

# A Handbook

of Policies, Procedures,  
and Resources for Faculty  
2009–2010



[www.gcc.mass.edu](http://www.gcc.mass.edu)



# Thank you

for making a difference in  
our students' lives.

## PREFACE

This handbook provides you, the full-time and adjunct faculty person, with resources and references that are intended to support you in your work. Think of this as the “cliff notes” version of the information that you might need in fulfilling your responsibilities at the college and of the services available to you and your students.

The handbook ultimately will come in two forms, both hardcopy available in Grouping offices, and on the GCC website at <http://www.gcc.mass.edu/staff/>. In both cases, a brief description of the policy, procedure, or service is provided along with contact information and, where appropriate, a web-address or link to more detailed information.

*In some cases, information provided is relevant to only **full-time faculty**. In those cases, it will be prefaced with the phrase “For Full-Time Faculty:” and the information will be provided in the font of this paragraph.*

*In some cases, information provided is relevant to only **adjunct faculty**. In those cases, it will be prefaced with the phrase “For Adjunct Faculty:” and the information will be provided in the font of this paragraph.*

If there is information you need that is missing from this document, you, of course, can ask your Grouping Administrative Assistant, your Associate Dean, or your colleagues or you can search on the GCC website at [www.gcc.mass.edu](http://www.gcc.mass.edu). Since we will update this document every year, it would be very helpful to us if you would let your Associate Dean know what additional information should be included for future editions.

## THE GREENFIELD COMMUNITY COLLEGE WEB-SITE

The college web-site is at [www.gcc.mass.edu](http://www.gcc.mass.edu).

The site is a rich resource of information about the college and is constantly evolving to include more and more information. The web-master is Erica Goleman, [goleman@gcc.mass.edu](mailto:goleman@gcc.mass.edu), (413) 775-1491. Web updates should be submitted at <http://gcc.mass.edu/webrequest> or emailed to [webmaster@gcc.mass.edu](mailto:webmaster@gcc.mass.edu).

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## WELCOME TO GREENFIELD COMMUNITY COLLEGE



To new full-time and adjunct faculty:

On behalf of the college community, I want to welcome you to Greenfield Community College. "The Principles of Education" (included in this handbook), state that we are all about learning. Our mission statement adds that at GCC we are passionate about teaching and learning together. You are now a member of the GCC faculty because of the expertise you have demonstrated in your field. Our expectation is that you will also dedicate yourself to the growth of your students, to your own learning, and to the health and well-being of this college community. I welcome you to that environment.

My job and the job of college staff is, in part, to support you in that endeavor. We believe that our support of you will ultimately foster a better learning environment for our students. This handbook is intended to orient you to this community and to your job. Please know that we care about how you are doing and I welcome your questions, comments and suggestions. I look forward to getting to know you better in the coming weeks.



Robert L. Pura  
*President*



Dear Faculty:

You are a member of a teaching faculty with the knowledge, skill and dedication that makes GCC an excellent small college. You collectively bring to our students a full complement of teaching methods, scholarly knowledge, and hands-on experience. In collaboration with support staff in Academic and Student Affairs, we create the opportunity for our students to engage in transformative learning experiences.

The well-earned reputation of excellence in instruction at GCC depends on your commitment to your teaching and your students. Your teaching is essential to the college successfully fulfilling its mission. Consequently, you are a highly valued member of our college and the greater community.

Whether this is your first or forty-first semester teaching here, I encourage you to maintain close contact with your associate dean and program coordinator or department chairperson. While this handbook assists you in understanding most of the policies and procedures here at GCC, it cannot substitute for a conversation with your colleagues. Through this collegial discourse you continue to shape the future for your students, your discipline, and the college. You may also find the Academic Affairs website of use: [http://www.gcc.mass.edu/offices/academic\\_affairs/](http://www.gcc.mass.edu/offices/academic_affairs/). Finally, if there's anything I can assist you with or you would like me to know, please send an email to me at [ram@gcc.mass.edu](mailto:ram@gcc.mass.edu) or call me at (413) 775-1811.

Sincerely,

*David Ram*

David Ram  
*Dean of Student and Academic Affairs*

## OUR HISTORY

Greenfield Community College is located in the beautiful and historic Pioneer Valley of western Massachusetts, between the foothills of the Berkshire Mountains and the fertile farmland of the Connecticut River watershed.

The College was founded in 1962 by visionary citizens of the community who saw how a community college would enhance the quality of life and offer opportunities for growth to the people of Franklin County and surrounding areas, even including counties of southern Vermont and New Hampshire.

In our first year we enrolled just more than 100 students who attended classes in an old elementary school, a former factory and a remodeled warehouse in the center of Greenfield. The school grew rapidly and we moved to our main campus in the rolling farmland of "The Meadows" area of Greenfield in 1974. Today, the annual fall academic enrollment of the College exceeds 2,300 students.

The College expanded further by opening the Downtown Center in 1995, where the Greenfield Community College Foundation, Community Education, and the nursing and health occupation programs are located. As growth continued, a new "East" building was constructed on the main campus in 1999 that houses state-of-the-art dance class facilities, the fitness center, laboratories, classrooms and offices.

GCC is the smallest of the 15 community colleges in the Massachusetts higher education system, known for the caring and supportive attitude of the faculty and staff, and for the broad support it enjoys from the surrounding community. We are fully accredited by the New England Association of Schools and Colleges, and we work closely with bachelor degree granting colleges of the Massachusetts public higher education system, including the University of Massachusetts, and with private colleges and universities, which enables us to offer diverse transfer opportunities to our students.

The career programs offered by the College prepare our students to enter the work force or update their skills, while credit-free workshops and seminars are offered for personal enrichment.

Day, evening and online classes are offered so that students who need a flexible academic schedule can be served.

## VISION AND MISSION

Adopted by the Assembly, May 5, 2008. Endorsed by the GCC Board of Trustees, June 4, 2008

### Vision - Strengthening Our Community

Lives change for the better every day at Greenfield Community College. Families grow stronger and so too our community. Our vision is to strengthen our community one student at a time. We understand our role and responsibilities, as a college in the global community, to create a better world for all.

### Mission - Teaching and Learning Together

Our mission is to teach, in a small, supportive and intimate learning environment, the knowledge and skills necessary for our students to reach their highest potential. Our doors are open to all who seek to learn. In striving to fulfill this mission we also seek to learn the knowledge and skills necessary to reach our highest potential as a college. At GCC, we are passionate about teaching and learning together!

## PRINCIPLES OF EDUCATION

*“We are all about learning.”—Bob Pura, President GCC*

These principles articulate the implicit assumptions regarding teaching and learning held dear by members of Greenfield Community College and represent the ideals to which the GCC community aspires. They apply to all members of the GCC community—students, employees and trustees.

These principles intend to provide a foundation on which members of the community develop and teach courses, engage students, hire faculty and staff, design professional development activities and structure budgets. These principles should inform the daily, habitual life of all members of the college, having both immediate and lasting impact. As teaching and learning are at the heart of the college, these principles appropriately shall guide the college into the future.

