PART–TIME FACULTY
Orientation Guide
2018–2019

Seeking truth, building strength, inspiring service—together
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Welcome to the teaching community at Carthage College!

Part-time faculty play an important role in our mission, and we strive to provide the information and support you need to be successful in the classroom.

This orientation guide is designed to answer frequently asked questions and to provide contact numbers and links for information you may seek during the semester. For specific questions regarding the course(s) you are teaching, please contact the chair in the department in which your course is listed. Some part-time faculty are hired to teach in a program, in which case the director for that program will serve as a contact. A list of department chairs and program directors starts on page 18 of this guide.

GETTING STARTED

1. General Carthage Links
   - Carthage website (www.carthage.edu)
   - Campus map (www.carthage.edu/about/campus-map)
   - Carthage portal/eLearning (my.carthage.edu)

   Carthage mission and statements of principle (www.carthage.edu/about/mission): The College’s mission - “Seeking truth, building strength, inspiring service—together” is defined in the nineteen Statements of Principle adopted in 2009.

   Academics (www.carthage.edu/academics): Content includes the Carthage plan, areas of study, divisions and departments, academic calendar, academic policies, final exam schedule, college catalog, class periods, course schedules.

   Faculty information (www.carthage.edu/faculty): Content includes calendars and schedules, forms, assessment and development, current discussions, policies and governance, including the Faculty Handbook, and the faculty directory. Your username and password (described in next section) are required to access certain parts of the faculty page.

2. Carthage ID, Network and Email

   Once all your HR paperwork has been processed, you will be assigned a Carthage ID number. Please visit the Business Office in Lentz Hall to obtain a Carthage ID card, which will help you with printing, library use, security, etc.
With your Carthage username and password, you will also be set up to access the Carthage network, which will grant you access to most online resources at Carthage.

Carthage usernames are generally first initial and last name, (e.g., jsmith). If you have a common last name, you may have a number in your username (e.g., jsmith3). Your default password is set to your first initial, last initial, Carthage ID number and Carthage (e.g., js1234567Carthage).

To access your Carthage email account, go to www.gmail.com. Your email is your Carthage username followed by @carthage.edu (e.g., jsmith3@carthage.edu). Your password will initially be your default password.

You will want to reset your default password as soon as possible at password.carthage.edu. This will change both your network password and your email password. You can use this link to reset your password at any time. Passwords at Carthage expire every 180 days. You will be notified via email when your password is about to expire.

3. Carthage Portal and Schoology

The Carthage portal is accessed by logging in to my.carthage.edu using your Carthage network credentials. In the portal, you can obtain your class roster, find information about the location, day and time of your course, enter grades and access eLearning.

The Learning Management System (LMS) used at Carthage is Schoology. Faculty use eLearning to make class materials, assignments and grades accessible to students outside of the traditional classroom environment. The LMS allows for easy collection of student work, as well as providing multiple ways to give students critical feedback in-between classes. Courses can easily be copied from previous semesters to be recycled and updated.

To access Schoology, navigate your browser to lms.carthage.edu. Login using your Carthage email address and password. All courses assigned to you should be listed under your ‘Course Dashboard’.

If you are experiencing difficulties accessing the portal please contact the Information Desk at 262-551-5950.

In addition to the web sources cited above, TechFellows are available to provide technical support for Schoology and other technologies used in teaching. TechFellows are teaching faculty who have integrated a variety of technology into
their courses. If you are looking for some assistance in how to integrate technology into your course, or need to better understand how to use eLearning, iPads, etc., you may want to ask a TechFellow.

The TechFellows are:

- Mark Mahoney (mmahoney@carthage.edu)
- Dan Schowalter (dschowalter@carthage.edu)
- J.J. (Joseph) Shields (jshields@carthage.edu)
- Haley Yaple (hyaple@carthage.edu)

You may also contact Chris Grugel (cgrugel@carthage.edu), the Instructional Technologist.

4. Learning More about the Curriculum and the Course(s) You are Teaching

Part-time faculty can expect to receive the following from the academic department or program:

- A list of student learning outcomes/learning objectives for each course
- Sample syllabi that include course requirements, learning objectives and examples of recommended assignments

Departments and programs provide group or individual orientation sessions for part-time faculty to provide more information about their curriculum and specific details regarding their course(s). In addition, a contact person will be provided to provide support throughout the semester.

