



**MARYMOUNT**  

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**U N I V E R S I T Y**

**Part-Time Faculty  
Handbook**

**August 2020**

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## **ABOUT MARYMOUNT UNIVERSITY**

Marymount University was founded in 1950 by the Religious of the Sacred Heart of Mary. Today, Marymount is an independent, comprehensive Catholic university serving approximately 3,500 undergraduate and graduate students. The University has four schools: School of Design, Arts, and Humanities, School of Business and Technology, School of Science, Mathematics, and Education, and the Malek School of Health Professions. Programs are offered at Marymount's Main Campus and Ballston Center, as well as at various corporate and government sites. The University's location in Arlington, Virginia – just minutes from Washington, D.C. – offers students unparalleled opportunities for academic and personal enrichment.

### ***University Mission***

Marymount University is a comprehensive Catholic university guided by the traditions of the Religious of the Sacred Heart of Mary that emphasizes intellectual curiosity, service to others, and a global perspective. A Marymount education is grounded in the liberal arts, promotes career preparation, and provides opportunities for personal and professional growth. A student-centered learning community that values diversity and focuses on the education of the whole person, Marymount guides the intellectual, ethical, and spiritual development of each individual.

### ***A Marymount Education***

Marymount University prepares students to be thoughtful and effective persons within family, community, and society; enables students to develop the competencies necessary for entry, growth, and success in their chosen careers; builds within its students a shared sense of community among individuals drawn from diverse national, cultural, and social backgrounds; fosters in its students a spirit of service to others, a concern for social justice, and a commitment to living in an ethically responsible way; and develops in students both the ability and the motivation to be lifelong learners.

As an educational community, Marymount is formed by the heritage and traditions of liberal arts education, the American higher education community, the Catholic Church, and the Religious of the Sacred Heart of Mary.

- As a university in the liberal arts tradition, Marymount fosters the development of intellectual curiosity; an unbiased pursuit of truth; an understanding of the varying modes of inquiry utilized across the disciplines; and the development of the skills, competencies, and motivation necessary for intellectual inquiry and lifelong learning. Marymount fosters the pursuit of excellence in teaching, learning, and scholarship and forms a community marked by intellectual freedom, civility, and diverse interpretations of the human experience.

As a comprehensive university in the American higher education tradition, Marymount is a learning-teaching community that emphasizes excellence in teaching and places primary focus on the learning-teaching process; strives to contribute to the development of knowledge through the scholarship of its members; and contributes to the development of its community through service outreach

programs. The university recognizes the value and importance of career preparation as a fundamental purpose of a university education. The university provides both undergraduate and graduate education, serving a variety of student audiences, in response to the needs and interests of its community and region.

- As a Catholic university, Marymount affirms that the exploration of humanity's relationship to the Divine is an integral part of the academic work of the university; challenges all members of the university community to live ethically responsible lives; fosters a community of faith exploration open to individuals of diverse religious backgrounds and beliefs; and strives to exemplify its Catholic tradition within the university and in the way in which all members of the university community interact with one another and with the larger community outside the university.
- In the spirit of the university's founders, the Religious of the Sacred Heart of Mary, Marymount inspires a shared sense of community among individuals drawn from diverse national, cultural, and social backgrounds and emphasizes a spirit of service to others and responsiveness to the needs of persons and groups who do not fully share in the bounty of the larger community.

The university also is shaped by the unique resources available through its location in the nation's capital area and by a creative, future-oriented perspective on education.

- The Marymount experience is enriched by the cultural, governmental, business, and professional resources of Washington, D.C., a city with an international character and global perspective. The university's location offers extraordinary professional and scholarly opportunities for faculty; the opportunity to bring leaders from government, commerce, and the professions to campus; specialized resources for instruction and research; unique internship placements for students; and outstanding employment opportunities for graduates.
- Marymount has grown and changed extensively since its founding in 1950, reflecting a dynamic period of change in American higher education and reflecting the openness, creativity, and enterprising spirit of the men and women who comprise the Marymount community. Marymount has been willing to look creatively at the educational needs of the region it serves, to respond quickly, and to try new approaches. The university strives to sustain a future-oriented perspective and to serve as a leader in responding to the educational needs of its region and in utilizing innovative instructional technologies and practices.

## **MARYMOUNT UNIVERSITY HISTORY**

The name "Marymount" has long been associated with excellence in education. The Religious of the Sacred Heart of Mary (RSHM), founders of Marymount University, have a long history of providing thoughtful responses to societal needs. Today, elementary, secondary, and collegiate institutions bearing the name "Marymount" are located in California, New York, Virginia, England, France, Italy, and Mexico.

Marymount University in Arlington was founded as a women's college in 1950 at the suggestion of Bishop Peter L. Ireton of Richmond. Thirteen freshmen entered the first year, and nine of them

comprised the first graduating class in 1952. In 1960, the institution was incorporated as Marymount College of Virginia, an independent college governed by an autonomous board of directors.

Enrollments steadily increased, and the physical plant and facilities were expanded to serve a growing student population. From the original property, which included a mansion, stone guest house, and two cottages — all comprising the residence of Rear Admiral Presley M. Rixey, White House physician to Presidents William McKinley and Theodore Roosevelt — the institution has grown to be a modern residential campus.