The college maintains a learning environment that values the process of learning as much as the knowledge taught; an environment that encourages independent thinking and divergent activities; and an environment that elevates members of the community and inspires them to:

- ◆ Develop independent and interdependent, lifelong learning strategies
- ◆ Nurture their aspirations, confidence, curiosity, imagination, self-respect and responsibility to others
- ◆ Explore and adapt to new ideas in both work and leisure
- ◆ Understand social change and individual development and take responsibility for sustaining both
- ◆ Accept the constancy of change and cope with, adapt to and manage change effectively in all areas of one's life
- ◆ Possess self-determination with a realistic assessment of one's aptitudes and inclinations

Members of the GCC community have the opportunity to acquire the knowledge, skills and attitudes that empower them to clarify values, express ideas, solve problems, and embrace learning as a life-long process.

## Diversity and Community

The college creates and fosters an environment for work and learning in which one may achieve a level of comfort with one's individuality and culture, while accepting and respecting the individuality and cultures of others. The college encourages each member of its community to:

- ◆ Recognize how the foundation of one's ideals and values emanate from one's particular background and experience
- ◆ Participate in communities as both teacher and learner; connecting with others, sharing thoughts and creating knowledge while taking advantage of an open environment that values critical thinking and civil discourse
- ◆ Enhance one's understanding of various forms of discrimination and oppression while embracing the principles of access to promote equitable opportunity for all in the teaching and learning experience
- ◆ Explore, understand, and respect the tenacity and validity of diverse values and heritage
- ◆ Appreciate the interconnectedness of global events and issues and one's place in the web of life
- ◆ Develop an environment that encourages active learning and values the differing approaches of all community members

## Literacy and Communication

The college promotes effective expression in many forms for making public meaning and personal significance. Symbolic interpretation and representation of ideas and emotions, using logical and aesthetic systems that cultivate various modes of self-expression, contribute to successful interpersonal and intrapersonal communication. The college policies and practices ensure that all its members continue to develop their capacities to:

- ◆ Enhance literacy in all areas—reading, listening, viewing, writing, speaking, creating, and movement
- ◆ Reason quantitatively, using numerical data to meet personal and vocational needs and to respond to a world increasingly dependent on the understanding of a broad range of quantitative concepts and processes
- ◆ Identify a need for information and know how and where to find it
- ◆ Use language to communicate effectively with other individuals and groups, including basic functional ability in a language other than one's own
- ◆ Function constructively in both a leadership and participatory role within groups

## Knowledge and Thinking

The college expects members of the community to think critically and to conduct disciplined inquiry, using both their minds and hearts in order to understand the complexity and simplicity of ideas and actions; to prioritize and make decisions; to identify and solve problems; to evaluate and judge; in short, to think independently. The college encourages each member to:

- ◆ Access, organize, interpret, evaluate, synthesize and apply information
- ◆ Reflect on and assess information and knowledge from differing perspectives
- ◆ Develop knowledge of one's feelings, values and biases and how they relate to one's thinking and behavior
- ◆ Integrate knowledge from multiple disciplines to make thoughtful and informed decisions
- ◆ Base decisions on factual and affective evidence rather than on unexamined opinions
- ◆ Determine the nature of a problem, analyze the problem and implement an appropriate solution, applying scholarly theories and methods where appropriate
- ◆ Evaluate, integrate and adapt to technological change

*Adopted by the Greenfield Community College Assembly, May 17, 2004*

## INSTITUTIONAL STATEMENT ON ACADEMIC ADVISING

Endorsed by the College Council, September 17, 2007, adopted by the Assembly, September 24, 2007, and endorsed by the Board of Trustees, October 10, 2007.

### Introduction

Academic advising is a collaborative teaching and learning relationship crucial to student success. Advising embodies the *Principles of Education* by engaging the student and the advisor in a consistent and enduring relationship; helping the student to recognize that teaching and learning occur in many activities, services and interactions, as well as in the classroom; and fostering an understanding of the connection between the student's education and the student's life.

### What is Academic Advising?

Academic advising is a collaborative process in which the academic advisor and the student form a partnership to assist the student in:

- ◆ exploring educational, career and transfer opportunities
- ◆ developing a plan to accomplish one's goals
- ◆ building the capacity to achieve academic and career objectives
- ◆ thinking critically and making informed decisions about available options
- ◆ accepting responsibility for one's actions and decisions

Academic advising is characterized by a multidimensional relationship between the academic advisor and the student in which the academic advisor seeks to:

- ◆ communicate clearly, honestly and respectfully
- ◆ expand the student's knowledge of college policies, procedures, practices, requirements and resources
- ◆ promote an understanding of a college's expectations of students in higher education
- ◆ encourage the student to devote one's best efforts to achieving one's academic and career objectives

## Where does Academic Advising Occur?

Academic advising occurs formally between a student and his or her assigned primary academic advisor and between a student and an advisor in the Academic Advising Center. Academic advising occurs informally between a student and numerous other contacts with faculty, staff and others across the campus.

The student's primary academic advisor is:

- ◆ assigned to the student by the Academic Advising Center or the appropriate Academic Affairs office
- ◆ a faculty or professional staff member of the Greenfield Community College Professional Association
- ◆ a faculty member teaching within the student's major program of study, whenever possible
- ◆ a faculty member who has taught the student in class, whenever possible
- ◆ the same faculty or professional staff member throughout the student's time at the college (unless the student changes his or her major program of study, the student requests a new academic advisor or the advisor's status with the college changes)

The Academic Advising Center:

- ◆ provides the primary initial registration advising for new, transfer, and readmitted students (except for selected programs)
- ◆ assigns students to their primary academic advisors (except for selected programs) and coordinates changes of advisor assignments
- ◆ encourages and strengthens the relationship between the student and the student's primary academic advisor
- ◆ supports the student's primary academic advisor by providing professional development opportunities to maintain current knowledge and enhance advising skills
- ◆ supplements the student's primary academic advisor by responding to the student's needs when the student's primary academic advisor is not available

Informal academic advising occurs:

- ◆ between the student and a faculty member who is not the student's assigned primary academic advisor
- ◆ between the student and staff members in offices and elsewhere across the campus
- ◆ between the student and classmates, friends, family members, and others

## What are the Responsibilities of Academic Advising?

Effective academic advising requires the primary academic advisor and the Academic Advising Center advisor to:

- ◆ recognize that college is only one part of a student's life, which also may include many responsibilities that affect a student's educational experience
- ◆ know the college's current policies, procedures and practices, including the graduation requirements for the student's major program of study
- ◆ be appropriately available to the student by appointment, telephone or email
- ◆ maintain thorough and accurate records of all significant interactions with the student
- ◆ know the availability of services and resources and refer the student appropriately when his or her needs exceed the academic advisor's capacity to assist
- ◆ comply with the Family Educational Rights and Privacy Act (FERPA) and maintain appropriate confidentiality of information regarding the student
- ◆ participate in advisor development opportunities to maintain current knowledge and enhance advising skills

Effective academic advising requires the student to:

- ◆ know who one's primary academic advisor is, where one's advisor's office is located and how to contact one's advisor by telephone and email
- ◆ meet with one's primary academic advisor each semester and consult with one's advisor whenever uncertain about the college's policies, procedures, practices or requirements
- ◆ become knowledgeable about the college's current policies, procedures and practices, including the graduation requirements for one's major program of study
- ◆ maintain thorough and accurate records of all significant interactions with an academic advisor
- ◆ prepare for scheduled meetings with an academic advisor by reviewing appropriate materials in advance
- ◆ use appropriate services and resources when referred by an academic advisor

## How will Students Benefit from their Academic Advising Experience?

As a result of an effective academic advising experience, students will:

- ◆ demonstrate their knowledge of the college's policies, procedures and practices, including the graduation requirements for their major programs of study
- ◆ demonstrate their knowledge of the educational and career opportunities available to them
- ◆ think critically and make informed decisions about their available options
- ◆ establish academic and career objectives and develop plans for accomplishing them
- ◆ accept responsibility for their actions and decisions
- ◆ enhance their own academic advising skills
- ◆ persist to the achievement of their academic and career objectives

## **POLICY STATEMENT ON AFFIRMATIVE ACTION, NON-DISCRIMINATION, AND DIVERSITY**

Greenfield Community College is committed to a policy of Affirmative Action, equal opportunity, equal education, non-discrimination, and diversity. We are committed to providing a learning and working environment for our students, employees and other members of the College Community, which values the diverse backgrounds of all people. The College is committed to assuring that the "College Experience" is one that challenges, empowers, supports, and prepares its students to live in, work in, and value our increasingly global and diverse world. The College believes that the diversity of socio-economic, racial, ethnic, religious, gender, sexual orientation, age and disability backgrounds of College Community members enriches the institution and our various constituencies. The College will not tolerate behavior based on bigotry, which has the effect of discriminating unlawfully against any member of our community.

A copy of the Policy on Affirmative Action may be obtained in the Human Resource Office or from the Dean of Student and Academic Affairs. All inquiries concerning affirmative action issues should be directed to the college's affirmative action officer. Employees should contact the Director of Human Resources at (413) 775-1312. If a student expresses concern of discrimination they should contact the Dean of Student and Academic Affairs at (413) 775-1811.

## **THE JEANNE CLERY DISCLOSURE ACT**

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (more commonly known as the Clery Act), Greenfield Community College publishes an annual report that includes crime statistics and institutional policies concerning campus security and safety matters. The report is available at our Public Safety Department's website: <http://www.gcc.mass.edu/offices/safety/clery.html>. A printed copy of the report is available at the offices of Public Safety, Human Resources, Student Affairs, Admission, and at the Downtown Center. You may also have a copy of the report mailed to you by contacting Public Safety at (413)775-1212.

## QUICK REFERENCE GUIDE OF PHONE NUMBERS AT GCC

Main number at GCC .....	(413) 775-1000
On-Campus Emergency .....	1111
From a cell phone or other outside line, call	(413) 775-1111
Voice/Relay .....	(413) 775-1000
Weather Line .....	(413) 775-1010

### Extensions

Academic Programs .....	1205
Admission .....	1806
Advising Center .....	1339
Social and Natural Sciences, Math, Business and Technology Group .....	1120
Bookstore .....	1190
Business Office .....	1300
Community Education .....	1605
Cooperative Education .....	1818
Counseling .....	1330
Disability Services .....	1812
Diversity Office .....	1809
Educational Technology Center .....	1842
Enrollment Management .....	1801
Financial Aid .....	1109
Health Occupations .....	1621
Health Services .....	1430
Human Resources .....	1314
Humanities Group .....	1220
Learning Center .....	1330
Library .....	1830
Peer Tutoring .....	1330
Placement Testing .....	1147
President's Office .....	1410
Professional Studies .....	1440
Public Safety, non-emergency .....	1212
Public Safety, emergency .....	1111
Student Life .....	1200
Student Services .....	1800
Testing Center .....	1147
Transfer Office .....	1207
Veteran's Services .....	1102
Women's Resource Center .....	1114
Workforce Development Programs .....	1607

### Emergency Assistance

Remember: The on-campus emergency extension is ext. 1111.

