverbal communication behaviors, and speech behaviors. Psychomotor skills are developed in courses such as acting, dancing, singing, performing, editing, filming, sewing, drawing, painting, speaking, etc.

In addition to improving students' abilities in these intellectual, emotional and physical realms, course objectives should also strengthen the life skills of students, namely, their interpersonal skills, group membership skills, communication skills, study skills, research skills, and skills relating to career choice.

In short, course objectives need to be as broad as the lives of our students.

Value of Course Objectives

Equipped with a solid set of course objectives, instructors are in a better, indeed, the only position to make decisions as to what to teach; what learning experiences or methods to use; what sequences of content and learning experiences to utilize; what instructional resources to select; and what evaluative techniques to employ.

Similarly, students who are introduced to the course objectives at the beginning of the course and who are reminded about them from time to time during the semester or term are in a far better position to acquire the knowledge and the various skills or behaviors which constitute the heart of the course than if they are left unaware of the course objectives.

The Behavioral Nature of Course Objectives

Course objectives are stated in terms of what changes will occur in students as a result of instruction. While not all changes can be documented and although some changes will take years to be fully realized, students should be able to demonstrate, that is, give overt, measurable evidence of much of what they have learned, much of what has changed in them.

By fashioning objectives from the student's point of view and by stressing the behavioral or performance aspect of what he/she is to learn, the instructor can more precisely select those learning experiences or activities which will ensure the acquisition of the course's content and behaviors by the student. The use of course behavioral objectives also makes the choice of appropriate evaluative procedures by the instructor a more sharply delineated task.

The use of course objectives formulated in behavioral or performance terms can serve still another purpose: it can help to narrow the gap between what is taught (the teaching curriculum) and what students learn (the learning curriculum) and thus help to actualize the concept of a "learner-centered curriculum" at Five Towns College.

Carrying Out of Course Objectives

Instructors must be aware of course objectives not only as they plan their lessons but also as they prepare quizzes and major examinations and set forth requirements for term papers. If course objectives are a *sine qua non* of student growth, then every opportunity must be found to make them a part of all student learning experiences in the course.

Instructional Approaches

In addition to the traditional approaches utilizing the lecture, class discussion (in the developmental or instructor-guided lesson), and multi-media aids, instructors should seek to utilize student-centered procedures.

Among such student-centered techniques are small group discussions, panel and symposium forums, class debates, student demonstrations, oral reports, role-playing or socio-drama, simulation or games, value clarification exercises, and diagnostic/prescriptive arrangements. More generally, student-centered techniques call upon students themselves to actively lead the class and allow them to demonstrate that they have prepared the course assignments.

Course Requirements

The list of course requirements should generally include at least four quizzes (two administered in both the first and second halves of the semester), midterm and final examinations, class participation, homework, and, in appropriate courses, a research paper or project. Depending upon the course, additional course requirements might consist of a series of papers, oral presentations, demonstrations, performances, creative products, museum visits or other field trips (if so included in the course description and in the Catalog), etc.

College policies regarding class attendance as it relates to class participation, and grading should be clearly stated as well. The nature of the research paper or project should be spelled out in detail in a written statement to be issued to all students in the course at the first session of the class. See, **The Research Paper Assignment**, *infra*.

Calculation of Grades

Once the main requirements have been determined and set forth, specific percentage values must be assigned to each of the requirements. For example, the midterm examination might be given a weight of 20%. A student receiving an 84 on the midterm examination thus realizes 16.8 points ($20\% \times 84$) towards his/her semester grade. College policy does not favor overweighting certain assessment activities, as it disfavors comprehensive examinations for undergraduates. Rather, a selection of fairly weighted formative assessments, which provide a broad evaluation of a student's knowledge, skills and competencies over a period of time, is more accurate than a snapshot of their entire knowledge base taken on one day.

Informing students in advance as to how their final grades will be computed should not only help them plan their work accordingly; but also, make it easier for them to accept the final grade, given the weighted criteria. The use of such a grading scheme should also introduce a greater degree of objectivity into the grading process for the instructor. Faculty members must adhere to published grading standards contained on course syllabi when calculating final grades.

Textbook and Other Resources

The course overview should give the author, title, edition, city of publication, publisher, and date of publication for the textbook to be used. As the mainstay of information for the course, the textbook should cover the content of the courses as much as possible. See, **Textbook Selection** for a listing of the factors to be considered in selecting textbooks for courses.

Although the textbook is very important as far as student learning is concerned, it should be borne in mind that the textbook is *not* the course itself, that the objectives of any course far transcend those which the textbook contains, and that other resources—other printed matter multimedia aids, places, and people—are needed to provide the needed variety, diversity of viewpoint, and individualization of instruction. Some indication as to the use of these resources might therefore be noted in the course overview.

Courses which merely follow a text lend credence to the age-old student complaint, “why do I need to go to class, when all I need to do is read the book.” The reason for class attendance must then transcend the textbook. Similarly, faculty members who merely read the text as a surrogate for well-prepared lesson plans are not displaying the best practices in teaching pedagogy.

A Sequence of Content

This part of the course overview should to be shown as follows:

Week	Topic	Text or Supplements (Pages or Chapters)
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Each semester consists of 15 weeks, inclusive of the final examination. Thus, the sequence of content for traditional offerings may be set forth by “week”.

Generally, for each week in a semester there should be one or more major topics addressed. Separate reading assignments for those topics should be given. If there is only one topic to be taken up, the reading assignments should still number two or three. Breaking up each week's topics in this way should help the instructor with lesson-planning and assist his/her students to organize their out-of-class assignments and activities.

It is crucial to note that although topics are listed in this sequence and that although within these topics basic facts, concepts, and generalizations will be taken up, the overall objectives of the courses require that something be done with this "content." The things to be done are activities or "operations" focused on the skills or behaviors in the cognitive, affective, and psychomotor domains as well as on the life skills noted in **The Wide Spectrum of Course Objectives**. For example, students need to apply facts, concepts, and generalizations to new situations or problems or to participate in one of the many forms of student-centered techniques referred to in **Instructional Approaches**.

Course Annotated Bibliography

It is most desirable that a brief, usable bibliography, annotated and keyed entirely to holdings in Five Towns College Library, be issued as part of the course overview. These outside readings can be very useful as supplements to the textbook, as reference sources for term reports, and as guides to valuable tools (handbooks, dictionaries, online resources etc.) for the course. Best practices suggest that at least three annotations should be provided.

An effort must be made by instructors to include in their course annotated bibliographies books and materials that are readable and up to date and that add needed dimensions and perspectives to those of the class textbook. Materials that merely regurgitate that which is in the textbook and not as helpful as those that place the topics into a new or different context. Finally, instructors should submit their course annotated bibliographies to the Library staff well before the semester begins so that purchases can be made of titles not in the Library. Materials unavailable from the FTC Library should not be included in annotated bibliographies.

Integration of Student Learning Assessment Plan to Course Overviews

In furtherance of the College's overarching goals for student learning, prior to the start of the Fall 2019 semester each course offered by any academic unit that includes an Artifact identified in the Student Learning Assessment Plan shall include a statement on the Course Overview/Syllabi to that effect. Such statement shall include the following information:

- *Student Learning Assessment Plan*
This course is a terminal course in the Student Learning Assessment Plan adopted by this academic division. As part of this course, the faculty will administer an artifact designed to assess student knowledge, skills and competencies as follows:
 - Student Learning Goal –
 - Artifact –
 - Scoring Rubric –

Revising Course Overviews

Course overviews should be revised whenever one of the following changes occurs: the adoption of a new textbook; a modification of course content; or the setting up of new course requirements and/or grading criteria. Course Overviews should also be reviewed and considered during a program review, and in response to documented student learning outcomes as set forth in student learning assessment reports.

THE RESEARCH PAPER ASSIGNMENT

The preparation of a research paper can be a creative exercise for students, one which can give them an opportunity to put ideas together—their own and those of others. By distributing to our students a written statement containing each of the following items, we can both obviate any misunderstandings which may attend research paper assignments and make the preparation of research papers a fruitful experience for them.

Selection of Topic

It would be helpful if instructors were to prepare a list of the *kinds* of topics from which students could make selections. Students would be free to add their own areas of interest. The topic to be selected by a student should receive advance approval from the instructor. A decision about the topic to be used should be reached early in the semester, generally by the first or second week.

Length

The length of the paper should be given in terms of the number of double-spaced typewritten pages, exclusive of cover pages and endnotes. This prevents problems that may arise if the paper is handwritten or prepared single or multi spaced.