From 1950 to 1972, as a college, Marymount offered only the associate degree. In 1973, it became a senior college offering the bachelor's degree in more than 20 fields. In 1979, graduate programs leading to the master's degree were added. Marymount's first male students were admitted in 1972 in the nursing program. In 1979, coeducational graduate programs in a number of fields were added. In 1986, the institution responded to its changing student profile by becoming coeducational at all levels and changing its name to Marymount University. In 2005, Marymount was approved by the Southern Association of Colleges and Schools Commission on Colleges to offer its first doctoral degree, the clinical Doctor of Physical Therapy.

The university responded to its dramatic enrollment growth by acquiring new buildings near the Main Campus and increasing accessibility through a shuttle service. The Ballston Center, established in 1992, housed classrooms, offices, computer laboratories, and support services. In Fall 2017, we introduced the new Ballston Center, located at 1000 Glebe Road. Marymount University also reaches out to the metropolitan Washington area and off-campus offerings at corporate and government sites, medical centers, and public schools.

An independent institution related to the Roman Catholic Church, Marymount University is governed by a board of trustees that includes corporate and professional executives, members of the Religious of the Sacred Heart of Mary, and Marymount University alumni.

## **ACADEMIC AND STUDENT SERVICES COMMITMENTS**

Marymount University is committed to meeting the needs of all students and provides support services through various offices, including Campus Ministry, Campus Programs and Leadership Development, Campus and Residential Services, the Center for Career Services, the Center for Teaching and Learning, the Counseling Center, International Student Services, the Center for Global Education, Library and Learning Services, Student Access Services, Student Health Center, and Student Affairs. In Fall 2018, Marymount introduced the Saint's Center for Service, located in Rowley Hall next to the Center for Global Education.

## **CODE OF CONDUCT AND ETHICAL BEHAVIOR**

Marymount University is committed to core values that include integrity, responsibility, fairness, respect, and the pursuit of excellence. Members of the Marymount community are expected to exemplify these core values through ethical conduct in all endeavors and interactions. By teaching and modeling ethical behavior, Marymount University generally and the School specifically, aim to guide students in their development of professional behaviors that exhibit strong character,

community involvement, and principled decision-making, leading to lives of true personal and professional success.

This Code of Ethics applies to all members of the Marymount community, including students, faculty, staff, administrators, Board members, consultants, vendors, and others engaged in business with the University. Each of us is responsible for conducting him- or herself in accordance with this Code and other University policies and regulations. (See the “AAUP Statement on Professional Ethics” in the *Marymount Faculty Handbook, section 6.2*).

## **STANDARDS OF CONDUCT**

In our actions and interactions, members of the Marymount community are guided by the highest standards of personal and professional conduct. Specifically, as members of this community, we agree to:

- comply with all federal, state, and local laws and regulations, and conduct ourselves in accordance with the University’s mission and values, policies and procedures, and Code of Ethics;
- strive for quality, efficiency, and effectiveness in all endeavors aimed at achieving Marymount University’s mission and goals;
- act honestly and responsibly at all times, holding ourselves accountable for our actions;
- maintain and promote an atmosphere of mutual respect, cooperation, and civility;
- commit to the just treatment of others, applying policies fairly and making resources and services equally available to all members of the campus community;
- steward University resources carefully, ensuring that facilities, equipment, budget dollars, and personnel time are used appropriately in support of Marymount’s mission and goals;
- refrain from making purchases, or otherwise committing University funds, in order to derive personal benefit;
- respect the privacy of each individual and preserve the confidentiality of University records and other information entrusted to us; and
- avoid conflicts of interest, reject bribery and coercion, and strive to avoid even the appearance of impropriety in connection with our roles and responsibilities at Marymount University.

Faculty members are important role models, assisting students as they develop professional behaviors. Academic integrity and professional conduct are expected of all students and faculty. Inappropriate behavior that is disruptive to the learning environment will not be tolerated.

Marymount expectations for faculty include the following:

- treating each student with respect and courtesy at all times;
- providing adequate feedback on tests and assignments;
- demonstrating the same professional and caring behaviors toward students that we expect from them;
- setting standards for performance that are achievable and measureable;
- being prepared and on-time for all classes and tests; and
- returning telephone calls and e-mails in a timely manner (usually within 2 business days).

Commitment to these standards includes the responsibility to bring suspected noncompliance to the attention of appropriate University authorities, whether the inappropriate behavior is exhibited by students, faculty, or staff members. Questions or concerns should be directed to the immediate supervisor (chair or program director), a school administrator (dean or associate dean) or the provost's office. All reports of possible non-compliance with this Code of Ethics will be investigated and, if the facts warrant, corrective and/or disciplinary action will be taken in accordance with applicable laws and University policies. To the extent possible, depending on the circumstances, the identity of any individual providing information will be kept confidential.

## **ACADEMIC FREEDOM**

Every course offered by the individual schools is a component of a larger degree or certificate program with distinctive over-arching objectives.<sup>1</sup> The knowledge and skills delivered through each course serve the objectives of the degree or certificate program of which it is a part. Course objectives are specified in syllabi templates provided for each course, and they are identical across all sections of the same course. Course objectives can certainly evolve, but only after a conversation with the department chair or program director and other colleagues teaching within the program. Further, the department chair or program director may require that certain assignments or activities be offered within a course and the results be submitted for program and/or liberal arts core assessment purposes. These limitations on the content or delivery of an individual course have on occasion been questioned in the context of "academic freedom." The following explanation of academic freedom is provided to help address such concerns.

Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Teachers are entitled to freedom in the classroom in discussing their subjects, but they should be careful not to introduce into their teaching controversial matter which has no relation to the subject. Limitations of academic freedom because of religious or other aims of the institution should be

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<sup>1</sup> For additional information about program objectives, see the Marymount University Catalog at <http://www.marymount.edu/Catalogs>

clearly stated in writing at the time of appointment.

College or university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As persons of learning and educational officers, they should remember that the public may judge the profession and the institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinion of others, and should make every effort to indicate that they are not institutional spokespersons.

Questions or suggestions regarding the content of any courses should be discussed with the department chair or program director.

## **APPOINTMENTS OF PART-TIME FACULTY MEMBERS**

### **PART-TIME FACULTY**

The *Faculty Handbook* section 4.2 defines part-time faculty as follows: “*The part-time faculty of the university comprises those persons whose principal responsibility at Marymount University is to directly provide academic instruction. The Part-time Faculty Handbook describes policies and procedures relating to part-time faculty employment. In the event of a conflict, this Handbook takes precedence.*”

### **PART-TIME FACULTY QUALIFICATIONS**

Part-time faculty are hired because of their subject matter expertise and/or specialized skill sets. The policy on credentials for hiring part-time faculty is as follows: *Doctorate (or terminal degree) in appropriate field preferred; masters required. Waivers may be requested for individuals with at least 18 hours of graduate-level related content and/or a combination of credentials and/or experience related to the course assignment. Department chairs submit a written rationale with the part-time faculty's CV and copies of transcripts to the dean when requesting such a waiver.*

Part-time faculty members are expected to meet their classes each week on the schedule as posted on the “Schedule of Classes.” Part-time faculty are typically expected to be available for at least one office hour per week for each course taught, to advise students concerning their course work.

### **LECTURER APPOINTMENTS**

The *Faculty Handbook* section 7.4.4 defines lecturer appointments as follows: “*Lectureships are half-time faculty appointments that may be offered to fulfill specific responsibilities. The teaching load is 2/2, or the equivalent, along with significant responsibilities to the department and the school as determined by the dean and department chair at the time of hiring. Lecturers are expected to be engaged members of their departments and their schools. These appointments are renewable annually for up to three years, then renewable in three-year increments—subject to satisfactory performance, need, and availability of resources. The position carries benefits as described by HRS at the time of appointment.*”

*Lecturers are not eligible for promotion or tenure and may not have their status converted to tenure-track. However, they may apply on an equal basis with other candidates for tenure-track positions that may become available and for which they are eligible. Lecturers who are subsequently hired on a tenure-track line may negotiate with the university the number of years of prior experience at Marymount credited toward tenure. The number of years (not more than three) must be stated in the initial tenure-track appointment.*”

Lecturers are hired because of their subject matter expertise and/or specialized skill sets. The policy on credentials for hiring lecturers is as follows: *Doctorate (or terminal degree) in appropriate field preferred; masters required. Waivers may be requested for individuals with at least 18 hours of*

*graduate-level related content and/or a combination of credentials and/or experience related to the course assignment. Department chairs submit a written rationale with the lecturer's CV and copies of transcripts to the dean when requesting such a waiver.*

## **ADJUNCT APPOINTMENTS**

The Faculty Handbook section 7.4.5 defines Adjunct appointments as follows: *“Adjunct faculty members receive a one-semester or one-year agreement and do not accrue time toward tenure, promotion, or sabbatical leave. Adjunct faculty members teach up to 12 credits per academic year.*

*Adjunct faculty members are expected to be available for at least one additional hour per week for each course taught, to advise students concerning their coursework.”*

Adjuncts are hired because of their subject matter expertise and/or specialized skill sets. The policy on credentials for hiring adjuncts is as follows: *Doctorate (or terminal degree) in appropriate field preferred; masters required. Waivers may be requested for individuals with at least 18 hours of graduate-level related content and/or a combination of credentials and/or experience related to the course assignment. Department chairs submit a written rationale with the lecturer's CV and copies of transcripts to the dean when requesting such a waiver*

## **EXPECTATIONS FOR PART-TIME FACULTY AND LECTURERS**

Individuals hired on part-time faculty/lecturer appointments are subject to the policies, procedures (including the Marymount grievance policy), and expectations outlined for part-time faculty members in the *Marymount University Employee Policies and Procedures Manual* and the *Marymount Faculty Handbook*. The *Faculty Handbook* can be accessed through the portal at <https://marymount.instructure.com/courses/4829/modules> and the *Marymount University Employee Policies and Procedures Manual* can be accessed at <https://my.marymount.edu/my.marymount.edu/media/Offices-and-Resources/Human%20Resources/Human%20Resource%20Docs/MU-Employee-P-P-Manual-Updated-June-23-2017.pdf> OR <https://www.marymount.edu/Home/Faculty-and-Staff/Human-Resource-Services>. Additional information about various University resources and policies may be found at <http://www.marymount.edu/Home/Faculty-and-Staff>.

## **INSTITUTIONAL POLICY ON PUBLIC MEDIA**

When interacting with the public media, express only your personal opinions. Never represent yourself as a spokesperson for the University. If your employment at Marymount is identified, you should always include the disclaimer that the information reflects your own views and not necessarily the views of Marymount University.