A description of the courses and requirements for academic programs can be accessed from the Carthage homepage (www.carthage.edu/academics). This page includes a description of the distinctive Carthage Plan, which includes core courses, common experiences, and general distribution requirements. The complete Carthage Catalog can be found at www.carthage.edu/academics/catalog.

FACULTY RESOURCES

1. Professional Development Opportunities

The Teaching Commons is located in Hedberg Library 223 and provides a broad range of development opportunities for full-time and part-time faculty. Services provided by the Commons include workshops, interactive sessions, learning communities and confidential teaching consultations. A complete list of development opportunities and services can be found at www.carthage.edu/teaching-commons. Contact the Teaching Commons at teaching@carthage.edu.
2. **Library and Information Services (LIS)**

Library and Information Services (LIS) encompasses library, computing, media and telephone services. To this end, LIS supports college-wide programming by providing students and faculty the resources and services to pursue research and academic interests. We welcome faculty partnerships and ideas to improve services for the College. Please visit our website at [www.carthage.edu/library](http://www.carthage.edu/library).

LIS is responsible for planning, providing and maintaining computing initiatives, which include faculty/staff computers, network support, and supported software. Media Services supports the use of classroom technology and media production across campus. The library manages print and electronic academic resources and provides classroom instruction and one-on-one consultation on how to successfully conduct scholarly research.

LIS works closely with faculty and staff to identify and meet their needs. Our point of contact for all library, technology and media questions is the Information Desk located in Hedberg Library. This service can be reached in-person or by calling 262-551-5950. In addition, requests for assistance can be made electronically in our ticketing system (Request Tracker) at [help.carthage.edu](http://help.carthage.edu) or emailed to [help@carthage.edu](mailto:help@carthage.edu).

Below are a number of specific services LIS provides to the College community.

a. **Media Services**
   - Assistance with using equipment in a classroom
   - Hosting materials in the Carthage iTunes University or YouTube channels
   - Videoconferencing needs, including virtual guest speakers by Skype or GoToMeeting
   - Video editing
   - Duplication and transferring of audio and video material between media types and country formats (copyright restrictions apply)
   - One-on-one or group audio/visual equipment instruction

b. **Computing Services**
   - Documentation for campus systems on Albert, our knowledgebase at [albert.carthage.edu](http://albert.carthage.edu)
   - PC and Mac support for all college-owned technology including hardware and software
   - Assistance with connectivity installation and troubleshooting – wired and wireless
   - One-on-one assistance with computer issues
• Support and training for Google Apps – Email, calendar, document sharing, groups, etc.
• Distribution and support of campus standard software. See www.carthage.edu/library/technology-support/software-resources
• Equipment acquisition and configuration
• Data backup tools and processes
• Telephone support
• Printing and copying support www.carthage.edu/library/technology-support/printing
• Green computing and alternatives to paper assignments
• Support for campus systems such as registration and advising (my.carthage.edu), room scheduling in Ad Astra, document archiving in DSpace and more
• Consulting on viruses, malware and other threats

c. Library Services
• Library instruction tailored to courses
• Research guides tailored for all subject areas, located at libguides.carthage.edu
• Interlibrary loan for books, articles, and media
• Course reserves to set aside materials for use by your students
• One-on-one research assistance. Use the Reserve-a-Librarian tool at libguides.carthage.edu.
• Database and other resource demos for groups or individuals
• Remote access for library resources
• DSpace, a platform to manage and preserve all forms of digital content which may include senior presentations, department research or publications
• Copyright assistance
• Requests and suggestions for materials to be added to the collection
• Archival services through the Staubitz Archives for Carthage-specific research

d. Instructional Technology
Carthage and LIS provide a number of tools and support to help you in and outside of the classroom. You can find a comprehensive list at carthage.libguides.com/it. Some of these tools include:
• Camtasia Relay: Lecture capture software that allows you to easily record videos that allow students to review material, carthage.libguides.com/screencapture
• Turnitin: Software that detects originality in submitted work. It compares matches against items on the Internet, its own paper repository, as well as many academic databases, carthage.libguides.com/turnitin


- **Videoconferencing:** Carthage provides support for [join.me](http://join.me), [GoToMeeting](http://gото.мe) and [Google Hangouts](http://гугl.хангуотс). If you want to bring in a guest lecturer or if a student is traveling and still wants to attend class, you may want to consider setting up a videoconference. For more information, visit [carthage.libguides.com/screenshare](http://carthage.libguides.com/screenshare).

3. **Mailroom Services**

   The mailroom is located on the lower level of Lentz Hall, room 103 and can be contacted by phone at 262-551-5711.