# PHONE AND ROOM LISTING OF OFFICES AND SERVICES AT GCC

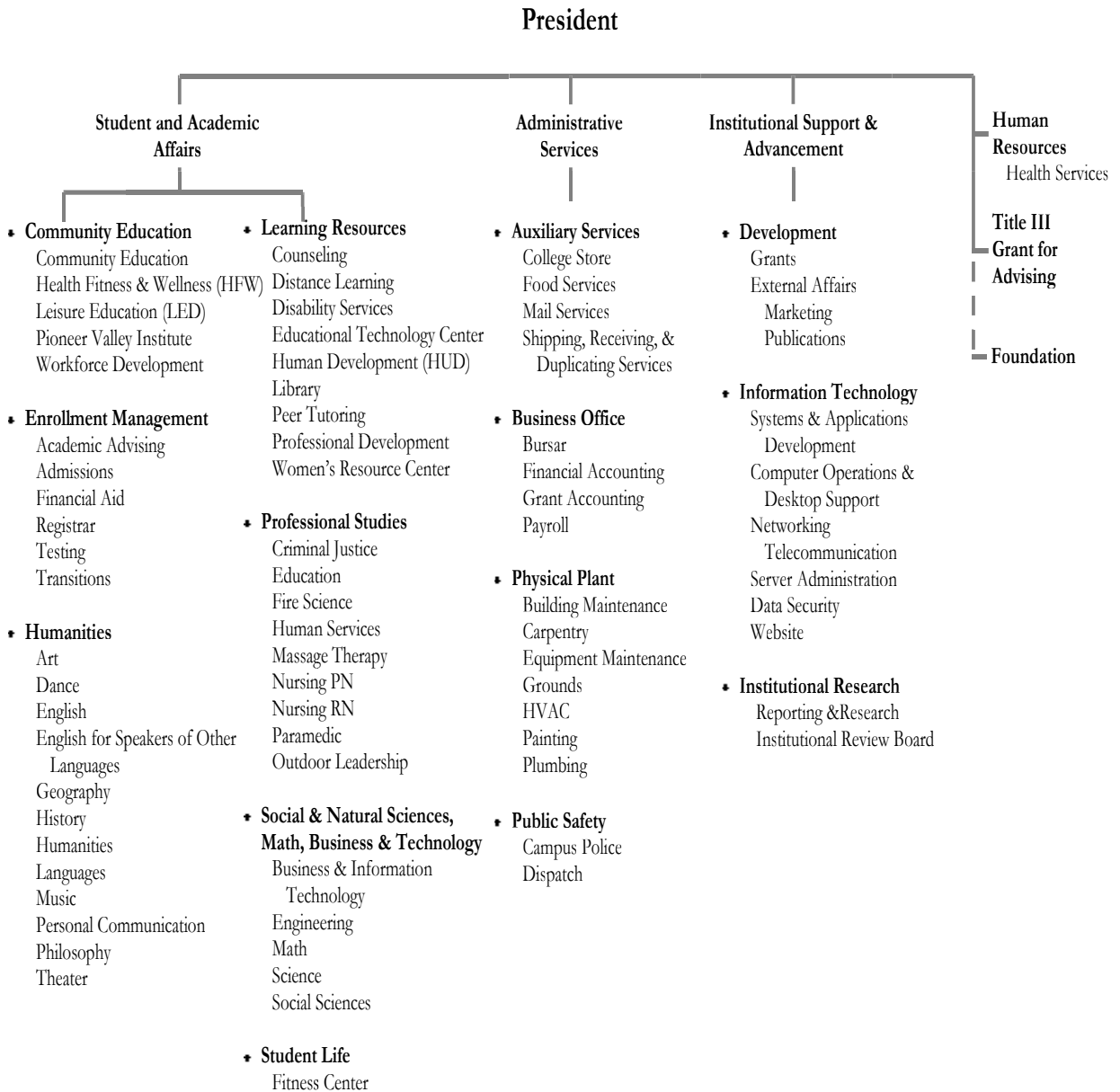
Main number at GCC: (413) 775-1000

	Phone Extension	Room
<b>STUDENT AND ACADEMIC AFFAIRS</b>		
DAVID RAM, Dean, Student and Academic Affairs	1811	N203/204
Sue Belcher, Staff Assistant to the Dean	1205	E130B
Laura Earl, Staff Assistant to the Dean	1816	N203
Val Vitello, Assistant, Academic Affairs	1112	E130
<b>STUDENT LIFE</b>		
Merryl Sackin, Director	1201	S104
Chrissie Menko, Student Life Assistant	1203	S104
<b>FITNESS CENTER</b>		
Bob LaPalme, Coordinator	1143	E109B
<b>COMMUNITY EDUCATION</b>		
ROBERT BARBA, Associate Dean	1606	DC-103
Gail Villeneuve, Administrative Assistant	1605	DC-104
<b>EVENING AND WEEKEND SERVICES</b>		
Sandra Lively, Evening Program Assistant	1604	DTC
Karen Chastney, Evening and Weekend Services Assistant	1803	E130A
<b>PIONEER VALLEY INSTITUTE</b>		
Cynthia Herbert-Ramirez, Coordinator	1671	DB-22
<b>WORKFORCE DEVELOPMENT</b>		
Nancy Bair, Director	1607	DTC
Dana Filibert, Assistant to the Director	1677	DTC
<b>ENROLLMENT MANAGEMENT</b>		
Shane Hammond, Associate Dean	1804	N208
<b>ACADEMIC ADVISING</b>		
Diane O'Hearn, Advising Specialist	1825	N210
Lou Peugh, Academic Counselor	1848	N214
Judy Raper, Academic Coordinator	1819	N207
Julie Shaw-MacDougall, Administrative Assistant	1339	N211
<b>ADMISSION</b>		
Herbert Hentz, Director of Admission	1809	N218
Colleen Kucinski, Senior Admission Counselor	1208	N218
<b>FINANCIAL AID</b>		
Linda Desjardins, Co-Director	1105	N229
Dennis Finnell, Co-Director	1103	N230
Susan Hopkins, Financial Aid Assistant	1102	N202B
Beth LaPorte, Financial Aid Assistant	1104	N202B
<b>GENERAL EDUCATION DIPLOMA (GED)</b>		
Jean Boucias, Coordinator	1147	N253
Holly Lovelace, Assessment Assistant	1821	N253
<b>NEXT STEP UP PROGRAM</b>		
Lindy Whiton, Coordinator	1828	N215B
<b>NORTHAMPTON SITE COORDINATOR AT SMITH COLLEGE</b>		
Kelly Dunn, Tuesdays and Thursdays, 6:00-9:00 p.m.	(413) 834-1066	Smith College
<b>REGISTRAR'S OFFICE</b>		
Heather Hoyt, Registrar	1813	N219
Laurie Parker, Enrollment Services Assistant	1807	N219
Kendra Sherwin, Enrollment Services Assistant	1801	N219
Gail Tease, Enrollment Services Assistant	1802	N219
<b>TECH PREP</b>		
Catherine Devlin, Coordinator	1815	N215A
Carol Leary, Assistant	1332	N411
<b>TESTING CENTER</b>		
Jean Boucias, Coordinator	1804	N253
Holly Lovelace, Assessment Assistant	1821	N253
<b>TRANSFER OFFICE</b>		
Kathy Maisto, Coordinator	1207	N213
<b>TRANSITIONS</b>		
Shannon Coskran, Coordinator	1336	N436
<b>VETERAN'S SERVICES</b>		
Sue Hopkins, Financial Aid Assistant	1102	N202B

	<b>Phone Extension</b>	<b>Room</b>
<b>HUMANITIES</b>		
LEO HWANG-CARLOS, Associate Dean .....	1221 .....	N329
Jan Ross, Administrative Assistant .....	1220 .....	N328
PROGRAMS:		
Sharon Arslanian, Chair, Dance .....	1456/1262 .....	E108A
Paul Lindale, Coordinator, Art/Media Programs .....	1241 .....	S217
Kit Carpenter, Coordinator, ESOL .....	1226 .....	N325
Charlotte Gifford, Coordinator, Foreign Languages .....	1227 .....	N230
Stephen Poulin and Lillian Ruiz, Co-Chairs, English Department ..	1233/1236 .....	N326/N315
Matthew Shippee, Coordinator, Music Department .....	1228 .....	N216B
<b>LEARNING RESOURCES</b>		
MELINDA GOUGEON, Associate Dean .....	1123 .....	N422
Evelyn Tillotson, Assistant .....	1326 .....	N421
COUNSELING SERVICES		
Sue McGowan, Ed.D., Counselor/Liaison to Services for Women ...	1337 .....	N413
DISABILITY SERVICES		
Anna Berry, Coordinator .....	1812 .....	N409
Carol Leary, Assistant .....	1332 .....	N411
DISTANCE LEARNING		
Michelle Barthelemy, Coordinator of Instructional Technology .....	1481 .....	N410
EDUCATIONAL TECHNOLOGY CENTER		
Garry Longe, Instructional Media Specialist .....	1843 .....	S314
Fraser Stowe, Evening Media Technician, Mon-Thu 2:45- 9:00 p.m....	1842 .....	S314
Karen Truehart, Audiovisual Technician, .....	1841 .....	S314
LIBRARY		
Ellen Carey, Co-Coordinator, Public Services .....	1834 .....	N435B
Deborah Chown, Co-Coordinator, Technical Services .....	1832 .....	N406
Judith Ketchum, Library Assistant .....	1859 .....	N406
Jeri Moran, Evening and Weekend Librarian .....	1837 .....	N428
Eric Poulin, Librarian .....	1836 .....	N435B
Hope Schneider, Library Assistant .....	1833 .....	N406
Terry Smith, Library Assistant .....	1837 .....	N428
PEER TUTORING .....		
Montserrat Archbald, Staff Assistant .....	1331 .....	N430
Norman Beebe, Coordinator, Math Assistance Program .....	1333 .....	N416
Mary Ellen Kelly, Coordinator, Writing Assistance Program .....	1335 .....	N415
Randy Kness, Evening Peer Tutoring Assistant .....	1330 .....	N421
WOMEN'S RESOURCE CENTER		
Rosemarie Freeland, Coordinator/Advocate .....	1114 .....	E121B
<b>PROFESSIONAL STUDIES</b>		
JUDITH SINGLEY, Associate Dean .....	1627 .....	E123B
Nicole Crafts, Administrative Assistant .....	1440 .....	E123A
Lori Gaimari, administrative assistant .....	1621 .....	DC-216
Nancy Staelens, ADN Office Assistant .....	1622 .....	DC-216
Elaine Stafford, LPN Office Assistant .....	(413) 582-3055 .....	VA Hosp.
PROGRAMS:		
Cheri Ducharme, Coordinator, Associate Degree Nursing Program ..	1626 .....	DC-209
Abbie Jenks, Coordinator, Human Services .....	1127 .....	E132U
Dawn Josefski, Director, EMS Program .....	1628 .....	DC-221
Walter Nieliwocki, Coordinator, Criminal Justice .....	1136 .....	E32L
Austin Paulson, Coordinator, Outdoor Leadership .....	1126 .....	N112
Sharon Roth, Coordinator, Early Childhood Education .....	1125 .....	E116M
Pat Wachter, Coordinator, Massage Therapy Program .....	1634 .....	DC-310
Ginny Wahl, Coordinator, LPN Program Coordinator .....	(413) 582-3055 .....	VA Hosp.
Anne Wiley and Linda McCarthy Co-Chair, Social Sciences .....	1132/1154 .....	E116F/E116C