## **THE HIRING PROCESS FOR PART-TIME FACULTY**

***Employment Nuts and Bolts***

***HR Services 703-284-1680***

- New part-time faculty must submit an application online through the PeopleAdmin System. Upon hiring a new part-time faculty member, the School in which the part-time faculty is to be hired, generates an electronic Hiring Proposal appointing the individual as a part-time faculty for the semester. HR will provide all New Hire Paperwork to new part-time faculty when the Hiring Proposal has been completed.
- Part-time faculty positions may be made for either a semester or one academic year. Appointments are made by the Department Chair with the approval of the Dean. (See above for part-time faculty credentials.)
- HR Services informs part-time faculty that their contract is available via their Marymount email. (For new part-time faculty, information on how to generate a Marymount email/MyMU account which is needed to access Marynet is provided by HR Services as well). Paper contracts will no longer be sent via mail.
- Contracts are signed electronically. Doing so is required to complete the hiring/reappointment process.
- Academic Affairs requires an **official** transcript from all institutions at which post- baccalaureate course work/degrees were completed. Transcripts must be sent to the school's Administrative Assistant.
- (Returning part-time faculty who have been reappointed for the next semester will be notified by their department chairs of their status and paperwork will be filed through the appropriate school office.)

## **THE HIRING PROCESS FOR LECTURERS**

### ***Employment Nuts and Bolts***

***HR Services 703-284-1680***

- New lecturers must submit an application online through the PeopleAdmin System. Upon hiring a new lecturer faculty member, the School in which the lecturer is to be hired, generates an electronic Hiring Proposal appointing the individual as lecturer for the academic year. HR will provide all New Hire Paperwork to new lecturers when the Hiring Proposal has been completed.
- These appointments are renewable annually for up to three years, then renewable in three-year increments—subject to satisfactory performance, need, and availability of resources. Appointments are made by the Department Chair with the approval of the Dean. (See below for lecturer credentials.)
- HR Services informs lecturers that their contract is available via their Marymount email. (For new lecturers, information on how to generate a Marymount email/MyMU account which is needed to access Marynet is provided by HR Services as well). Paper contracts will no longer be sent via mail.

- Please electronically sign your contract in a timely manner; doing so is required to complete the hiring/reappointment process.
- Academic Affairs requires an **official** transcript from all institutions at which post- baccalaureate course work/degrees were completed. Transcripts must be sent to the School's Administrative Assistant.
- (Returning lecturers who have been reappointed for the next academic year will be notified by their department chairs of their status and paperwork will be filed through the appropriate school office.)

## **DOCUMENTATION REQUIRED OF NEW EMPLOYEES**

- All new employees must complete an I-9 (Employment Eligibility Verification) form *in person* in the HR office (703-284-1680) no later than the close of business on the third day of employment at Marymount University. New employees must bring original documents that establish identity and employment eligibility to complete I-9 verification. Please check the USCIS website for a list of acceptable documents (<https://www.uscis.gov/i-9>). Other arrangements may be made with HR Services for new employees who do not live in the area.
- Other forms completed in HR:
  - Federal and state tax forms
  - Emergency Contact Form
  - Direct Deposit (optional) – please bring a voided check
  - Computer Policy
  - Parking – please bring vehicle registration for any vehicle that you may drive to campus
    - Effective Fall 2018, the Parking Services Office is now located in the booth next to the Reinsch Library main entrance, across from the Blue Garage. The office will be staffed Monday – Friday, 8:00 AM – 5:00 PM.
- A new faculty member is entered as an employee in the university system upon completion of the HR file, which includes an employment application, resume, I-9 form, federal and state tax forms, PAF, and signed contract.

*ID and parking tag will not be available to new employees until the HR services office clears them and enters their record in the university database.*

## **COMPENSATION**

Part-time faculty are part-time employees and at no time will be asked to work more than 26 hours

weekly. Part-time faculty compensation is based on the level of the part-time faculty's academic attainment and experience teaching at Marymount. Long-serving part-time faculty are eligible for increases in salary. Lecturer positions carry a salary for the academic year. Faculty who retire, or faculty who leave the institution after three years in a tenure-track position, will be compensated at the appropriate faculty overload rate.

## **PAYCHECKS**

*Payroll office 703-284-1485; 703-526-6992*

- Marymount employees are paid on a bi-weekly basis. Part-time faculty are normally paid in eight or nine installments across the semester of employment during fall and spring, depending on the academic calendar; summer pay periods depend on the length of the summer session in which the part-time faculty is employed.
- Payroll/HR Services should be contacted to change how pay is received. For returning part-time faculty who elected direct deposit, pay will be deposited to the bank account listed in the most recent Direct Deposit Authorization Form.

## **COURSE CANCELLATIONS**

There are times when the university is forced to cancel courses. The decision is multi-faceted, but low enrollment is a major factor. Any course with fewer than 10 students enrolled is subject to scrutiny and will be considered as a *candidate* for cancellation.

Cancelling a course assigned to a full-time faculty member could result in the full-time faculty member being re-assigned to teach a course originally scheduled to be taught by a part-time faculty member. In such a case, the part-time faculty contract for teaching that course will be cancelled. The university does its best to minimize cancellations and make decisions as early as possible to minimize disruption for faculty and students.

## **EVALUATION OF NEW PART-TIME FACULTY**

The evaluation process for new part-time faculty and lecturers in all categories is outlined below.

1. All new part-time faculty and lecturers will engage in the midterm review process that includes chair/dean designee observation, student feedback, and a subsequent follow up meeting.
2. The typical forms used by both department chairs/deans and by students at the mid-term point of the first semester are included as appendices to this handbook.
3. At the end of the semester, deans will ensure that the department chair has course evaluations for each new part-time faculty/lecturer member.
4. The decision about rehiring the part-time faculty/lecturer is made in consultation between the two parties based on all relevant data, especially student course evaluations.