   Mailroom services include:
   - U.S. Mail services
   - UPS (United Parcel Service)
   - Faxing ($1.00 per page U.S.; $3.00 per page International)
   - Personal copies ($.05 per page for black and white; $.30 per page for color)
   - Requests for 50 or more copies and special print requests can be sent to [mrprintreqs@carthage.edu](mailto:mrprintreqs@carthage.edu). Be sure to attach the document needing to be copied and include number of copies, paper, department to be charged and date needed.

**STUDENT SUCCESS RESOURCES**

1. **Learning Accessibility Services**

   **Testing Accommodations**
   Accommodations frequently include extended time and a separate room for testing. Having extended time is important for students who read or process more slowly than their peers. It is also important for students with focus and anxiety issues. Some students need to test outside of the classroom.

   Students are welcome to take tests and quizzes in the Testing Center in Hedberg Library. The Testing Center is staffed by graduate students, and there are several hours available each weekday. For scheduling Testing Center accommodations students should visit [carthage.mywconline.com](http://carthage.mywconline.com), login with their Carthage credentials and choose the Testing Center schedule from the drop-down menu. It is the student’s responsibility to schedule at the Testing Center and to remind you to email the test to the Testing Center ([testingcenter@carthage.edu](mailto:testingcenter@carthage.edu)).

   **Instructor Responsibility**
   Please email or drop off your test or quiz at least a day in advance of the student’s appointment at the Testing Center. Be specific about any instructions for administering the test and any materials the student is permitted to use (notes, textbook internet, etc.). The proctor will scan and email the completed test or quiz
to you unless you specify otherwise. Hard copies of completed tests and quizzes are available in the Testing Center for approximately 30 days.

**Accessible Learning Services for Students**
- Test-taking accommodations
- Note-taking support
- Audio/electronic text materials
- Voice dictation software
- Classroom accommodations/modifications
- Diagnostic testing

**Services for Faculty/Staff**
- Verifying student’s special needs
- Identifying appropriate classroom accommodations
- Providing information about disabilities
- Clarifying roles and responsibilities of faculty and students

**Contact** – Diane Schowalter, Director of Learning Accessibility Services, Hedberg Library, 262-551-5802, dschowalter1@carthage.edu

For more detailed information about Learning Accessibility Services at Carthage, please visit [www.carthage.edu/library/learning-accessibility-services](http://www.carthage.edu/library/learning-accessibility-services).

### 2. Writing Center

The Writing Center’s mission is to help students become better writers. To help fulfill this mission, they offer one-on-one tutoring sessions, group tutoring, writing workshops, class visits, and specialized tutoring (Praxis, Skills Intensive, etc.).

Located on the upper level of Hedberg Library, the Writing Center is staffed by tutors whose initial semester-long training program and advanced training sessions are certified by the College Reading and Learning Association. These tutors represent a wide range of disciplines across the college and assist students from all majors with their writing projects.

**Scheduling an Appointment**

While students may drop in, appointments are strongly recommended, especially during midterms and toward the end of the semester. Students may schedule a single one-hour session or regular weekly or bi-weekly sessions. Special assistance is available for students in basic writing skills through the Writing Center’s Skills Intensive Program.
To schedule a Writing Center appointment, students should visit [carthage.mywconline.com](http://carthage.mywconline.com), login using their Carthage credentials and choose the appropriate Writing Center Term from the drop-down menu.

For more detailed information about the Writing Center, please visit [www.carthage.edu/writing-center](http://www.carthage.edu/writing-center).

3. **Tutoring Services**

   **Peer Tutoring**
   Individual or small group peer tutoring sessions are free and available for almost every course at Carthage. Tutoring is also available for pre-professional exams and English language learning.

   Tutors are available on an on-call basis and will work with students to find a time that works well with their schedule. To request a meeting with a tutor, students should visit [www.carthage.edu/tutoring/request](http://www.carthage.edu/tutoring/request).

   **Supplemental Instruction**
   Supplemental Instruction (SI) is an international program designed to promote collaborative learning. SI partners with specific, historically challenging courses to help students learn effective study techniques, along with the content of the courses.

   SI sessions are facilitated by an SI leader, a student who has previously excelled in the class. SI leaders attend the class, plan structured review sessions, and facilitate these sessions on a regularly-scheduled basis.

   SI sessions are offered 2 or 3 times per week. In session, students create graphic organizers, solve practice problems, play review games, and participate in other collaborative study activities.