	<b>Phone Extension</b>	<b>Room</b>
<b>SOCIAL AND NATURAL SCIENCES, MATH, BUSINESS AND TECHNOLOGY</b>		
PETER ROSNICK, Interim Associate Dean .....	1441 .....	E123C
Linda Horta, administrative assistant .....	1120 .....	E123D
Ron Smith, Technical Assistant .....	1453 .....	N413
PROGRAMS:		
Linda Cavanaugh, Chair, Math Department .....	1455 .....	E124F
Mary Ellen Fydenkevez, Chair, Science Department .....	1469 .....	S411
Ted Johnson, Coordinator, Engineering Science .....	1429 .....	S413
Thom Simmons Chair, Business & Information Tech. Programs .....	1482 .....	E132F
<b>HEALTH SERVICES</b>		
Donna Larson, Director .....	1432 .....	Modular North
Annette Moise, Registered Nurse .....	1431 .....	Modular North
Jan Robert, Assistant .....	1430 .....	Modular North
<b>PUBLIC SAFETY</b>		
Bill Mayrose, Director .....	1212 .....	S110
Greg Eaton, Police Sergeant .....	1299 .....	S108
Greg Eaton, Police Sergeant .....	1275 .....	S109
Cynthia Peterson, Dispatch Supervisor .....	1214 .....	S110
<b>GOVERNANCE</b>		
ASSEMBLY OFFICERS		
Buz Eisenberg, Secretary .....	1116 .....	E124H
Nicole Crafts, Deputy Secretary .....	1440 .....	E123
COMMITTEE CHAIRS		
<i>(Go to <a href="http://www.gcc.mass.edu/assembly/">http://www.gcc.mass.edu/assembly/</a> for a list of all committee members)</i>		
College Affairs, Kit Carpenter, Chair .....	1226 .....	N325
Curriculum and Academic Policies, Jeff Galbraith, Chair .....	1483 .....	E132
Diversity, Anna Berry and Ellen Carey, Co-Chairs .....	1812/1834 .....	N409/N435B
Information Resource Management, Greg Vouros, Chair .....	1131 .....	E116J
Planning and Evaluation Management, Regina Curtis and Stephen Poulin, Co-Chairs .....	1426/1233 .....	S208/N326
Staff Development, Lindy Whiton and Leslie Kelly, Co-Chairs .....	1828/1625 .....	N215B/D207
Student Development, Diane O'Hearn, Chair .....	1825 .....	N210
<b>GREENFIELD COMMUNITY COLLEGE PROFESSIONAL ASSOCIATION (GCCPA)</b>		
President Rosemarie Freeland .....	1114 .....	E121B
Vice President Sharon Arslanian .....	1262 .....	E108A
Secretary Lillian Ruiz .....	1236 .....	N315
Treasurer Norman Beebe .....	1333 .....	N416
MCCC Board of Directors Representative Rosemarie Freeland .....	1114 .....	E121B
MCCC Political Action Committee Representative .....	TBA .....	TBA
Executive Committee Member at Large Anne Wiley .....	1480 .....	E116N
GCCPA DAY Grievance Officer Rosemarie Freeland .....	1114 .....	E121B
GCCPA DCE Grievance Officer Cristin Carpenter .....	1226 .....	N325

# GREENFIELD COMMUNITY COLLEGE ORGANIZATIONAL CHART



## KNOW YOUR CONTRACT: RIGHTS AND RESPONSIBILITIES

Faculty at GCC are members of, or pay agency fees to, GCCPA/MCCC, MTA, and NEA, (Greenfield Community College Professional Association affiliated with the Massachusetts Community College Council, Massachusetts Teacher Association, National Education Association). For a definitive description of your rights and responsibilities according to the contracts, go to <http://www.mccc-union.org/>. The Agreement formally governing full-time faculty employment and the faculty/administration relationship is the Day Unit Agreement which can be viewed at <http://www.mccc-union.org/daycontract.htm>.

The Agreement formally governing adjunct faculty employment and the faculty/administration relationship is the DCE Unit Agreement which can be viewed at <http://www.mccc-union.org/dcecontract.htm>.

The agreement covering distance education (online) courses can be found at <http://www.mccc-union.org/distancedagreement.htm>.

At the time of this GCC Faculty Handbook revision, the 2006-2009 Day Agreement and the 2005-2008 DCE Agreement have expired; new Agreements have not been ratified. Relevant information regarding new Day and DCE agreements will be found at <http://www.mccc-union.org/>, or by contacting the GCCPA Officers listed on page 13 of this handbook.

### MACER: A Faculty/Administration Problem Solving Committee

The relationship between GCC faculty and administration is one based on mutual respect. Both parties work to collaboratively solve problems and work under the premise that student success is our mutual goal. Article 22, section 22.01 of the Day Unit agreement describes MACER (Management Association Committee on Employee Relations) for which "the purpose... shall be to discuss matters of mutual concern to the employee and the employer."

#### **For Full-Time Faculty:**

#### **TEACHING LOAD/TEACHING SCHEDULE**

*The workload of full-time faculty is described in detail in Article 12.03 of the Agreement. It is comprised of: instructional workload, advising and student assistance, office hours, college service, community service and professional development. Faculty are responsible for a minimum of twenty-nine (29) instructional hours per week and a maximum of thirty-five (35) instructional hours per week with no more than three (3) preparations per semester and no more than five (5) preparations per year. (There are many nuances and exceptions spelled out by or implicit in the contract including reassigned time for chairing a governance committee or being secretary or deputy secretary of the College Council, being department or program chair, taking on special projects as arranged with administration, etc.) See Article 12.03-B1, 2, 3.*

*Your teaching schedule will be developed by your department chair/program coordinator and/or your associate dean after they have asked you for your preferences. This process is described in more detail in Article 12.02-A. Though your department chair and/or associate dean will keep your preferences very much in mind, it is, of course, not always possible to satisfy each faculty person's first choices.*

## CHANGES IN YOUR TEACHING SCHEDULE

*At times, classes are cancelled for lack of sufficient enrollment and other reasons. Occasionally, this requires a change in a faculty member's teaching schedule. Such changes will be discussed with the faculty person ahead of time.*

## ADVISING, STUDENT ASSISTANCE RESPONSIBILITIES, AND OFFICE HOURS

*See Article 12.03-D1, 2, 3 of your Collective Bargaining Agreement. Each full-time faculty person is responsible for advising 18 students, assigned by administration; however, various circumstances may result in more or fewer assigned advisees. In addition, each faculty person is responsible for holding at least four (4) posted office hours each week over at least four (4) days. Given that the advising relationship can be a critical one in helping achieve student success, more information on Academic Advising can be found on pages 6-8 and 38-41 of this handbook. Advising information is also available in "The Art of Advising: A Comprehensive Approach". Contact Diane O'Hearn, (413) 775-1825, or [o'heard@gcc.mass.edu](mailto:o'heard@gcc.mass.edu), for more information.*