The evaluation process in subsequent semesters relies primarily on student end-of-course evaluations, although a department chair or designee *may* continue to use the mid-term evaluation process to ensure part-time faculty and lecturers continue to grow in the teaching efficacy. Additionally, department chairs, in consultation with the school dean, will determine how effectively an individual employed as a lecturer is meeting expectations for “engagement.” At the end of each semester for part-time faculty and at the end of the academic year for lecturers, the chair will assess effectiveness, need, and resource availability, using course evaluation and other data, prior to offering a contract for the subsequent year, and then will meet with the part-time faculty or lecturer to discuss his or her status and set goals for future employment if the individual will be offered a new contract.

If the department chair becomes aware that a part-time faculty or lecturer is not delivering a *quality educational experience*, the department chair, in consultation with the dean, Human Resources, and/or the provost, may initiate termination proceedings. Generally, the chair will first consult with the part-time faculty/lecturer, will talk with students and observe class, and will, if possible, outline a plan, with timeline, for improvement designed to enable the part-time faculty/lecturer to complete the semester. However, in some circumstances, in order to meet the needs of the students and program, the part-time faculty/lecturer may be terminated mid-semester. In such rare circumstances, the part-time faculty/lecturer will return all course materials, will submit grading records to date, and will cease communication with students. (See section above on the evaluation process.)

## **TERMINATION**

Part-time faculty and lecturers are governed by the *Marymount University Employee Policies and Procedures Manual* and this document. Termination of a part-time faculty or lecturer will only be for just cause, meaning a serious breach of the contract for employment, including, but not limited to

1. academic incompetence such as failure to demonstrate subject matter competency, to demonstrate teaching effectiveness, or failure to meet course objectives as required within the program;
2. behavior incompatible with effective conduct of duty such as interacting with students or colleagues in an unethical or inappropriate way; or
3. behavior detrimental to the university or to providing a quality educational experience.

## **GRIEVANCE PROCEDURE**

Follow procedures identified in the *Marymount University Employee Policies and Procedures Manual*.

## PART-TIME FACULTY HANDBOOK

### INFORMATION FOR NAVIGATING CAMPUS AND TECHNOLOGICAL RESOURCES

#### **ID CARD & PARKING TAG**

- The MU ID Card may be obtained from the Parking Services office, located in the booth next to Reinsch Library main entrance across from the Blue Garage, after a new employee is entered by HR in the university database. Parking Services can be reached at (703) 908-7671, as well as via email at [parking@marymount.edu](mailto:parking@marymount.edu). The office will be staffed Monday – Friday, 8:00 AM – 5:00 PM.
- The MU ID card entitles the bearer to a discount in the cafeteria, a discount at the bookstore, and library privileges, among other benefits. Marymount has also established a partnership with PNC Bank that enables MU employees and students to add banking functions to the MU ID.
- A “Pay for Parking” system is in effect on main campus and at the Ballston center. Part-time faculty and lecturers may obtain a hangtag for a semester fee, payable through a one-time payroll deduction. The purchase of a hangtag requires a vehicle registration and a Marymount ID.
- **Parking for Ballston Center and 4040 Fairfax Site:** Please contact the Parking Services office or check the MU website for updated information. The following link provides additional information about commuting to the Fairfax Drive location:  
<https://www.carfreediet.com/partners/transportation-options/?gid=843>

#### **BOOKSTORE**

- The Barnes and Noble bookstore (703-284-1614) is located in Caruthers Hall on the first floor.

#### **MY MARYMOUNT PORTAL**

- My Marymount Portal (<https://my.marymount.edu>) gives students, faculty, and staff a single point of access to e-mail, calendar, Canvas, Starfish, and Marynet from an easy to remember location and with one ID and password to remember.
- New employees generate their portal/e-mail account online at <https://www.marymount.edu/Academics/Services-Resources/Technology-Services>. The Marymount employee number, which is found on the MU ID card and previous paystubs, is used to generate the portal account. New employees receive their employee number from HR Services.
- The portal/e-mail user ID is normally the first initial strung to the last name (first seven letters for long last names). The portal user ID and password are also used to access e-mail, Canvas, Starfish, and Marynet.

University forms and internal documents are available to employees through the portal

<https://my.marymount.edu/home>.

### ***GMAIL ACCOUNT***

- All part-time faculty and lecturers are **required** to establish and use a Marymount e-mail address. Important Marymount correspondence will be sent **only** to the Marymount e-mail address. Faculty members are required to use their Marymount e-mail account or forward it to another account in order to receive Marymount e-mail.
- Faculty should **ONLY** communicate with students from their MU email and **ONLY** to students' MU email, not personal email addresses.
- MU e-mail accounts that are inactive for 120 days are deactivated. If the MU email has been forwarded to another account, it must be accessed occasionally to avoid deactivation.
- Email can be accessed at <http://mymumail.marymount.edu>, or through My Marymount Portal.
- Marymount's e-mail system is supported by Google, which provides unlimited storage space and a convenient means of forwarding messages sent to a Marymount account on to another (personally preferred) e-mail account.

### ***MARYNET***

- Marynet is a Web interface that allows members of the Marymount community to access information contained in the administrative database used by Marymount University.
- Students are able to register for classes, view midterm and final grades, student accounts and financial aid information.
- Faculty members are able to view class rosters, teaching schedules, and information about their student advisees. Midterm and final grades are submitted via Marynet. Teaching contracts are delivered to part-time faculty via email.
- Marynet may be accessed through the portal or at <http://marynet.marymount.edu> using the portal login.