   **Embedded Tutoring**
   Embedded tutoring is also offered for specific courses at Carthage. Embedded tutors visit or attend the class and offer a combination of regularly-scheduled and privately-arranged tutoring hours.

   **Academic Coaching**
   Academic coaches offer assistance with academic skills like time management and study strategies.

   For example, rather than helping students understand their math homework, a coach might help a student plan time to do their homework, connect them with a math tutor, and suggest testing strategies for acing the upcoming math exam.
Academic coaches are especially helpful if students would like to do better in all their classes, not just one specific course.

Academic coaches meet with students individually, as frequently or infrequently as they prefer. Most clients meet with their coach once a week, but they can also schedule just one appointment or meet as often as three times a week. Coaching sessions are usually about 45 minutes in length.

Academic coaches help with:
- Time management
- Organization
- Test taking
- Study strategies
- Active reading
- Goal setting
- Note taking
- And more!

**Math Lab**
The Mathematics Department offers free drop-in tutoring Sundays through Thursdays, from 6 to 10 p.m., in the Math Lab (DSC 257). Math Lab tutors can assist with courses numbered MTH 1220 and below.

**Western Heritage Fellows**
Schedule an appointment to cover any Western Heritage concerns. Students should contact Mackenzie Curry at tutoring@carthage.edu to reach a Western Heritage Fellow.

*If you would like to incorporate SI or embedded tutoring in your course or have any questions about available tutoring services, email tutoring@carthage.edu or call 262-551-6047 to reach Mackenzie Curry, Associate Director of Tutoring Services.*

4. Early Alert System

If you have any reason to fear a student’s success may be at risk (e.g., academic, behavioral/emotional, financial, social, etc.), you can submit an early alert at the following link: my.carthage.edu/ICS/default.aspx?tool=earlyWarningMessage.

A staff member from the Center for Student Success monitors the Early Alert System regularly and will inform the appropriate people (e.g., area coordinator, advisor, coach, etc.) of the concern. Those assigned to follow-up with the student will make note of their contact in the Early Alert System.
ACADEMIC HONESTY

Following are guidelines for promoting academic honesty and effectively addressing incidents of academic dishonesty. Part-time faculty are encouraged to contact their department or program chair for support in addressing academic dishonesty.

Academic honesty is a necessary corollary to academic freedom; the two concepts each presuppose the other. The goals and objectives of Carthage have been claimed within the implicit context of academic honesty. Therefore, Carthage expects academic honesty from all of its members and maintains college-wide honesty guidelines and penalties, which must be supported by the whole academic community.

1. Types of Academic Dishonesty

   **Plagiarism**
   Plagiarism is the appropriation by any means of another’s work or words and the unacknowledged incorporation of that work or words in one’s written [as well as oral] work offered for credit. Some ideas have such wide currency that all may use them freely; some words, such as proverbs and clichés are public property. But when the writer borrows what belongs to another, the writer must indicate the source by way of an internal reference, and they must enclose all distinctive words of the source within quotation marks.

   **Cheating on a Test**
   Cheating on a test includes copying from another’s test paper; having or using during a test, materials not authorized by the person giving the test; knowingly using, buying, selling, stealing or soliciting in whole or in part the contents of a test that had been administered or not; substitution for another student or permitting another student to substitute for one’s self in the taking of a test; collaborating with or seeking aid from another person during a test; bribing another person to obtain a test that had been administered or not or information about a test that had been administered or not; and using electronic devices in an unauthorized manner during a test.

   **Collusion and Unauthorized Cooperative Work**
   Collusion means the unauthorized collaboration with another person in preparing written work offered for credit. Collaboration must be based upon the explicit consent of the instructor and must be acknowledged in the stating of authorship of the report.

   **False Citation**
   False citation is any attribution to, or citation of, a source from which the reference material was not in fact obtained.
Multiple Submissions
Multiple submission is the re-submission of any work by a student which has been used in identical or similar form in fulfillment of any academic requirement at this or another institution.

Submission of Work Prepared by Another
Submission of this type includes commercially prepared papers and work of any type written or developed by any other person.

False Data
False data are data which have been altered or contrived in such a way as to be deliberately misleading.

2. Guidelines
The community code is clear on what academic dishonesty is but short on advice to faculty handling these situations. Like all student judicial/behavior situations the goal of the process is educational but may include sanctions when necessary.

The educational portion of the process is continual with students. Simply putting a statement on your syllabus that students should not plagiarize is not teaching about plagiarism and how to avoid it. You need to do more than tell students not to plagiarize, even if you believe they should know what it is. For many of them it is an abstract concept that deserves the same level of attention you give to important ideas in your discipline.