## COLLEGE SERVICE

*Faculty are encouraged to play an active role in the life of the college. Their collective voices are essential to the college governance process and their energy supports a myriad of student activities. Program development, grant writing, and search committee work are all dependent on the creative involvement of the faculty. Activities that can comprise College Service are outlined in Article 12.03.A.2.*

## COMMUNITY SERVICE AND PROFESSIONAL DEVELOPMENT

*Community Service, such as supporting local schools or social service agencies, and professional development can count towards a faculty person's workload so long as there is mutual agreement between the administration and the faculty person of the activity's value to the college.*

## EVALUATION

*Non-tenured faculty are evaluated yearly and tenured faculty once every three years in accordance with Articles 13.01, 13.02, 13.04, 13.05, and 13.06. Faculty are evaluated based on the following weightings, except as provided in 13.05 when faculty have reassigned time.*

<i>Student Evaluation</i>	<i>25%</i>
<i>Course Materials Evaluation</i>	<i>15%</i>
<i>Classroom Observation Evaluation</i>	<i>25%</i>
<i>Student Advisement Evaluation</i>	<i>10%</i>
<i>College Service Evaluation</i>	<i>10%</i>
<i>Personnel File Review</i>	<i>15%</i>

## SABBATICAL

*Leaves with and without pay are discussed in detail in Articles 9.01 and 9.02 respectively. In particular, under prescribed situations, a faculty person may be eligible for sabbatical "for professional growth, research, or study which may involve travel and which benefits the unit member and the college." Sabbatical leaves are discussed in detail in Article 9.01-I.*

## GRIEVANCE PROCEDURE

*Article 10 of the agreement spells out in great detail the grievance process that is used in those instances when there is a disagreement in interpretation or management of the Agreement. A grievance can be filed by the association and/or by individual faculty members.*

### **For Adjunct Faculty:**

#### ELECTRONIC COMMUNICATION

*The College has completed the process of converting to electronic communications for DCE notices and communications, including teaching availability forms and tentative assignments. The employment contracts are expected to be sent electronically in 2011. The college is adhering to guidelines developed by the Joint MCCC/DCE and Community College Committee for Promotion of Electronic Communication. For more details go to <http://www.mccc-union.org/dcecontract.htm>. All GCC employees are assigned a GCC email account and are expected to check their email on a regular basis. For more information on email account set up, access, and training see the section in this handbook on Computer Network Access and Non-Access Procedure. You may also contact your group administrative assistant, Human Resources at (413) 775-1312, or the Information Technology Department at (413) 775-1350.*

#### PAYMENT OF INSTRUCTORS

*The pay-scale can be found at <http://www.mccc-union.org/dcecontract.htm>.*

*Any questions related to payroll should be directed to the Director of Human Resources, Room S424, (413) 775-1312. See the DCE salary schedule in the Appendix D, which also includes the GCC Pro Rata policy for Underenrolled Courses. Final paychecks may be held pending submission of all required documents.*

*All adjuncts, including those who teach in the day, evening, weekend, summer, and intersession, are paid bi-weekly. To have your paycheck direct deposited, contact the payroll office. Checks and/or pay stubs may be picked up in the Business office, from your administrative assistant (with prior arrangement), or you may provide self-addressed, stamped envelopes to have your check and/or pay stub mailed to you.*

#### PAYMENT/ DEDUCTION OF DUES AND AGENCY FEES

*Adjunct instructors are required to pay Association membership dues or agency fees through either a deduction from their payroll or a bill from the association as outlined in Article IX of the current DCE collective bargaining agreement. The adjunct instructor will receive information with their contract regarding the dues/fees and the process for payment. Payment of dues or agency fees is a condition of employment.*

*Adjunct instructors who pay membership dues or agency fees, and who teach fewer than 3 credits during the academic year, may be eligible for a rebate in accordance with General Laws, Chapter 150E, Section 12, and Association procedures. Refer to the MCCC/MTA/NEA Enrollment Materials provided with your contract.*

## BENEFITS

Adjunct faculty have no fringe benefits such as health insurance\*, retirement, vacation leave, or personal leave.

\*The Commonwealth of Massachusetts has established a Section 125 ("cafeteria") plan for the state's employees who are not eligible to receive state subsidized health insurance through the Group Insurance Commission (GIC) - for example, contract employees and most employees who work fewer than the required hours for GIC coverage - to purchase health insurance on a pre-tax basis from the Commonwealth Choice Program available through the Commonwealth Health Connector. Many of your colleagues are already signed up to benefit from this program. To choose a plan and enroll, visit the Health Connector's website at [www.mahealthconnector.org](http://www.mahealthconnector.org). You will be prompted for an employer identification number - the Commonwealth of Massachusetts' Employer ID # is 149683.

All employees (full- and part-time) are covered by Workers' Compensation. On-the-job injuries should be reported immediately to Public Safety or to your supervisor. They shall then inform the Director of Human Resources. Law requires this notification so that the appropriate documentation can be submitted to cover medical and lost time expenses.

Contact the Director of Human Resources at (413) 775-1312 for information on all of the above services.

## COURSE SYLLABUS

You are required to submit a copy of your course syllabus directly to your associate dean by the end of the first week of classes. You must also provide each student with a copy of these materials during the first meeting of the class.

The DCE Collective Bargaining Agreement contains a checklist of the items that you must include in your syllabi (see Form DCE-E1 in the DCE Unit Agreement at <http://www.mccc-union.org/dcecontract.htm>). Your associate dean reviews the syllabi for each instructor against this checklist (see section on Evaluation). These are minimum requirements for the syllabus, and they should not keep you from customizing your syllabus. Please remember that your individual course policies must be consistent with the mission of the College and the Principles of Education.

## FACULTY EVALUATION

Adjunct faculty participate in the faculty evaluation process. The evaluation of faculty is directed to the following objectives:

- a. assessment of the professional performance of the faculty;
- b. improvement of performance and quality of instruction; and,
- c. to provide one of the factors which may be considered in making subsequent appointments.

For specific details, faculty should consult the Division of Continuing Education collective bargaining agreement, Article 11.

Course materials – Syllabi are to be submitted to the associate dean no later than the last day to add classes (first week of classes). Prior to the end of the semester, faculty will submit to the associate dean copies of all major exams. The College will maintain the confidentiality of these materials. Materials will be evaluated

according to the DCE-E1 "checklist." (See the form in the DCE Unit Agreement at <http://www.mccc-union.org/dcecontract.htm>.)

Classroom observations shall be conducted at least once for faculty who have not met the "threshold for reappointment" (see the current Division of Continuing Education collective bargaining agreement, article 11.04 and the DCE-E4 form at <http://www.mccc-union.org/dcecontract.htm>). Discretionary observations may be conducted for any faculty member for stated written reasons.

Students evaluate faculty each semester toward the end of the course. Instructions for carrying out this evaluation are included on the DCE-E2 form. (See at form in the DCE Unit Agreement at <http://www.mccc-union.org/dcecontract.htm>.)

A Comprehensive Evaluation, including course materials, student evaluations, classroom observation, and material in the personnel file, will be conducted during your first semester teaching.

Faculty and associate deans should maintain close contact. Faculty members shall be afforded the opportunity to respond to all evaluations in writing. All questions should be referred to the appropriate associate dean.

#### PROCEDURE FOR RE-EMPLOYMENT

All adjunct instructors are hired through an open search process in accordance with approved Equal Opportunity and Affirmative Action policies. The objective of the search process is the establishment of a pool of qualified candidates from which assignments to teach courses can be made. The assignment process aims at achieving excellence in instruction as well as demonstrating the commitment of the College to affirmative action.