Font Pitch and Paper Margins

Pitch size should be standardized at 11 or 12. Side margins should be standardized at 10 and 72 for 8.5 x 11" paper. Top and Bottom margins should be standardized at 1 inch each.

Due Dates

To give students enough time in which to prepare papers, to give instructors sufficient time in which to evaluate these papers, and finally, to give students an opportunity to be able to discuss the evaluation of their paper with their instructor, instructors might bear the following set of due dates in mind:

- By about the middle of the second week students should submit the choice of their topic to the instructor.
- By about the seventh or eighth week of the semester, students should hand in their papers.
- By about the end of the ninth or tenth week of the semester, instructors should return the evaluated papers.
- Instructors sometimes request students to submit an outline of their research paper during the fifth or sixth week, to document that students are making progress.
- Instructors with classes that have larger registers may wish to stagger due dates, to as to more evenly distribute the workload of grading and assessing research papers across the semester.

Suggestions for Preparing Research Papers

Students receive assistance in preparing research papers in a variety of classes. The Five Towns College Library subject catalog also lists other titles under the heading of "Research Papers—Writing of."

Formal Requirements (Footnotes, Bibliographies, Etc.)

Five Towns College follows the style format established by the Modern Language Association (MLA). The rules of MLA Style are detailed in the *MLA Handbook*. MLA Style has been adapted by many disciplines and is used by writers around the world. The Handbook offers guidance for writing with simplicity, power and concision. Faculty members should adhere to this style format, unless the Provost approves an exception.

Evaluation Criteria

Students should be given the criteria—content, organization, technical English, etc.—by which their papers will be evaluated. The weights assigned to those criteria should also be noted. If students are to be penalized for handing in papers late, this information should be included in the research paper assignment sheet. However, the penalty to be assessed must first be approved by the Division Chair.

Instructors' Reactions to Research Papers

If students are to benefit from their experiences in writing research papers, instructors need to help them obtain a better grasp of what they have written as well as a better understanding of how they can improve their written work. In their written comments and personal conferences with students, instructors should indicate in specific terms what a particular paper's strong points and weak points are and how the latter might be strengthened.

The subject instructor who is not teaching English should focus primarily on the content and quality of thought contained in the paper and, secondarily, on the organization of the material. Such instructors do not have to correct errors in English but should point them out.

Finally, the criteria to be used in grading the paper should be referred to when the instructor assigns a numerical grade to the paper.

PLANNING THE SEMESTER'S WORK

In planning the semester's instructional program for a particular course, instructors ought to bear in mind the emphases called for in a "learner's curriculum" as well as various administrative calendar and routine items.

The term "learner's curriculum" as used at Five Towns College encompasses all those emphases, techniques, methods, and approaches that can help each student learn to the best of his or her ability. A student-centered, learner-centered curriculum as perceived by the College is not one which is either fashioned by students or centered on the self. Rather, it is one which expects that the learning of subjects will bring about changes for the better in the students we serve—in their intellectual, attitudinal, motor, and life skills. Among the last mentioned group of skills are included interpersonal skills, group membership skills, basic skills, study skills, research skills, and skills relating to career choices.

Course Objectives

By referring to the course objectives constantly as the semester progresses, instructors can make certain that each of the objectives is being proportionately provided for in the planning of the lessons.

Teaching Communication Skills

All instructors bear a responsibility for improving the reading, writing, speaking and listening skills of their students. These basic and crucial skills—for which English instructors have in the past been held solely responsible—require further development and reinforcement by instructors in the various subject areas. In addition, since the content and the "behaviors" (cognitive, affective, and psychomotor) of each subject area are made known to, and acquired by, students *only* through these communication skills, clearly, by strengthening these communication skills, instructors can assist their students in mastering the course content and improving the intellectual, affective, and psychomotor skills of their students.

Writing, in particular, is being perceived more and more as the preeminent way of learning because it possesses more of the qualities central to the learning process than any other skill or mode of learning. Writing should take place in the different subject fields, that is, "across-the curriculum."

A number of writing experiences can be used by instructors to improve both learning and writing. During class, students can prepare a written answer to a question or write a lesson summary; this should be done at least once a week, if not more. Homework assignments should include a few questions which students must answer in written form. Students can be encouraged to keep journals wherein they jot down personal thoughts, reactions, opinions, questions, etc., which they have about the course content. Instructors can require students to answer a quiz question in a short paragraph. Finally, in most courses major examinations must include essay questions and, similarly, research papers constitute a significant course requirement.

In the different subject areas, instructors can focus on the reading paragraph patterns used in course textbooks and the basic vocabulary in the field. They can also call the attention of their students to the various reading aids in the course textbook, such as the glossary, the introduction, study questions, etc.

Teaching Study Skills

Study skills, such as the abilities to take notes, summarize, outline, prepare for and take examinations, write a term paper, concentrate, etc., are significant for three reasons. For one thing, they are instrumental in helping students to practice the basic skills of reading, writing, speaking, and listening. Then, too, learning-to-learn skills will, like the basic skills, help students master the content and the skills of their courses more efficiently. Finally, study skills are transferable to other subject areas, constituting an important part of life skills in general. Instructors should require their students to read material dealing with a specific skill as part of a homework assignment, then invite them to discuss it briefly in class, and, finally, give them an opportunity to practice the skill in class. If the skill is that of outlining, for example, the class can be asked to prepare a very brief outline of the lesson's main ideas at the end of the session.

Feedback

Evidence about effective teachers indicates that they provide their students with regular feedback or opportunity for feedback on their learning. Such feedback can take various forms, such as written comments specifically aimed at ways to correct errors; frequent quizzes, marked and unmarked as well as midterm and final examinations; use of small groups in which evaluations are made by students; providing students with self-instructional, programmed material; personal conferences with students, in and out of class; giving diagnostic tests to provide pictures of where students are; requiring students to summarize the high points of a lesson, with such summaries providing clear evidence of what students have derived from the lesson; inviting wide-spread student participation as well as evaluation by students of such student contributions; and praising students for work well done. Hand in hand with feedback must go the use of corrective procedures. Students must be helped to understand the nature of their mistakes as well as to practice the correct forms. Simply pointing out the errors or asking students to correct them is not enough; students must be habituated to the correct version if a permanent change in the faulty behavior is to be effected.

Reinforcement

When one learns something, one should be able to recall it—a bit of knowledge or a skill—at will. To make it more likely that this will happen, instructors need to reinforce such learning. Reinforcement can be accomplished in a number of ways: giving students practice distributed over a period of time; introducing brief summaries at each phase of the lesson, with a final one at the lesson's end; reviewing briefly at the beginning of a lesson the high points of the previous lesson; noting basic ideas on the whiteboard; requiring students to apply concepts or skills learned to problems or contexts other than those in which they were taught; explaining to students the advantage of "mapping," the technique for visualizing ideas; and expressing praise for a student's achievement.

Meeting Individual Differences in the Classroom

Given the individual differences in backgrounds, achievement levels, learning abilities, and learning styles to be found in the classroom, instructors need to be aware of the need for individualizing instruction. Indeed, instructors should recognize the individual rather than the class as the basic unit in the instructional process.

To reach the individual student most effectively, instructors will need to utilize individual, small group, and whole-class teaching arrangements at appropriate times; utilize computer software; make self-instructional programmed materials available to students; use multi-media presentations; employ student-centered techniques; address selected questions to those students better able to cope with them; and help students learn more about their own learning styles.

Preparing Students for Student-Centered Techniques

Students require training sessions to prepare them for certain activities. If we wish students to participate in a student-centered technique, such as role-playing, debating, or a panel or symposium forum, we must explain the procedure to them in detail and given them some practice in carrying out such a technique. For example, if we wish students to interact, we must provide a structure for such student interactions. If we simply ask students to comment on each other's work, they may respond harshly, pollyannaishly, or without commitment. Students need training before they can comment responsibly and effectively on each other's work.

The Use of Instructional Resources

Instructors need to bear in mind the fact that, in addition to the course textbook, Schoology, the whiteboard, the students in the class, and themselves, a richness of resources available on- and off-campus—human, physical, printed, and digital—can be tapped to enrich the teaching-learning process for each student. It is essential that instructors be aware of these resources in view of the presence of different learning styles and achievement levels in the class; the need for arousing and maintaining student interest; the desirability of offering information, viewpoints, and experiences to students other than those provided to students by the instructor or the textbook; the ability to bring guest artists, lecturers, clinicians and presenters, and scholars to class; the availability of funds for off-campus and other experiential trips; and the potential challenge to students to probe and to experience that which is embedded in these other resources.