### ***COURSE CANVAS SITE***

The use of Canvas for your course(s) is encouraged, although the extent to ways in which Canvas is used vary significantly among faculty members.

Canvas is a course management system that allows instructors to provide course materials online. Canvas provides tools such as discussion boards, virtual chat, and online assessment to enhance instruction. It provides a convenient place to post assignments and provide feedback regarding students' grades and progress in the course.

Canvas can be accessed through My Marymount Portal at <https://my.marymount.edu>. More information about Canvas can be obtained from the University IT website at <https://www.marymount.edu/Academics/Services-Resources/Technology-Services/Canvas-Adoption>.

### **STARFISH**

Starfish is a University-wide retention tool that supports students' academic success. It is accessible via Canvas, where it appears on the toolbar of course/organization or via the Marymount Portal at <https://my.marymount.edu>. Starfish allows instructors to give kudos to those students who are doing a particularly good job and/or "raise flags" for students who are underperforming in class. Instructors can report areas of concern such as absence, tardiness, failing to submit assignments on time, and disengagement from class. Starfish reports go to counselors in Student Services who use the information as an "early warning" sign when students are having problems in a number of classes. Students also receive an e-mail, telling them a flag has been raised. During the second week of classes, instructors will also be notified to complete the "Never Attended" survey by flagging those students who have not yet attended class, even though their names appear on the course roster. Instructors are required to use Starfish at approximately week five of the semester; an email from Academic Affairs will remind instructors to report any students about whom there are concerns.

### **SYLLABUS**

All Marymount courses use the same syllabus template. The current syllabus template can be found as an appendix of this document. School offices should be consulted for submission procedures.

### **"No Note" Policy**

Part-time faculty need to be aware of the fact that the Marymount University Health and Counseling Centers follow professional best practice regarding provision of absence notes; that is, no notes will be provided to students even when students have availed themselves of the services of one of the centers, primarily for reasons of patient confidentiality. Therefore, part-time faculty should *not* ask students to submit notes from one of the centers when they have been absent from class. Call the Counseling Center at 703-526-6861 or the Health Center at 703-284- 1610 with questions.

### **ACCOMMODATING STUDENTS WITH DISABILITIES**

Marymount is committed to providing full access to its students, faculty, and staff. Some students require special accommodations to provide them with an opportunity to succeed and compete on an equal footing with their classmates. It is the University's intention to do everything possible to provide such accommodations while maintaining the integrity of the course and the program.

Any student who asks for accommodations must have a letter for the instructor from Marymount's Office for Student Access Services explaining the exact nature of their disability and identifying the specific accommodations to which they are entitled.<sup>2</sup> The first recommendation is that the instructor

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<sup>2</sup>If a student asks for accommodations without providing the appropriate letter, refer them to the Office for Student Access Services. A letter from the student's physician or health care provider is not sufficient.

have a confidential conversation with the student about their specific needs in the class. Instructors should then keep the channels of communication open as the semester progresses and encourage the student to keep the instructor updated about any necessary changes.

All information provided should be kept confidential to protect the student's right to privacy.

Accommodations for individual students can vary widely. Common among the requested accommodations are special arrangements for taking tests. Some students require a place where noise and distractions are minimized; some require extra time; others require a computer on which they can type their responses.

All information provided should be kept confidential to protect the student's right to privacy.

The Center for Teaching and Learning (CTL) in Rowley Hall on Main Campus provides special test-taking facilities designed to accommodate students' needs.

### **ACADEMIC INTEGRITY VIOLATIONS**

As the semester progresses and students are giving you tests, papers, projects, or other kinds of assignments, you may encounter incidents of academic integrity violations. The *Marymount University Community Standards* states:

“Academic integrity is founded upon and encompasses the values of honesty, trust, fairness, respect, and responsibility. Supporting and affirming these values is essential to promoting and maintaining a high level of academic integrity, and educating community members about the value and practice of academic integrity is central to Marymount University's mission. Each member of the academic community must stand accountable for his or her actions. As a result, a community develops in which students learn the responsibilities of citizenship and how to contribute honorably to their professions.”

Common types of academic integrity violations are listed and defined below.

- **Cheating:** Using or attempting to use unauthorized materials, information, or study aids.
- **Plagiarism:** Representing the works of another as one's own.
- **Falsification:** Invention or alteration of any information or citation.
- **Text-recycling or self-plagiarism:** The submission of work to meet the requirements of one assignment when it was done in whole or in part to meet the requirements of another assignment, exercise, or similar academic purpose, unless approval to do so has been granted by the instructor.
- **Facilitating or soliciting academic dishonesty:** Soliciting the assistance of another to commit an

act of academic dishonesty; intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

- **Fraud or misrepresentation in academic claims:** Fraud or misrepresentation is the verbal or written submission of any information or document to a University official, which the respondent knows or reasonably should have known to be inaccurate, false, fraudulent, or otherwise misleading.
- **Other academic misconduct:** No specific set of rules or definitions can embrace every act of academic misconduct. A student who employs any form of academic deceit has violated the intellectual enterprise of the university.

Those found guilty of violating the Academic Integrity Policy receive a penalty. Depending upon the seriousness of the offense, the penalty for a first offense ranges from failure for the assignment to expulsion. The mandated penalties for a second offense include suspension or expulsion.