Once you have been selected to teach, you need not go through the entire procedure again. Rehiring will be based upon satisfactory evaluations, availability of courses, adequate enrollment, established seniority lists (where applicable), and payment of dues or agency fees.

All course assignments will be made via electronic communication as outlined in the guidelines for electronic communication of DCE notices, see <http://www.mccc-union.org/dcecontract.htm>. Adjunct faculty receive and reply electronically to teaching availability forms and tentative assignments. The appointment letter (contract) from the Dean of Student and Academic Affairs is mailed through the US Postal Service to the instructor who will sign the agreement and return it to the Human Resource Department by the stipulated date.

#### SENIORITY

From Article X – 10.02, 10.03: "A unit member who has taught at least five (5) courses over three (3) consecutive fiscal years in the Division of Continuing Education at the College who has received a satisfactory evaluation in a work area(s) shall be eligible for a reappointment in that work area(s).... A tentative appointment for one course will be offered first to those eligible unit members as defined above with the longest service in the Division of Continuing Education at the college in that work area, except under [conditions spelled out in 10.03]."

## THE ASSEMBLY AND GOVERNANCE STRUCTURE

In 2002, after many months of college-wide brainstorming, discussion, and research, a new governance structure was put in place. This governance model is referred to as the GCC Assembly, named after the inclusive body that lies at the heart of its structure. The purpose of this governance structure is made clear in the preamble to the college assembly by-laws:

By adopting these bylaws, members of the Greenfield Community College community assert their right to express their aspirations for and concerns about the college to one another and the community; preserve the privilege of members to participate in the governance of the college; promote clear, honest, and regular communication among all members of the college community; and honor the contributions that each member may make in the conduct of college affairs.

These by-laws and the governance process they describe underscore the college's commitment to the concept of shared governance and its respect for all members of the community. The college assembly website is <http://www.gcc.mass.edu/assembly/> and the Bylaws can be found by selecting Bylaws and documents from Assembly General Info.

### The Greenfield Community College Assembly

The Assembly is scheduled to meet at least three times each semester to "ensure a meaningful role for the Greenfield Community College community in the formation of college policy and practice; to promote effective communication among all employees; and to advance the quality of education and service that the college provides to its students and community." An individual can request that items be placed on the agenda by contacting the Assembly Secretary, Buz Eisenberg at (413) 775-1116 or Deputy Secretary Nicole Crafts at (413) 775-1440.

### The Standing Governance Committees, Links, and Subcommittees

A full-time faculty person can fulfill some of his or her college service responsibilities by working on one of the seven college governance committees or one of their many subcommittees. (Adjunct faculty are eligible to run for vacant seats on standing committees.) A list of the seven committees, their membership, and the length of each member's term can be found at <http://www.gcc.mass.edu/assembly/>.

In what follows are the missions of the committees, a link to their websites, and a list of the subcommittees under their purview.

#### ***College Affairs***

"The purpose of the college affairs committee shall be to establish policy and practice, with the approval of the appropriate administrator, on issues related to co-curricular, college-wide, and community activities, including, but not limited to, local, national, and global affairs; individual and community health and safety; employee and student diversity; and political awareness."

Subcommittees: Health and Safety, Reading Across the College, and Response Initiative

#### ***Curriculum and Academic Policy***

"The purpose of the curriculum and academic policy committee shall be to establish policy and practice, with the approval of the dean of academic affairs, on issues related to academic integrity; scholastic quality; curriculum development; and the evaluation, implementation and assessment of curricula and academic policy, including but not limited to new academic programs, distance education, course offerings, graduation requirements, grading policies, and credit for life experience."

Subcommittees: General Education Review, Graduation Review Board, Library Advisory, and Transcript Review

## ***Diversity***

"The purpose of the diversity committee shall be to advise and establish policy and practice, with the approval of the appropriate administrator, on issues related to diversity in the support of the tenets put forth in the "Principles of Education" including, but not limited to, advocating and supporting diversity in the college community while encouraging opportunities for faculty, staff, and students to grow in their own understanding of diversity, promoting equality of opportunity for all."

Subcommittees: Programming

## ***Information and Resource Management***

"The mission of the information resource management (IRM) committee is to establish policy and practice on issues related to campus-wide information technology needs and the application of technology within the learning environment."

Subcommittees: Banner Steering Committee, Blackboard Focus Group, FITS - Faculty Instructional Technology Support Group, Technology Advisory Committee, and Web Committee

## ***Planning and Evaluation Management***

"The mission of the planning and evaluation management committee is to establish policy and practice, with the approval of the appropriate dean, on issues related to college-wide needs for assessment and planning, including institutional self-studies, strategic planning, facilities utilization, budget and marketing."

Subcommittees: Facilities Planning Committee, and Mission/Vision Committee

## ***Staff Development***

The purpose of the Staff Development Committee is to establish policy and practice, with the approval of the appropriate administrator, on issues related to opportunities for ongoing staff development, teaching and learning activities, emeritus status, and determining eligibility and awarding of professional development funds.

Subcommittees: Professional Development Disbursement Committee

## ***Student Development***

"The student development committee represents the interests and on-going development of the diverse student population of Greenfield Community College. The committee recommends and supports research practices and policies that enhance the educational and life experiences of individual students, foster academic success, and prepare students for the achievement of future goals."

Subcommittees: None

## **The Third Branch of Governance**

### ***The College Council***

"The purpose of the College Council shall be to recommend to the President of the College policy and practice involving issues related to the College's mission and purposes; to the College's annual budget and the allocation of resources; and to the functioning of the College's administrative units and the Assembly's Standing Committees." The College Council shall consist of the President of GCC; the Deans and Associate Deans who report directly to the President; the Standing Committee Chairs; a representative of the GCC Student Senate; a representative of AFSCME; and a representative MCCC.

To learn more about the Assembly, please visit the College Assembly website, <http://www.gcc.mass.edu/assembly/>. You are also encouraged to contact Assembly Secretary Buz Eisenberg or Deputy Secretary Nicole Crafts, who invite your comments, questions, and participation in our self-governance.

## FACULTY AMENITIES AND OPPORTUNITIES

### Office Space and Computer

#### *FOR FULL-TIME FACULTY:*

*All full-time faculty are assigned an office with a computer and a phone. The phones have a voice mail system with on-phone assistance to help you set up your voice mail box. Your group administrative assistant can help you if you have any problems.*

#### *FOR ADJUNCT FACULTY:*

*Office space is provided for the convenience of adjunct faculty to store course materials, grade papers/exams, prepare for classes, and meet with students. This will most likely be shared space, so coordination with other faculty using the same office is recommended. Keys will be issued, and it is advisable to keep the door locked when the office is not in use.*

*If you are an adjunct faculty person who teaches in the evening, weekends, summer, or intersession and have a need for an office, contact your associate dean. Offices will be issued as available.*

*The Technology Committee has put in place a procedure designed to ensure that every staff person on campus has a computer with sufficient capabilities to enable them to do their job. The form that needs to be filled out when you need a computer upgrade or peripheral equipment is called "Equipment Request" and can be found at <http://www.gcc.mass.edu/offices/it/forms.html>.*

*If you need assistance with your office computer, network access, or classroom computing, please contact the Information Technology Department at (413) 775-1350.*

### Computer Network Access and Non-access Procedure

New employees are required to complete a Computer Network Application and will be instructed to read the GCC Computer Network Access Usage Policy before filling out that form. This network application form can be found on GCC's Information Technology web pages at <http://www.gcc.mass.edu/offices/it/forms.html> and in the Human Resource Office. Once the application form is filled out, the Director of Human Resources will sign and forward it to Information Technology for processing. You will be notified by your group administrative assistant of the username and password for the GCC Network and Web mail access to your email. You will also be instructed to call the Information Technology Department at (413) 775-1350 for additional instruction or training.