Identifying and Assisting At-Risk Students

The term “at-risk” at Five Towns College refers to any student who is determined to be a potential dropout, either as a result of potential failure to maintain satisfactory academic progress (SAP) or because of personal, financial, physical, or other non-academic issues. As educators dedicated to the proposition of student success, our mandate is simple – we must identify the at-risk students as quickly and thoroughly as possible and then take action, in concert with the College’s administration and staff, to help them succeed.

All faculty members, not just the full-timers, are expected to play a pro-active role in identifying at-risk students and reporting them to the appropriate academic and student services administrators. The College has a formal, written process to support this identification.

In the educational arena, faculty should report to the Dean of Students, Program Chair or Provost as “at risk” any student who:

- has stopped attending class for any reason;
- receives a failing or near-failing grade on a mid-term examination or major class assignment;
- seems to be seriously lacking a grasp of the subject matter despite efforts by the faculty member to provide tutoring or other similar assistance; and/or
- threatens to withdraw from the instructor’s course(s) for fear of academic failure.

In the personal/behavioral arena, faculty should report as “at risk” any student who:

- confides to the faculty member a serious personal problem, such as despondence over a recent death in the family or substance abuse/addiction
- falls asleep in class, is repeatedly tardy, appears downcast or depressed, or otherwise demonstrates a visible change in attitude or behavior
- expresses that they may have been the victim of a Title IX violation

In summary, faculty members are in a unique position through their regular classroom contact with students to be the schools “early warning system” for at-risk students. Five Towns College has a variety of resources to help students get back on track, but these resources are best put to use early in the process.

Access/Disability Services – Americans with Disabilities Act

The Five Towns College Student Access Office, located in the Student Success Center on the 100-Level Wing, provides qualified students who have applied and submitted supporting documentation of disability with reasonable accommodations. Students who are provided reasonable accommodations notify their professors and/or consent to have Student Access staff notify individual faculty members if a student registered in their classes is receiving reasonable accommodations from the Student Access Office. Typical accommodations provided include extended time for examinations and assessments, tutors, readers, and assistive devices. It is the philosophy of Five Towns College that “all students can learn.”

PLANNING FOR EFFECTIVE LESSONS

If students are to develop knowledge, skills, and competencies, instructors must set the stage for learning to take place. They do so by planning each lesson, incorporating into the lesson plan specific steps which should lead to real learning on the part of the class. The characteristics of *effective* teachers are to be found more in what they *do* in their teaching behaviors than in their personality traits. Just as students must be purposeful to be effective learners, instructors must be purposeful to be effective teachers.

Few individuals can stand in front of an audience for hours, days, weeks, and months without planning ahead for what they will do with that time if they want to effectively communicate. For this reason, effective instructors plan for each lesson, and it is the expectation of the College that all members of the faculty will do so.

Lesson plans should not be confused with lecture notes or other materials that an instructor will utilize to deliver information to a class. Lesson plans are the broad general outlines of what the instructor plans to do during each class meeting so that students will be able to display the behavioral objectives set forth in the course syllabi.

Lesson plans should contain, generally speaking, each of the following elements.

1. Learning (Behavioral) Objectives

The Relationship of Lesson Objectives to Course Objectives

Each course objective requires for its fulfillment a series of lessons in which some aspect of that course objective is carried out. Specifically, for each lesson one or more objectives need to be selected that will, when achieved, bring one or more course objectives closer to fruition.

In choosing the lesson objective(s), the instructor should bear in mind which particular course objective(s) the lesson objective(s) will be furthering; the necessity for using the complete set of course objectives as the source for lesson objectives; and the importance of giving the course objectives their due proportionate emphasis.

By reflecting on the connection between overall course objectives and the role of each lesson in helping students to achieve the overarching course objectives, faculty members also provide the theoretical linkage between what will happen during a specific class and how that translates into the rationale for the course itself. Indeed, when we consider lesson objectives in this manner, we appreciate that they are the basic building blocks upon which the entire academic program is designed.

The Behavioral/Performance Nature of Lesson Objectives

Like course objectives, lesson objectives should be formulated in behavioral or performance terms; they must indicate what concepts and/or skills students will know or master by the end of the particular class session and also how students will demonstrate such knowledge or mastery.

Thus, while a course objective for Music History, for example, might read, "Students will demonstrate knowledge of the major periods of popular music and the genres most representative of each one," various lesson objectives in this course would have to employ words which would require students to *show* what they have learned. Such words would include such action verbs as "define," "name," "recognize," "recall," etc., which make the inner or covert knowledge observable, demonstrable, measurable, and overt. In other words, knowledge gained can be shown in a variety of ways. The mere fact that a faculty member has gone over the material, and has thereby demonstrated mastery of the information, is wholly irrelevant. For the lesson to be successful, we look only to what the students can do as a result of participating in the class.

Values of the Behavioral/Performance Component in Lesson Objectives

Stating lesson objectives in terms of what students will be able to demonstrate by the end of the lesson—a knowledge of certain concepts, a mastery of a skill or ability, an openness to certain experiences—can contribute to more effective teaching and hence learning by students in the following ways:

- Knowing exactly in advance what students will have to demonstrate by the end of the lesson, instructors can select those specific learning experiences which will lead to the result(s) desired.
- When students learn at the beginning of the session what they are expected to learn to do by the end of the lesson, they are able to perform their learning role better. Studies have demonstrated that students become more efficient learners if they are provided with objectives announced at the beginning of the lesson.
- The use of behavioral or performance objectives makes evaluation more objective and clearer. Because of the concreteness of the action verb and the specificity of the content, we can more easily assess what students have and have not learned.
- Utilizing such objectives can change the orientation from "what we must cover" to "what students should be able to do" as a consequence of instruction. This emphasis places the responsibility for learning where it belongs—on the students themselves.
- Statements of lesson objectives in behavioral terms make for more effective communication between instructors and students, instructors and instructors, and instructors and Department Chairs. Such better understanding must result in better learning by students.

Fig. 5

CHART OF ACTION VERBS SUITABLE FOR BEHAVIORAL OBJECTIVES

The listing that follows, "Action Verbs Suitable for Behavioral Objectives," is a source of behaviors which should be used instead of such verbs as "know," "understand," "feel," "sense," etc., in stating lesson objectives; the latter verbs should be avoided since they are covert and not demonstrable per se. These action verbs are helpful in formulating performance or behavioral objectives for course overviews and lesson plans.

Verbs Applicable to the Levels in the Cognitive Domain

Level 1 - Knowledge

Arrange	order
Define	recognize
duplicate	relate
Label	recall
List	repeat
Memorize	reproduce
Name	

Level 2 - Comprehension

classify	locate
describe	recognize
explain	report
express	restate
identify	review
indicate	select
	translate

Level 3 - Application

Apply	operate
Choose	practice
Demonstrate	schedule
Dramatize	sketch
Employ	solve
Illustrate	use
Interpret	

Level 4 - Analysis

analyze	differentiate
appraise	discriminate
calculate	distinguish
categorize	examine
compare	experiment
contrast	question
criticize	test

Level 5 - Synthesis

Arrange	formulate
Assemble	manage
Collect	organize
Compose	plan
Construct	prepare
Create	propose
Design	set up

Level 6 - Evaluation

appraise	judge
argue	predict
assess	rate
attach	score
choose	select
compare	support
defend	value
estimate	evaluate

Verbs Applicable to the Psychomotor Domain

Bend	operate	shorten	differentiate (by touch)
Grasp	reach	stretch	express (facially)
Handle	relax		perform (skillfully)

Verbs Applicable to the Affective Domain

Accept	defend	judge	share
Attempt	dispute	praise	support
Challenge	join	question	volunteer

Note: The above material was taken from *Setting Objectives: A Workbook* developed by the Faculty Self-Appraisal and Development Project at San Jose State University in California.

2. Motivation

In order to interest students in the objective(s) of the lesson, the instructor might, at the outset of the session, present a provocative question, problem, or dilemma bearing on the lesson's objective(s) for the consideration of the class. Or, using either a current event, a personal or student experience, an anecdote, or a multimedia aid related to the lesson's objectives, the instructor could pose a question based upon the item in the hope that many varied answers would be forthcoming. Such an approach is far more likely to arouse interest and engender discussion than a question, for example, calling for the definition of a term from the reading assignment. The purpose of a good motivation is two-fold: it should start the intellectual juices flowing and also introduce more clearly the crux, the dimensions of the lesson's content.

3. Review

Since most learning builds on prior knowledge and skills, the instructor should seek to elicit those relevant concepts and skills from which the learning or outcomes of the lesson under consideration can be developed. This phase of the learning attempts to link the new material to what students already know. Thus, if the lesson of the day is part and parcel of thread of learning that began in prior classes, an effective lesson will review that material before moving on to set the stage for the lesson about to be covered. The review, when conducted using student-centered approaches, will also provide an additional opportunity to assess student learning to assure the class is ready to move on to new or more complex material.