You cannot, in fact, assume that students entering your class know what plagiarism is in your field and especially how to avoid it. At the very least refer in your syllabus and in class to documents that define plagiarism, give examples and explain how to avoid it. In addition, it’s very helpful to spend time in class going over what plagiarism is in your field and how to document sources properly.

• Keep in mind who students are.
  Even if the student knows what academic dishonesty is, they may not think this situation applies to them.

• Give yourself options—don’t paint yourself into a corner.
  Keep your syllabus simple to allow you the widest range of possible actions. You are able to give an F to the student for the work or for the class because of the community code. You also have other options. If your syllabus says you will follow the community code—you have a wide range of options. If your syllabus says you will fail any student who is academically dishonest, you only have one option. Suggested wording might go like this: Grading standards are based on the grading system listed in the Carthage College Catalog. All students are expected to conform and adhere to the College’s
In a meeting with students, lead them to the conclusion.
Start with the evidence not the conclusion. Beginning a meeting with a direct accusation of plagiarism often makes students defensive and non-responsive. They hear the accusation—not anything else. Begin with the work in question. Ask them questions about sources and the process they used to construct the paper. Many times it is here that students will admit academic dishonesty. If necessary, show them the paper and the evidence together. Ask them to describe what is going on. It is unlikely they will use the words “academic dishonesty” or “plagiarism,” but their description will match one of the descriptions in the code. Bring out the code and show them that their work falls under academic dishonesty. In most cases (not all) students will see this and agree that this is the case.

Be clear several times during the semester.
Repetition never hurts.

Help them remember you are serious.
Tell a story that will make them remember you are serious about plagiarism. The community code is very dense material for students and they seldom read it. Tell a story about how you handled plagiarism in your own work with students.

What to do next
In many cases students know what academic dishonesty is, but no one in their lives has ever taken it seriously before¹. This will be particularly true for first year students. This is an educational moment where you have some options. These options are listed below in increasing severity:

- Counsel and correct the student and have them resubmit the paper. You can have them do it as a re-write (for a different grade).
- You may want to simply refuse to accept the paper for grading if it is plagiarized. It needs to be redone and resubmitted for a grade before it even “exists.”
- Confession is good for the soul. Allow a re-write but only on the condition that the student explains what happened to their advisor or department chair. This avoids the concern that a student can become a “serial offender” and no one will know about it. A variation of the confession is to have them confess to the Provost’s office, but this will create an official record and will be an offense recorded by the College.

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¹ An analogy might go like this: “Students might think it’s like speeding: everyone does it and the law looks the other way if it is not too egregious.”
The above options take place before any “official” sanction by the Provost’s office. For a list of official penalties administered through the Provost’s Office please see Section C.

3. **Penalties**

**Warnings**
Warnings are to be given by individual faculty at their discretion when they observe signs of inadvertent academic dishonesty. The student is to be warned in writing and no report is filed with the Provost.

**Failure of the Work in Question**
This penalty may be administered at the discretion of the faculty member whenever they can show an academic honesty violation has occurred. A written report of the violation and penalty must be submitted to the Provost, and a copy must be given to the student.

**Failure of the Course**
This penalty may be administered at the discretion of the faculty member whenever they can show an academic honesty violation has occurred. It is up to the faculty member to decide if a student fails the course or the work in question on a first occurrence. A written report of the violation and penalty must be submitted to the Office of the Provost. A letter grade of F will be recorded for that course on the student’s transcript.

**Dismissal from the College**
Any time a student receives two academic dishonesty reports in the Office of the Provost, the student is automatically dismissed from the College. These can be reports of either failure in the course, failure of the work in question, or a report of one of the violations listed above.

As always in academic matters, a student may appeal to the Provost and the President of the College in any case where the student thinks unfair or unfounded judgments have been made. (These guidelines and penalties were adopted by the Faculty of Carthage College on February 19, 1988).
RESOURCES CONTACTS

Questions will emerge as the semester unfolds, and the College is eager to provide support to all part-time faculty. Those teaching semester length courses should contact the appropriate Department Chair, or their designated faculty contact.

If you are teaching 7-week courses in the Adult Undergraduate Studies program and have not received the above information, you should contact the Department Chair directly. If you are not sure whom to contact, the Office of Continuing Studies can help you make the connection.

Following is a list of resources for commonly asked questions:

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