Each student is responsible for educating him/herself about this issue. If a student has any general or specific questions about plagiarism or academic integrity, he or she should consult the instructor or the Center for Teaching and Learning. A student's claim of ignorance about what constitutes academic dishonesty will be insupportable and invalid. Every Marymount University portal account has a link to a tutorial about avoiding plagiarism.

As faculty members, our first task is to take steps to prevent academic dishonesty. Ensuring that exams are proctored, requiring students to deposit cell phones and other electronic devices at the front of the room, or scrambling test questions on different versions of an exam are all ways in which cheating can be discouraged. Similarly, requiring students to present outlines, annotated bibliographies, and/or early drafts for review can help discourage plagiarism or purchased papers. Requiring oral presentations can be another deterrent. Ways in which we can discourage academic dishonesty and thwart students' efforts to cheat is an ongoing discussion among all faculty. Please join the conversation with your questions and ideas!

Finally, please report *all* suspected incidents of academic dishonesty. As faculty, our active prosecution of cheating and plagiarism cases is part of our responsibility under the Standards of Conduct for University employees. You do not need to have incontrovertible proof that cheating occurred. Marymount's Academic Integrity Policy allows students to defend themselves before a neutral panel that includes faculty and students. Further, raising the question, however discreetly, helps discourage further acts of academic dishonesty among our students. By actively enforcing Marymount's Academic Integrity Policy, we protect the interests of honest students, protect Marymount's reputation among potential students and the broader community, and teach valuable life lessons to those students attempting to cheat (however little they appreciate those lessons at the time). If you have questions or concerns, or need help completing an Academic Integrity Report, please contact your department chair/program director or the associate dean.

## **FERPA**

The Family Educational Rights and Privacy Act (FERPA) prohibits sharing of academic information (enrollment, attendance, or grades, for example) with third parties without the written authorization of the student. This includes employers, parents, and/or other family members of the students. Marymount University policy regarding FERPA prohibits faculty members from discussing students' grades and/or academic progress over the phone, for example, as you cannot be certain with whom you are speaking. The safest way to report grades and provide feedback is through Canvas (a password-protected space) or Marynet.

You *can* (obviously) share information with University administrators who have a need to monitor students' behavior and performance. Should you have any questions about the information you can and cannot share and under what circumstances, do not hesitate to contact your department chair/program director or the associate dean.

**Please see the *Marymount University Employee Policies and Procedures Manual* for policies regarding anti-harassment, non-discrimination, drugs and alcohol, violence in the work place, work place safety, and pets.**

## **APPENDIX A: EVALUATION PLAN FOR NEW PART-TIME FACULTY (4.28.16)**

All new first-time part-time faculty to the school are evaluated (for each course they are teaching) prior to the mid-point of the semester. The evaluation form is structured to be broad enough so that is applicable for all courses, regardless of discipline and course level (both undergraduate and graduate).

The Part-time Faculty Handbook is distributed to all new hires (and updated yearly). Each new academic year, both new and returning part-time faculty members and lecturers receive an electronic copy of the handbook.

The procedure for the midterm evaluations is spelled out in Appendix B of this handbook and all new part-time faculty are sent a reminder memo and copy of the evaluation via campus mail. A representative of the School contacts these individuals to arrange a class visit for the evaluations distribution and completion. The completed forms are returned to the appropriate chairperson for their review, and they determine how best to share the feedback received via the evaluations. As the part-time faculty handbook notes, returning part-time faculty *may* be subject to the same mid-term evaluation process, as determined by their respective department.

A classroom observation is also made of all new part-time faculty/lecturers during their first semester. Either the department chair, a tenured faculty member (appointed by the chair), or the dean/associate dean completes the observation, and a narrative summary of the visit is provided the part-time faculty during a follow-up meeting.

## **APPENDIX B: PROCESS FOR PROVIDING FEEDBACK TO NEW PART-TIME FACULTY/NEW LECTURERS/NEW FACULTY**

### ***STUDENT MID-TERM TEACHING FEEDBACK PROCESS***

1. The dean's office will ensure that all new faculty and new part-time faculty/lecturers know about the mid-term evaluation process.
2. The student mid-term evaluations are distributed to classes and collected; the distribution and collection process can be carried out by student workers, a student in the class, an Administrative Assistant or another individual designated by the chair or the dean. The dean's office is responsible for ensuring this process is completed.
3. The completed forms are delivered to the department chairs. The chairs synthesize the information and share their synopsis with the new faculty/part-time faculty/lecturers in a conference and/or letter, in combination with classroom observation and all other relevant data by a peer/chair/dean or designee.

### ***OBSERVATION OF TEACHING PROCESS***

4. The chair or chair's designee will observe the new faculty/part-time faculty/lecturer in the classroom, completing the classroom observation teaching feedback form, which is based on the current end-of-course student evaluations form.
5. The chair will combine information from the classroom observation of teaching with the information synthesized from the student mid-term evaluations, and will engage in a dialogue with the new faculty/part-time faculty/lecturer and will also provide written feedback to the new faculty member/part-time faculty/lecturer.
6. These materials will reside with the chairs for the remainder of the current academic year.

### ***END OF SEMESTER PROCESS***

7. At the end of the semester, deans will ensure that the department chair has course evaluations for each new part-time faculty/lecturer/faculty member.
8. The decision about rehiring the part-time faculty/lecturer/new faculty member is made in consultation between the two parties based on all relevant data, especially student course evaluation information.