4. Presentation/Development

Various approaches or activities can be used to develop the basic concepts, skills, or attitudes which constitute the lesson's objectives. Among these are the developmental lesson or guided discussion whose core consists of four or five thought-provoking questions; an audiovisual presentation with a preparation of the class for the ensuing media presentation as well as a follow-up discussion; student-centered techniques or socialized recitations, such as role-playing or sociodrama, debates, panel- or symposium-forums, simulations or games; oral reports; exercises; small-group work; and laboratory work.

Brief lectures by the instructor are in order in those cases where the instructor may be filling out the lesson's content with more recent information, a telling personal experience, or a possible critique of the textbook author's assumptions in a particular chapter. Such a lecturette could also accompany a demonstration.

In the developmental or guided discussion type of lesson, the questions around which the lesson pivots should not simply be straightforward fact questions; these pivotal questions should rather require students to do something with the facts in the students' possession. Such questions should go beyond the levels of recall and comprehension and reach into those requiring application, analysis, synthesis, and evaluation. They should also call for responses requiring the expression of feelings, attitudes, values, and preferences. Such upper-level thought questions begin with words like "How" and "Why" rather than with "Who," "Where," "What," and "When."

Each of the questions should also relate directly to one or another of the lesson's objectives. The expected answers for these questions should be briefly indicated. If students do not seem to have the facts, eliciting them one by one from the class is less desirable than the instructor's giving them to the class in the form of a lecturette. Certain types of objectives require the utilization of appropriate methods for their realization. Thus, for example, a lecture approach will not promote the development of interpersonal skills, abilities which would be far better strengthened by role-playing or sociodrama experiences. On the other hand, role-playing or sociodrama might be far less effective for the building of generalization in the area of music business, for instance, than a series of questions leading students to discover that basic principles themselves.

5. Application of Concepts/Skills

Helping students to apply the concepts or skills being taught to real-life situations can both demonstrate their intrinsic value as well as reinforce the strength of the learning act. Student-centered activities that draw upon the psychomotor domain are easily integrated into the lesson. Similarly asking pivotal questions that challenge students to apply knowledge to fact patterns draws upon the cognitive domain, and is another method for reinforcing learning.

6. Assessment

Assessment encompasses a broad variety of strategies for obtaining information needed to make decisions about: a student's competence (level of learning), curricula, programs, school, and educational policies. Assessment strategies also provide students with opportunities to demonstrate or showcase the level at which they have mastered learning objectives. The use of multiple assessments tends to increase the level of confidence and accuracy in assessment results. Assessment informs the instructor about what their students have learned, and it also, to some extent helps the instructor to assess their own teaching effectiveness.

Assessments may include both formal and informal observations of the student, paper-and pencil tests, online examinations and surveys, lab work, projects, homework, oral questions, etc. Assessment works best when it:

- has clear, explicitly stated purposes;
- addresses experiences that lead to those assessments/outcomes;
- is ongoing, not episodic;
- addresses and illuminates questions people really care about; and
- is part of a larger set of conditions that promote change.

Authentic assessment requires students to perform a task relating what they have learned directly to real-life situations (i.e., mixing a song), rather than demonstrate indirect meaning (we would prefer not to rely on a written test to evaluate a person's ability to swim, drive a car, or play the piano). Authentic assessment thereby relies on direct evidence. Indirect evidence, which relies on a surrogate to document learning – a certificate, survey result, or interview report, is helpful, but not necessarily as reliable as authentic assessment.

Assessment requires that the instructor provide feedback to the student of the results. If the results are less than optimal, the Instructor should also provide alternative strategies for the student to improve. Assessment without feedback is not assessment at all. It is, at best, evaluation, which should be avoided or limited to summative assessments – the final examination. Assessments which provide feedback and help a student to make necessary adjustments to improve are formative in nature, because they represent a work in progress and are not final – or summative.

Good educational practice suggests that even for summative assessments, such as end of semester final examinations, students should be provided with feedback. This practice can be accomplished by meeting with former students at the start of the new term, and providing them with feedback related to the final examination. This practice is particularly helpful in courses that are sequential in nature and build upon each other – especially at the program level. For example, even though a music major may pass a final examination in Harmony 1, their abilities and chances of success in Harmony 2 would be enhanced with feedback from the Harmony 1 final examination. This type of review is a best practice that divisional colleagues should integrate into divisional activities, and furthers the overarching goal of assessing student learning at the program level.

7. Summary

The summary phase of the lesson calls for *students*, not the instructor, to state in their own words the basic concepts or to perform the skills taught during the lesson. If the various learnings—concepts, principles, generalizations, etc.—are briefly summarized when they are first established, then the final summary becomes merely a re-statement of the previous summaries.

Clearly, too, the final summary must be linked to the objectives which were announced at the beginning of the session. If many hands are up at this time, if the summarizing statements (oral or written) are on target, if an informal quiz reveals a solid grasp of the lesson's main ideas, then the lesson's objectives can be said to have been reached. In this way the summary is also a formative assessment, which informs the instructor whether or not the class is ready to move on or not, to the next level or topic in a sequence.

8. Homework Assignment

The importance of the homework assignment for the next lesson cannot be overemphasized. For one thing, students cannot and should not do all their learning in class. They must become self-teachers, self-educators outside the classroom. Then, too, a student who has completed a well-prepared homework assignment is in a better position to contribute to class discussions and to double-check his/her understanding of the textbook during the session for which the assignment was completed. Finally, a student who has done his/her assignment well can come to class not as a recipient of learning but as a full-fledged partner in the teaching-learning process.

Instructors have an obligation to motivate the homework assignments, give their students a brief overview of the topic, clarify some crucial terms, pose several questions to guide the reading, and give a writing assignment based upon the reading material.

Having students present homework assignments can be an effective student-centered teaching technique.

9. Materials

Concrete aids, such as handouts to be used by the instructor, should also be listed.

These, then, are the nine basic elements of all lesson plans. In the writing of a lesson plan, instructors record the basic steps they will take in the development of that lesson. Perhaps if we can try to imagine how the student perceives each of these steps, we may be in a better position to plan that lesson even more effectively. Thus, the student who comes to class may very well raise, *or can be taught to raise*, the following questions for herself/himself:

- “What will I have to do at the end of the session to show that I have learned a new idea or skill or that I have deepened my knowledge of an idea or improved a skill? (Objective)
- “Of what interest or concern is this new idea or skill to me? Of what use can it be to me? (Motivation)
- “What do I already know from previous lessons or from my own background that will help me understand this lesson's main concept? (Review)
- “What is the point of each of the questions my instructor is raising? How will the answers assist me in showing at the end of the lesson what I have learned this hour? (Achieving the Objective)
- “To what problems or situations in real life or this subject can I apply what I am learning? (Application of Concepts)
- “What exactly can I say or perform now that the session is at an end to show (to myself and to the instructor) what I have learned this class session? (Summary)
- “What's important about the next topic given for homework? What are the key terms I should know? What do I have to do besides reading the material to be covered? (Homework Assignment)

Conclusion

For students' learning to take place, students must be active participants in their own learning. They must have countless opportunities to discuss, write, confer, revise, role-play, practice, brainstorm, debate, demonstrate, discover, react, report, take part in panels and symposiums, create, enact, respond, teach, etc. "Without expression," wrote William James, "there is no impression."

LESSON PLAN BOOKS

Instructors should maintain a record of their lesson plans, dated; the plans for all courses should be kept together in different parts of the same notebook. Plan books should be on campus or in a share drive and in the classroom with the faculty member when his/her classes are being taught. The plan for a lesson should contain, minimally, the items discussed above. Copies of quizzes and examinations should also be kept in the plan book.

When lessons plans are maintained digitally, they should be stored in a manner that allows divisional colleagues to access those plans in the event that the instructor becomes ill or is unable to attend class. Since planning for lessons is a required component of a faculty members responsibilities, division chairs and other academic officers of the College may seek to review lesson plans at any time, and at least annually during pre-observation meetings, to assure that this responsibility is being attended to in a manner consistent with these guidelines.

GUIDELINES FOR PREPARING MIDTERM AND FINAL EXAMINATIONS

Selection of Content and Skills (Behaviors)

For undergraduate classes, the material and skills to be evaluated in the midterm examination should be taken from the work covered since the beginning of the term. For the final examination, the material and skills tested should be taken from the work covered since the midterm examination. In both cases, the selection of the content and the skills provides us with an opportunity to ask ourselves again what it is we wish our students to accomplish in our courses. Because our expectations for graduate study may be different, faculty members may use a more comprehensive examination technique for classes offered at the graduate level.