## **APPENDIX C: MID-TERM EVALUATION FORM AND INSTRUCTIONS**

### **Instructions for Administrator of Mid-term Evaluation**

1. Please ask faculty to step outside classroom while evaluation is being administered.
2. Distribute survey forms to each student in class. Do not take more than 5 minutes to administer survey.
3. Please place all (completed and unused) survey forms in manila envelope.
4. Please complete #1 of checklist by signing on line provided and putting date evaluation was administered.
5. Put checklist back in manila envelope.
6. Please seal the envelope and return it to the School office.

TEACHING FEEDBACK for (instructor's name): \_\_\_\_\_

Course: \_\_\_\_\_ Term: \_\_\_\_\_

In an effort to review teaching effectiveness, Marymount University routinely conducts midterm student evaluations. The results will be reviewed by the Chair of the Department offering this course, and individual responses will not be shared with the instructor. Use the following scale to rate each item. Write your response in the blank to the left of each item.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

\_\_\_ **Overall Evaluation:** This course is a valuable learning experience.

\_\_\_ **Effective Communication:** The instructor explains course content in a way I can understand.

\_\_\_ **Instructional Method:** The instructor uses teaching methods that help me learn.

\_\_\_ **Instructor Responsiveness:** The instructor is responsive when students have questions or need assistance.

\_\_\_ **Organization:** The instructor is well-prepared for each class. The course is well organized.

\_\_\_ **Availability:** Instructor makes self-available to students in and outside of classroom.

\_\_\_ **Student Responsibility:** In this course, I am motivated to take responsibility for my own learning.

\_\_\_ **Student Learning:** In this course, I am challenged to think deeply about the subject matter. I am encouraged to ask my own questions and seek answers.

\_\_\_ **Evaluation & Assessment:** I receive useful feedback from the instructor. The grading policies in this course are clear and consistently followed.

What 2-3 things do you like most about this course and find most useful or valuable for learning?

What 2-3 suggestions do you have that would make this course a better learning experience?

**APPENDIX D: NEW FACULTY/LECTURER/PART-TIME FACULTY OBSERVATION FORM  
(8.12.16)**

Faculty name: \_\_\_\_\_ Course: \_\_\_\_\_

Observer: \_\_\_\_\_ Time/date: \_\_\_\_\_

**Performance Criteria to Consider** (Below is a list of five broad categories on which the observer should comment, with prompts for discussion within each category.)

1. **Teaching performance:**

- (a) Instructor demonstrates mastery of the subject matter.
- (b) Instructor demonstrates enthusiasm for the subject matter/teaching/students and their learning.
- (c) Careful preparation is evident with exercises, activities, assignments, or other materials to support instruction.
- (d) Instructor initiates meaningful discussions and assigns tasks in an organized manner requiring active learning and critical thinking.
- (e) Best practices for teaching in the discipline are modeled.

2. **Class/lesson content:**

- (a) Instructor explains course information in a way that is pertinent, current, and clearly understood by the students.
- (b) Content aligns with the course objectives/syllabus. Instructor is knowledgeable about the subject matter, providing relevant examples and activities.

3. **Environment:**

- (a) Instructor creates a classroom atmosphere conducive to learning where students are productive and encouraged to participate.
- (b) Instructor models a caring and supportive demeanor, which facilitates a collaborative and considerate community of learners.

(c) Instructor is responsive to student questions and supports open dialogue about controversial topics; mutual respect is apparent.

4. **Feedback to students:**

(a) Instructor provides multiple opportunities for students to demonstrate competence and provides useful and regular feedback to promote student learning.

5. **Classroom management:**

(a) Lesson pacing promotes active engagement.

(b) Class time is used effectively and efficiently.

(c) Instructor moves about the room, as appropriate, to monitor student learning/participation.

**Specific Strengths**

**Questions**

**Suggestions for Improvement/Polish**

Observer's signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's signature \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX E: SYLLABUS TEMPLATE



**MARYMOUNT**  
UNIVERSITY

School of [fill in]  
2020-21

### COURSE SYLLABUS

<b>Course Number</b>	<b>Course Title</b>		
<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer Semester</b>	<b>Credit Hours</b>
<b>Name of Instructor</b>			
<b>Meeting Day, Time, and Room Number</b>			
<b>Final Exam Day, Time, and Room Number</b>			
<b>Office Hours, Location, Phone</b>			
<b>E-mail and Web Site</b>			
<b>Course Description</b> (This should be consistent with the description in the Catalog)			
<p><b>NEW FOR FALL 2020</b>  <b>University Policies, Statements and Student Support Resources are now accessible in the menu of each Canvas course and can also be accessed at</b>  <a href="https://sites.google.com/marymount.edu/academic-success/home?authuser=0">https://sites.google.com/marymount.edu/academic-success/home?authuser=0</a></p>			

1. **BROAD PURPOSE OF COURSE** Multiple sections of the same course must have the same purpose.

2. **COURSE OBJECTIVES:** Upon successful completion of this course students will be expected to:

**3. TEACHING METHOD**

Lectures, multimedia, class discussions, presentations, projects, group activities. Courses designated as Inquiry (DSINQ) should demonstrate active learning methods.

**4. GRADING POLICY**

*The value (points and/or percentage of grade) of assignments, exams, quizzes, participation, and other graded course components must be specified.*

**Monday, August 31, 2020 is the last day to drop a course without academic record**

**5. REQUIRED TEXT**

**6. CLASS SCHEDULE**

*For each class session, students should be able to see what is being covered and assignments due. This is an example of how this information could be represented.*

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>