A device used by test constructors to help instructors select not only the right content but also skills or behaviors in the right proportions for the course's major examinations is the "table of specifications." This table is a two-dimensional chart on which are specified those areas of content and those skills or behaviors which the instructor deems important for his/her course.

By listing along one axis the aspects of the subject matter to be tested and along a second axis those skills (behaviors, instructional objectives) which students apply to the content area specified, the instructor can outline for himself/herself what content is to be covered and what students are to do with that content in the examination. "To do" refers to the cognitive powers of recall, comprehension, application, analysis, and evaluation and to the affective powers of receiving, responding to, valuing, organizing, and being characterized by a value system.

The boxes formed by the intersection of the two axes are termed "content-behavior cells." In each "cell" the instructor can indicate for himself/herself the number of text items he/she intends to include on the examination. From the number of items entered in the boxes one can infer what emphasis the instructor has given to each point of intersection between content and behavior.

Objective and Essay Questions

Well-prepared midterm and final examinations can do two things for us as directors of learning: they can compel us to think more sharply about the objectives and subject-matter content of the courses we teach and also enable us to obtain a picture of how well students in our classes are achieving those objectives and mastering that content.

Because objective questions, short-answer and completion, and essay questions enjoy certain inherent strengths and suffer from certain inherent weaknesses, we would do well in preparing midterm and final examinations to capitalize on what each type is better suited to do. In this way, the limitations of all can be compensated for, and we can have the best of all possible worlds - an examination tapping the positives of all three types.

On this page is a summary of an evaluation of these test types as seen by Thorndike and Hagen in their seminal book *Measurement and Evaluation in Psychology and Education*. In the column for each item type, "++" indicates the test is superior in relation to the factor; "+" indicates a slight advantage; "-" indicates a slight disadvantage; and "--" indicates a marked disadvantage.

<p>Fig. 6 Objective and Essay Question Factors</p>			
Factor	Essay	Short Answer or Completion	Objective
Can measure ability to solve novel problems	++	+	++
Can measure ability to organize, integrate, or synthesize	++	+	--
Can measure originality or innovative approaches to problems	++	+	--
Can isolate specific abilities in subject area from general skills of writing, spelling, and language usage	--	--	++
Has potential value for diagnosis	--	+	++
Can sample adequately for the objectives of instruction	--	--	++
Is free from opportunities for guessing answers	++	++	--
Gives consistent scores from scorer to scorer	--	--	++
Is accurate in differentiating levels of competency among examinees	--	--	++
Can be scored by unskilled clerk or machine	--	--	++
Can be scored quickly	--	--	++
Takes little time for writing items	+	+	--

Clearly, both objective and essay questions should be employed in the construction of these tests. But in what proportions? A possible answer is to assign to objective as well as short answer and completion, questions a credit-value of 1/2 to 2/3 of the total value, with essay question(s) receiving 1/3 to 1/2 of the total value.

Objectives and short-answer questions should not carry more than two (2) credits each. This should make possible a wider sampling of the course's content and learning.

Objective questions include multiple-choice, modified true-false, and matching.

Suggestions for Preparing Test Questions

Essay Questions

- Have clearly in mind which behavior(s) you wish to test. If, for example, you want to determine how well your students can interpret data, do not frame your question so that it really calls only for a recall of data.
- Frame the question so that the student must use his/her information selectively rather than merely reproduce all of it.
- Start essay questions with such words as "Compare," "Contrast," "Give the reasons for," "Give original examples of," "Explain how," "Predict what would happen if," "Criticize," "Differentiate," "Illustrate," etc. Avoid starting essay questions with such words as "What," "Who," "When," and "List" since these words tend to lead to tasks requiring only the reproduction of information.

- Think about the answer you expect and then phrase the question so precisely that it will call forth the kind of answer you have in mind, making it difficult for the student to go off in another direction.
- The material covered in essay questions should differ from that tested in the objective part of the examination.
- Some breakdown in credit value should be indicated for different parts of essay questions worth fifteen (15) points or more.

Short-Answer and Completion Questions

- Be sure that each item deals with important content; do not measure trivia.
- Be sure the question or statement is so sharply stated that a student who knows the material will have no doubt about what the desired answer is.
- Be sure that the answer that the student is required to produce is factually correct.
- If the problem requires a numerical answer, indicate the units in which it is to be expressed.
- In a completion item, omit only key words.
- In a completion item, put the blank(s) near the end of the statement rather than at the beginning.

Objective Items (Multiple-Choice, Modified True-False, and Matching)

General

- Avoid involved sentence structure or esoteric vocabulary: nothing should interfere with the student's showing what he/she knows.
- Be sure the item has a correct or best answer on which experts would agree.
- Be sure each item deals with an important aspect of the content area, not with trivia.
- Be sure that the problem in the question is sharply and unambiguously stated. The student should not have to ask himself/herself what precisely did the writer of the question have in mind when he/she wrote the question.

Modified True-False

Avoid true-false statements unless you are prepared to penalize students for guessing by deducting additional credits for wrong answers or unless you require students to correct the inaccurate part of a statement which they have marked false. This is to eliminate the factor of luck in guessing.

Multiple-Choice

- Be sure that the stem of a multiple-choice question contains a full picture of the problem.
- Include as much as possible in the stem of a multiple-choice question and keep the options or choices as short as possible.
- Include in the stem *only* the material needed to make the problem clear and specific.
- Use the negative only sparingly in the stem of an item.
- Use novel material in formulating problems to measure understanding or ability to apply principles.

- Be sure there is one and only one correct or clearly best answer among four choices.
- Be sure wrong answer choices are plausible in a multiple-choice question
- Be sure no unintentional clues to the correct answer are given. Such clues include repetition of a word or phrase or sound in the keyed answer and stem, specific determiners such as "always" and "never," and grammatical inconsistencies between the keyed answer and the stem.
- Use the choice "none of these" or "none of the above" only when the keyed answer can be classified unequivocally as right or wrong.
- Avoid the use of "all of these" or "all of the above" in the typical multiple-choice question.

Matching

- Keep the set of statements in a single matching exercise homogeneous. All the items in one of the columns should be, say, famous composers, parts of the body, places, etc.
- Keep the set not too short or too long. Ten items in the set would be just right. For ten items in one column, there should be twelve or thirteen identifying items in the other.
- If the two columns differ in length of statements, have the students choose answers from the column with the shorter statements.
- Use a heading for each column that accurately describes its content. If you are unable to find such a heading, then your list of items is not homogeneous but rather heterogeneous in nature.

Suggestions for Constructing the Different Tests

Essays

- Be sure that the students do not have too many or too lengthy questions to answer in the time available.
- If several essay questions are to be given, try to have a range of complexity and difficulty in the questions. This should enable us to obtain information on both the least and most able students.
- Unless different students have studied different topics, require all students to answer the same questions. Choice with essay questions increases the degree of variability in marking.
- In your directions, indicate whether or not the student should use connected prose or outline form; the general criteria that will be used in evaluating answers; the time recommended for answering particular questions; and the credits assigned to each part of the essay question.
- In order to insure the integrity of the test, the instructor should avoid using the same questions for different sections of the same course.

Completion and Short-Answer Questions

- If both completion and short-answer questions are used on the same test, put items of the same type together.
- Write a set of directions for each item type that is used on the test.
- So far as possible, group items dealing with the same content or skill together.

Objective Tests (Multiple-Choice, Matching and Modified True-False)

- Arrange items on the test so that they are easy to read.
- Group items of the same format together.
- Within item type, group items dealing with the same content together.
- Write a set of specific directions for each item type.
- Be sure that one item does not provide clues to the answers of another item or items.
- Be sure that the correct responses form essentially a random pattern. In a multiple choice test it is desirable to have the correct answers in each of the four possible response positions about the same number of times.

Grading of Answers to Essay Questions

Instructors can indicate by means of checks or pluses or question marks or minuses the basis for the number of credits they have assigned to a particular answer. Sometimes a brief statement of the strength or the weakness of an answer can also be helpful to the student who will be reviewing his/her graded midterm or final examination. Marks on the midterm or final examination are to be given in numerical, *not letter*, terms.

The final examination papers of all students are not kept by them. After the students have had an opportunity to review them, the papers are forwarded to the Division Chairperson, who retains them for a period of one year.

Review and Approval Procedures

The midterm examination is generally given during the seventh week of the semester while the final examination is given during the fifteenth week. Because final course grades must be turned in to the Registrar no later than 48 hours after a final examination has been administered, it may be advisable to administer a final examination in two parts when essay questions are used.

In this scenario, the essay portion of a final examination may be administered in the fourteenth week of the class, thereby allowing the instructor ample time to thoroughly review the essay and assign a grade. The remaining portion of the final examination may then be administered in the fifteenth week. Once both parts of the examination are graded, the instructor then combines the two parts to arrive at the examination grade. This grade is then factored into the final course grade and entered into the portal and then verified by the Registrar's office. When administering a final examination in two parts, the first part must not include any new material which has not been covered and has been left for the remaining class sessions.

A draft of the examination should be sent to the Division Chair at least two (2) weeks before the date of the examination. After this draft has been reviewed by the Division Chair in consultation with the College Provost or Dean of Instruction, it will be returned to the instructor for the preparation of the final copy.

Uses of Tests/Grades in Higher Education

At the overwhelming majority of American colleges and universities, traditional testing and grading practices focus on how students rank in relation to one another. Such a normative or comparative use of testing and grading serves several useful purposes. Within the institution itself, such testing/grading is employed to select students who need remediation on the one hand and those who should take advanced work on the other hand. Grades are also used to permit students to advance in a sequence of courses or to prevent them from doing so until more competence at a particular level can be demonstrated.

Evaluation for Individual Student Progress

Although, to be sure, the College recognizes the values and uses of traditional testing/grading practices, it must seek, because of its concern with the individual progress of each student, to counteract some of the weaknesses which have been characteristic of those testing/grading practices. There are at least three directions in the area of evaluation in which we must move, if we wish to improve teaching and learning at the College.

1. With our usual practice of testing and grading, we make judgments about how well a student has learned at the *end* of a lesson, unit, project, or quarter. This type of evaluation is called summative evaluation.

However, we would do well to employ a greater amount of another type of evaluation in our teaching-learning experiences, namely, formative evaluation. Formative evaluation takes place *during* the teaching-learning process while what is being learned is still in the formation stage. Some specific practices that are used with this type of evaluation include providing much feedback to students, encouraging students to evaluate their own work, using diagnosis, prescribing remedial measures, assigning no grades on some quizzes, inviting outlines and draft copies of written material, requiring the keeping of progress charts, encouraging students in small group sessions to correct their errors, etc.

2. We must make certain, too, that the test items we use in our quizzes and major examinations are closely matched to the course objectives. Specifically, we must understand what sort of mastery each of the course objectives calls upon students to demonstrate. This understanding together with a grasp of the different domains—cognitive, affective, psychomotor—must be utilized in selecting test items. When tests and grades are related to course objectives expressed in behavioral terms, students will perforce focus on course and lesson objectives.

One procedure for assuring the inclusion of course objectives in tests is to prepare a "table of specifications", one which would show how each test item, group of items, or essay question is designed to get at a particular concept or skill which has been identified as important in the course.

The individual instructor can best improve individual progress by relating all phases of the course—tests, research papers, class participation, oral reports, etc.—to course objectives, the directions of learning being undertaken by students. Equipped with a fuller awareness of course objectives, students should find tests based upon those objectives valid learning experiences.

3. We must, finally, make greater use of criterion-referenced evaluation. This means defining exactly what a particular learning objective involves and finding out how well a particular student has achieved that objective. The focus here is not on how well the individual student performed in comparison with his/her class but rather on what the student still needs to know or to do in mastering that particular learning objective. This is the basis of Five Towns College Plan for the Assessment of Student Learning. Criterion referenced evaluation in this context refers to the demonstration of student learning and the assessment thereof utilizing objective scoring rubrics.

What can an instructor wishing to employ this approach do? He/she can encourage his/her students to go over their midterm and final examinations carefully, indeed, possibly requiring them to rewrite their answers to essay questions when needed. The instructor can provide models of learning objectives so that his/her students can understand what mastery of a body of knowledge or a particular skill entails. He/she can train students to become self-teachers, to know which materials to use, which procedures to use to teach themselves, etc. He/she can try to motivate students to *want* to achieve mastery for the sake of mastery itself.

Assigning Grades at Five Towns College

The assigning of a final grade is a responsibility which is carried out with much scrupulousness at Five Towns College. To begin with, students learn from their course overviews which criteria will be used by the instructor of their course in determining the final grade and how much each of the criteria will count. Students are tested or graded in a variety of ways so that the final course grade rests not upon only one or two items but upon a number of them: classroom attendance/participation, homework, quizzes, lab projects, midterm and final examinations, and a research paper or a special project in selected courses. Such a broad set of criteria provides a substantial as well as a representative base upon which to compute a final grade.

More specifically, the criteria used and the credit values assigned to them by instructors for grading term papers as well as essay questions on the midterm and final examinations are made known to students in the term paper assignment sheet and the essay questions themselves. The different parts of essay questions are given specific credit values to assure a greater degree of objectivity in marking. Lastly, in the areas involving artistic design and performance, examinations should be conducted by juries consisting of at least two faculty members; this procedure is employed to decrease the factor of subjectivity in assessing the quality of a student's performance.

IMPROVEMENT OF INSTRUCTION

Differentiated Supervision

Differentiated supervision as it has been practiced at Five Towns College provides for several options or procedures whose primary objective is to increase teaching effectiveness and improve instruction.

The procedures used at the College include the following: clinical supervision, the intensive observation and feedback conducted by a trained supervisor; cooperative professional development, in which small teams of peers work together for their mutual growth; self-directed development, in which the individual instructor assumes primary responsibility for his or her own growth; and administrative monitoring, a process by which the supervisor conducts brief "drop-in" visits and conferences.

Inexperienced instructors benefit most from the intensive scrutiny of clinical supervision, while competent, experienced instructors often consider it the least useful of the procedures. The differentiated system of supervision as practiced at the College helps the supervisor focus his or her efforts where they are most critically needed. It makes possible the four types of supervision described in the brief overview below.

1. Clinical Supervision

Clinical supervision is an intensive process designed to improve instruction by conferring with an instructor on lesson planning, observing the lesson, analyzing the observational data, and giving the instructor feedback about the observation. This clinical supervisory cycle is conducted at least once each year, but may be repeated as necessary throughout the year, as part of a systematic plan for professional growth developed by the supervisor and the instructor. It is the most useful procedure for beginning teachers, who are still acquiring the basic skills of teaching.

2. Cooperative Professional Development

Cooperative professional development is a collegial process in which a small group of instructors agree to work together for their own professional growth. They observe each other's classes, give each other feedback about those observations, and discuss common professional concerns. They can also collaborate in a range of other instructional activities. It is much less intensive and systematic than clinical supervision and is most useful for experienced, competent faculty who value collegiality.

3. Self-Directed Development

Self-directed development enables the individual instructor to work independently on professional growth concerns. The instructor develops and carries out an individualized plan for professional growth, with the administrator or supervisor serving as a resource. Self-directed development is most useful for experienced, competent faculty who prefer to work alone and whose teaching effectiveness has been clearly demonstrated over a significant period of time.

4. Administrative Monitoring

Administrative monitoring, as the term implies, is a process by which an administrator monitors the work of the staff, making brief and unannounced classroom visits simply to ensure that faculty are carrying out assignments and responsibilities in a professional manner. While many texts on supervision scoff at such "drop-in" monitoring, there is persuasive evidence that such monitoring is a key aspect of instructional leadership. All faculty members can profit from such monitoring when it is performed by a sensitive and trusted leader.

Research indicates that the differentiated system has several advantages. It responds to the individual needs of faculty by making provision for a choice of supervisory mode. It also enables the administrator and supervisor to focus clinical efforts where they are most needed. A supervisor can effectively provide clinical supervision for a limited number of faculty. Research indicates that implementing the system usually has a positive impact on faculty perceptions of school climate. They value the fact that a variety of supervisory procedures are provided for and they appreciate the professional dialogue encouraged by the differentiated approach to supervision whose primary objective is to improve the teaching/learning process at the College.

Class Observations

College policy, based upon a program of differentiated supervision, requires that each instructor be observed at least once a year. This is typically performed by the Program Chairperson or a senior faculty member approved by the College Dean. In connection with these observations, the observer discusses, at a pre-observation conference, the written lesson plan to be used with the instructor *before* the lesson is given. At a post-observation conference following the visit, the instructor and the observer confer about the lesson. A written report reflecting the substance of the conference is then prepared and signed by both the instructor and the observer.

In preparing the plan for the lesson to be given, the instructor should bear in mind the guidelines above dealing with **Planning for Effective Lessons** as well as the items contained in the **Classroom Observation Report**. Signed copies of the observation report are placed in the files of the instructor and the observer in the school director's office. A personal copy is given to the instructor.

Student Instruction Survey Reports

To help instructors become more fully aware of how well they are reaching their students, evaluation forms bearing upon various aspects of instruction are completed by students during the semester. These evaluations are anonymous. Instructors are required to review these reports after all of their final grades have been submitted to the Registrar.

Inter-visitation

The practice of visiting a colleague and being visited in turn by a colleague is recognized as an invaluable technique for the improvement of teaching. Because of the potential values embedded in this type of learning experience, College policy requires that instructors visit, and be visited by, colleagues once each year or more frequently if appropriate.

Instructors make the necessary arrangements for such visits. After his/her visit, the instructor prepares a brief statement regarding the insights he/she has gained from the observation and submits it to his/her Division Chairperson. The written inter-visitation report shall be limited to positive and beneficial instructional techniques or procedures used by the faculty member being visited which the visitor deems sufficiently valuable for use in his/her own classroom. The instructor who has been observed has the opportunity of obtaining feedback from the observing colleague, but this would be a matter for the two instructors to decide for themselves and does not belong on the written report.

This informal statement is not an evaluation report and is not used in making the decision regarding the continuation or promotion of an instructor. Its chief purpose is to facilitate self-growth on the part of the participating instructors.

Self-Evaluation

Another approach to improving one's effectiveness as an instructor is the Self-Evaluation Plan. Looking at the various aspects of one's teaching as objectively as is possible can only strengthen one's skills as an instructor.

Informal Evaluation at Midterm

Inviting student reaction to instruction at the midpoint of a course makes it possible for the instructor to effect those changes in his/her approach that should be helpful to the students for the remainder of the course.

One possible way of carrying out such an evaluation is to have students note on a slip of paper one or more suggestions for modifying the instructional approach, have one student compile a master list of such suggestions, and have this list transmitted to the instructor, who can then review his/her approach in the light of the suggestions. Other ways of obtaining the same feedback can readily be found.

GUIDELINES FOR DEVELOPING NEW COURSES

Guidelines are set forth below for proposing or developing new courses. These guidelines help define the structural framework from which the College can best obtain course and program approvals and at the same time meet regulatory mandates.

As in any school, there is a limit to the number of electives that can be offered. Only elective courses that can assure sufficient enrollment should be proposed. Additionally, new course initiatives should be discussed in Division Faculty meetings, in order to ascertain feasibility and practicality of the offering before seeking formal approval.

Proposals for new courses must include all of the elements listed below in a course overview prior to their consideration for approval. Course titles should be brief and descriptive. Duplication and overlap of subject matter should be avoided. The internal logic and design of each course must be consistent with College goals and program objectives as described in the Faculty Handbook and in the College Catalog. Proposed courses must be prepared in conformance with the College's standard form for course overviews.

List of elements required for new course proposals

- Course Title
- Proposed Course Code
- Course Prerequisite(s)
- Course Credits
- Class Hours
- Lab Hours in appropriate instances
- Proposed Lab Fee, if any (Consult with VP of Finance and Administration)
- Course Description
- Listing of Objectives in behavioral terms
- Instructional Approach(es)
- Course Requirements
- Grading Criteria
- Student Learning Assessment Plan information/disclosures, if applicable
- Required Textbooks
- Sequence of Content – keyed to textbook(s) or required materials
- Annotated Bibliography
- Research Paper Guidelines and Topics if required (200 level courses and higher)
- Model Midterm and Final Examinations linked to the sequence of content and behavioral objectives
- Course placement in a revised recommended sequence of courses (if necessary) for catalog revisions in all affected programs
- Revised Degree Maps indicating the incorporation of the new course
- Plan for the integration of the proposed course into the FTC Plan for the Assessment of Student Learning, including designation of artifacts and scoring rubric.
- Program Faculty Meeting Minutes demonstrating course adoption recommendation
- Provost Council Meeting Minutes indicating course adoption

CLASS/COURSE MANAGEMENT – GUIDELINES

Plan to arrive at least ten minutes prior to the start of each class session. Students with questions or who need to consult with you for any reason should be encouraged to come early as well to speak with you. If questions about the subject matter are raised and they can be addressed prior to class, please try to do so. However, if a more involved discussion is required, encourage students to meet with you during a scheduled office hour or at other times. Remember, adjunct and full-time faculty members are both expected to make themselves available outside of class.

Before starting the class, the following information should be written on the white board.

- Name of the class, section, and date (e.g. AUD 101 – Jan 29th, 2018)
- The number of the day's class and the total classes (e.g, Class 4/30)
- Instructor's Name
- A list with topics to be covered, along with the class number.
- Lesson Objective(s).
- Write a brief summary of the topics to be covered, then elaborate on them. Also write any other points you may feel are extra important. In general, the board could be organized as follows:

Fig. 7
How to Organize a Classroom Whiteboard

<u>Lesson</u> (Behavioral) <u>Objective:</u>	Class, Section, Class x/total Date Instructor's name
	Topics for the day 1. 2. 3.
	Glossary/ Unfamiliar terms/ Special notes/ Etc.

Try to write first; then talk about what you just wrote; then demonstrate. The students seem to respond better to this method than if the teacher writes and talks at the same time.

Bring your related personal experiences into the class. Students typically have a desire to know about their teachers. There is a presumption of respect for instructors, and will be anxious to learn what qualifies to be at the front of the class. Be careful to interject personal experiences appropriately, and avoid lengthy "war stories" that may distract you from accomplishing the lesson's objectives.

Follow the syllabus as closely as possible. The course flow is intended for maximum comprehension and retention in the classroom and may also be linked to lab schedules. It also allows for uninterrupted instruction in the event you need to be absent and another instructor is assigned to cover the class. Remember that you may cover more material than is contained on syllabus in appropriate circumstances, but you may not cover less material. Remember that the curriculum was designed and adopted by the faculty through a collaborative academic process. If changes to the curriculum are indicated, revisions should be proposed through the academic governance process, as described in this Faculty Handbook.

Be in the classroom on time, prepared, and ready to take attendance promptly. This will encourage students to arrive on time too. If you have handouts or examinations that you need to distribute, make sure you to prepare photocopies well in advance and have enough for the entire class.

Students will have an opportunity to evaluate each instructor at the end of every quarter. They are encouraged to be honest and critical in their evaluations of both teacher and class. Instructors must leave the room while students are engaged in the evaluation process. Faculty members will review the student evaluations with their department chair after final grades have been submitted to the Registrar.

Teachers are asked to closely monitor the progress of new students and provide feedback to Student Services Office. This allows Student Services to identify issues as early as possible.

Attendance

- Must be taken every class meeting, and entered into the College's attendance monitoring system
- A student who has been marked late twice should receive an absence.
- If a student has been absent for two consecutive weeks (10 school days) without notifying the College and indicating a date certain when they will return, and without receiving permission for such absence from the Dean of Student, that student, may be administratively withdrawn from the class.

Classroom Management

Inform students of rules of conduct on the first day of the class, and highlight your personal expectations for their academic efforts. The students should be familiar with them already from attending New Student Orientation, and from reading the FTC Student Handbook and FTC Catalog. Nevertheless, restate them to reinforce them.

Remind students that the use of handheld devices or headphones, reading, talking, eating, sleeping, or leaving the classroom frequently is disruptive and is not acceptable.

Avoid direct confrontation. If a student is excessively disruptive in class, approach him individually outside of class. If this does not achieve the desired result, have the class take a break, lock the door, and obtain assistance from the Public Safety Office.

IDRs are to be used for poor attendance, frequent lateness/early departure, poor grades, inattentive or disruptive behavior, or any other problem that you detect. Please don't let yourself fall into the trap of having it out with students or punishing the class for the actions of a few, or simply ignoring problem behavior. Remember, you are responsible for the management of your classroom, and your effectiveness as an instructor will be enhanced by conducting the class in a way that facilitates learning.

Part Four:

Assuring Academic Honesty and Integrity

ACADEMIC DISHONESTY: PLAGIARISM AND CHEATING

Academic dishonesty happens any time work is completed and submitted that is not one's own. When a student or faculty member uses someone else's and calls it their own, or submits someone else's work without proper attribution leading the receiver to believe it is another's original work, this is known as plagiarism. Academic Dishonesty also refers to other activities intentionally designed to deceive an instructor to obtain a grade or to cheat.

This behavior includes, but is not limited to:

- submitting work that is similar or identical to that of another learner;
- copying homework, exams, or quizzes in or out of class;
- using unauthorized notes while taking an exam or quiz;
- copying from any source (newspapers, magazines, journals, books, textbooks, films, the Internet (i.e., Wikipedia), etc.) without proper MLA citations;
- turning in work completed for another class (unless pre-authorized by BOTH instructors); and
- Passing off any work as your own which is not.

Cheating and plagiarism will not be tolerated at Five Towns College. If evidence clearly indicates that work was not produced by the learner, or is not cited in the proper format, the work in question will not be accepted, there will be no credit given and these actions may be subject to disciplinary actions, as documented in the Student Handbook and other official College documents. Proper citations are required for all written assignments.

Disciplinary Procedure

All academic dishonesty offenses will be reported in writing to the Division Chair of the respective course and will be recorded into the student's record in CampusVue.

First offenses will be handled at the classroom level. A faculty member who suspects a student of plagiarism will first notify the student and chair via email and schedule an appointment to meet with the student to discuss the problem. At this stage, the minimum penalty will be a reworked assignment with a ceiling of 80% and the maximum penalty will be an "F" for the assignment. In the absence of any resolution, the student will meet with the faculty member's division chair, and if a resolution still cannot be reached, then a meeting will be called with the Provost.

At the Provost level, the student and the faculty member involved will present all evidence relating to the alleged plagiarism, at which point the Provost will render a decision which is final. The Registrar will retain a file of the proceedings, with copies submitted to the student's academic advisor, course division chair, and noted in CampusVue.

An appeal can only be made to the President's Office if the student and/or department chair can provide evidence that the Provost has not followed policy or has made an error of fact or rule. All appeals must be submitted in writing within 10 calendars days of the Provost's decision.

A second offense in the same course will result in an “F” for the course, regardless of all previously earned grades. Any instance of plagiarism that the faculty member has decided to punish with an “F” for the course will be reported along with appropriate documentation to the College Dean.

A third offense, regardless of which class or context or timeframe within which it occurs, may result in academic probation and/or dismissal from the College.

Penalties

Penalties for plagiarism and cheating may include but are not limited to the following:

- re-writing the assignment in question, with a ceiling grade of 80% imposed
- receiving an “F” on the assignment or test in question
- failing the course in which the assignment was submitted
- academic probation
- expulsion from the College

Fig. 8
Penalties for Academic Dishonesty

VIOLATION	PROCEDURE	RESULTING PENALTY
First Offense	Instructor reports the plagiarism to the division chair.	<ul style="list-style-type: none"> • The student may be tasked to re-write the assignment with a ceiling grade of 80%. • The student will earn a ZERO for the work in question; or be included in your discipline record. • A conference will be held with the Division Chair.
Second Offense	Instructor reports the plagiarism to the division chair. It will be included in your record.	<ul style="list-style-type: none"> • The student will receive a FAILING GRADE for this course for the semester and will be required to repeat the course
Third Offense	Instructor reports the plagiarism to the division chair. It will be included in your record.	<ul style="list-style-type: none"> • The student will earn a ZERO for the work in question. • The Dean will process your probation or dismissal from the College, if warranted.

LONG ISLAND REGIONAL ADVISORY COUNCIL ON HIGHER EDUCATION (LIRACHE): A REAFFIRMATION OF INTEGRITY: LEARNING IN THE 21ST CENTURY

Five Towns College affirms its commitment to the policy statement below (Fig.9), as developed by the LIRACHE Superintendents – College President's Partnership, of which it is a member and signatory:



and



Superintendent – College President Partnership

A Reaffirmation of Integrity: Learning in the 21st century

We, the school superintendents and college and university presidents of Long Island, collectively find cheating in its many manifestations to be increasingly prevalent, ethically corrupting, and all too commonly accepted in our contemporary culture. As competition intensifies and technology becomes ubiquitous, society's increasing acceptance of cheating threatens the ability of our schools and colleges to educate students humanely for the 21st century. We collectively reaffirm an overriding obligation to teach students ethical and moral standards of behavior, especially in the area of academic honesty where we have, in particular, a vested role to play.

Academic integrity means that the work submitted by students is done with the highest ethical standards appropriate to the students' age and grade level. *Cheating, the antithesis of academic integrity, can be grouped into the following broad categories:

- *Plagiarism: representing in any academic activity the words or ideas of another as one's own without proper acknowledgement;*
- *Fabrication: providing information of an event that never occurred or non-existent facts;*
- *Collusion: scheming by two or more students to defraud;*
- *Forgery: imitating or counterfeiting documents, signatures, et cetera, to deceive;*
- *Inappropriate possession: the unauthorized use of materials, data or prior examinations;*
- *Examination fraud: violating the integrity of a test or examination*

*based on and modified from the Half Hollow Hills Academic Integrity Policy

For students to submit assignments or take exams while perpetrating any of these violations is dishonest. The underlying core principle is that students of every age must be tested on their knowledge and learn to complete their work independently and, if they have assistance and have used sources, must cite these works using age appropriate formats. As learning communities, we need explicitly to teach the concept of honesty throughout the academic environment, both to instill pride in work and to ensure that each student understands where his or her work leaves off and where someone else's is substituted.

Honesty and integrity are learned values and, as such, must be taught, internalized and prized. As educators, we have a solemn obligation to teach these values, to clarify what is and is not academic integrity, and to demand that students demonstrate behaviors consistent with them. This is our covenant which cannot be winked at or debased.

As early as kindergarten, students, alone or with friends and family, use various technologies to record, copy, download, transfer, modify and print photos, videos, songs, games and documents. Therefore, concepts of copyright and intellectual property rights need to be introduced early. Otherwise students may come to believe that what they have "created" through technology-enabled means is their original work. Too often today students copy directly from the work of others. Inculcating the principles of academic integrity in students is hindered at times when siblings or parents create, write or research significant portions of an assignment for the student.

Students must learn to interact with traditional print as well as contemporary digital media. They must understand how to work on collective projects. As they mature they need to handle appropriately peer-to-peer file sharing, information sharing via internet sources and a host of new learning environments. Educators, therefore, have expanding responsibilities to assure that students understand the concepts of ownership of work and intellectual property and are able to draw clear distinctions between their own work, the work of others and that of a group. Too often high school and college students resort to purchasing works off the Internet, missing tests and assignments under false pretexts, or citing sources in a research paper that were not consulted.

Honesty and integrity in the academic environment are relevant, therefore, to students of all ages from kindergarten to graduate school and must be constantly reinforced. As leaders of schools and colleges charged with educating responsible citizens, we reaffirm our commitment to our own personal ethical values and pledge to foster these values in the staff members who serve at our educational institutions. We urge everyone in our educational communities to embrace these values.

We therefore collectively pledge to:

- I. teach academic integrity and honesty to students of every age;
- II. develop and implement explicit and age appropriate guidelines for students and parents;
- III. adopt a pedagogy that promotes student ownership of work; and
- IV. develop and implement modalities to celebrate examples of academic integrity within our schools and colleges.

PART FIVE:
ASSESSMENT OF THE
FIVE TOWNS COLLEGE
FACULTY HANDBOOK

This 46th Edition of the Five Towns College Handbook contains many new and revised policies and procedures designed to contribute to the ongoing renewal of Five Towns College. As noted in the introductory preface, it is a work in progress. Most recently reaffirmed by the Five Towns College Board of Trustees on February 26, 2019, the College invites suggestions for improvement to the general structure of the Handbook, and to the specific job descriptions and faculty ranking system set forth herein. Although suggestions for improvement may be shared at any time, in reaffirming this Handbook the Board of Trustees invites suggestions for improvement utilizing the following timeline:

- Policies and Procedures – Prior to the Board of Trustees Annual Retreat – July 2019, and annually thereafter.
- Job Descriptions and Chart of Administrative Organization – By June 30, 2019, and as needed thereafter.
- Expectations for Faculty in Curriculum and Instruction – By August 1, 2019, and as needed thereafter.
- Implementation of new Faculty Development Plan requirement, as set forth herein (p. 69) – By the end of the Spring 2019 semester, in coordination with the Faculty Evaluation process.
- Integration of Course Overviews/Syllabi and Student Learning Assessment Plan, to indicate on Overviews/Syllabi where Artifacts are located – including statement of goals and expected proficiencies – Prior to the start of the Fall 2019 semester.
- Reregistration of all programs leading to Master’s degrees – 2019 – 20 AY
- Reregistration of all programs leading to Doctoral degrees – 2020 – 21 AY
- Update Staff Handbook to align with this 46th Edition – Prior to the start of the Fall 2019 semester.
- Implementation of Professional Development Reports – prior to the start of the Fall 2019 semester.
- All other matters – as needed

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