New employees will work with the department head or administrative assistant to determine what Banner access is needed and to fill out the Role Security form for those functions. The Role Security form must be sent to the Information Technology Department for processing. The Role Security form is available on GCC's Information Technology web pages at <http://www.gcc.mass.edu/offices/it/forms.html>. For Banner Self Service or INB training needs, please call the Information Technology Department at (413)

775-1358. You can report Banner problems online by using the Issue Tracker web page at: <http://issuetracker.gcc.mass.edu/banner/>.

As a new employee, you will be added to the standard email lists such as all users, faculty, and staff (which are reserved for college business only) and, if you choose, you may be added to the bulletin which is for non-job related announcements. In addition, there is a public email forum in which you may engage in political discourse which can be accessed by going to "Public Folders" in "Outlook" or by going to <https://email.gcc.mass.edu/exchange/>. There are various other lists (for example, for all faculty in one department) on which your account should also be listed. Check with your department chair, program coordinator, or administrative assistant to be sure you are on all appropriate lists.

Information is frequently distributed through email; please check your GCC email on a regular basis. If you want to access your email from a computer external to GCC, go to <https://email.gcc.mass.edu/exchange/>.

#### **FOR ADJUNCT FACULTY:**

*Electronic Communication - The College has completed the process of converting to electronic communications for DCE notices and communications, including teaching availability forms and tentative assignments. The employment contracts are expected to be sent electronically in 2011. The college is adhering to guidelines developed by the Joint MCCC/DCE and Community College Committee for Promotion of Electronic Communication. For more details go to <http://www.mccc-union.org/dcecontract.htm>. All GCC employees are assigned a GCC email account and are expected to check their email on a regular basis. For more information on email account set up, access, and training see the section in this handbook on Computer Network Access and Non-Access Procedure. You may also contact your group administrative assistant, Human Resources at (413) 775-1312, or the Information Technology Department at (413) 775-1350.*

*In the event of an emergency or an unusual circumstance, Information Technology will remove network access per order of the President, Associate Dean of Administrative Services and CFO, or the Human Resource Director.*

## **Mail and Messages**

All faculty will be assigned mailboxes by the administrative assistant for their group. It is important that you check your mailbox each time you are on campus. Mail and messages will be placed in your mailbox. You will have voice mail, which can be accessed from off-campus. Contact the administrative assistant in your group to have a voice mailbox set up.

## **Keys**

In addition to getting a key for your office, you can, with the approval of your associate dean, request additional keys for entry into specialized classrooms that you use, faculty support offices, etc. Your administrative assistant will send a key request form to Public Safety listing which keys you are entitled to have. Once reviewed, the request is forwarded to Physical Plant where the keys will be cut and delivered to Public Safety. Public Safety will notify you directly (by phone and/or email) that your keys are ready for you to pick up at their office, S110. You will need to sign for your keys and you may need to show photo identification. Once a person is no longer employed by the college, they must return their keys to their administrative assistant or Public Safety.

## **Parking**

Faculty and staff must obtain parking hang tags from Public Safety if they wish to park in Lot F (nearest the South entrance of the main building). Parking in Lots A through E does not require a parking permit. Vehicles are to be parked in marked spaces only. Parking is not permitted on college roadways, sidewalks, access lanes, etc. Parking is prohibited in Visitor Parking spaces, Handicapped Parking spaces, Special Medical Permit spaces, and other reserved spaces. Special Medical Parking Permits may be issued for a limited number of circumstances. For more about campus parking and parking permits go to <http://www.gcc.mass.edu/offices/safety/parking.html>.

## **Access To Your Office During Times When The Campus Is Closed**

If you need access to the campus during times when the college is closed, please call Public Safety 15 minutes in advance of your arrival. You can reach the on-duty officer at (413) 775-1212. Also, please let the officer know when you leave so we can know how many people are in the building in case of an emergency. Please note, students are not allowed in the buildings when the college is closed unless prior arrangements are made through your associate dean and the Director of Public Safety.

## **GCC I.D. Cards**

All faculty are requested to have a current GCC picture I.D. Please make arrangements with Student Life at (413) 775-1200 to obtain your card. Cards are available during the first two weeks of the Fall and Spring semesters. Often, a variety of discounts will be available with use of the card.

## **Schedule Cards**

Your administrative assistant will request that you review and edit a schedule card of your classes, office hours, regularly scheduled meetings, etc. and return it by the end of the first week of the semester. The administrative assistant will then provide a copy for your office door. Please note: If changes to your schedule are authorized (room number, class hours, etc.) please advise the administrative assistant in your group immediately.

## **Human Resources Office**

The Human Resources Office, located on the fourth floor of the south wing of the main building, is the office where you can discuss your benefits, health insurance, payroll deductions, etc. The phone is (413) 775-1313 and their web site is <http://www.gcc.mass.edu/offices/hr/>.

## **Taking GCC Courses**

Tuition remission is available to you and your dependents at any Massachusetts public college or university. Tuition only is waived at other state colleges. Tuition and some fees are waived at GCC. The details of this benefit for MCCC members are available at <http://www.gcc.mass.edu/offices/hr/labor/policies.html>.

## **Wellness and Fitness Program**

All college staff are invited to participate in the GCC Wellness and Fitness Program. The purpose is to improve the quality of campus life and encourage participation in any number of wellness activities such as: fitness screening and evaluation, individualized wellness programs, personal trainers, employee group fitness classes, workshops, use of the fitness center, and much more. All programs and facilities are either free or available at a very nominal fee to college staff. The fitness center is located in the East Building in E109. For more information about rules governing use of the fitness center or for fitness evaluation or

recommendations, call the Fitness Center coordinator, at (413) 775-1143 or visit the website at [http://www.gcc.mass.edu/offices/fitness\\_center/](http://www.gcc.mass.edu/offices/fitness_center/).

## Employee Assistance Program

Greenfield Community College has an Employee Assistance Program which is free to all GCC staff. The EAP is a resource to staff who seek counseling and other forms of support. Faculty who wish to utilize this confidential service should call toll free (800) 828-6025 to reach The Wellness Corporation.

## FACULTY TEACHING AND ADVISING SUPPORT

### Course Syllabi

The course syllabus is one of the most important ways for you to communicate your requirements and expectations to your students. Individual instructors shall determine requirements for each course they teach in accordance with the Curriculum and Academic Policy Committee-approved course outline.

You must provide each student with a copy of your course syllabi during the first meeting of the class. You are also required to submit a copy of these materials directly to your associate dean before the end of the add/drop period each semester.

The Collective Bargaining Agreements contain checklists of the items that you must include in your syllabi. The checklists can be found online at <http://www.mccc-union.org/> --- for Full-time Faculty see Form XIII-E2 in the Day Unit Agreement; for Adjunct Faculty see Form DCE-E1 in the DCE Unit Agreement. Your associate dean reviews the syllabi for each instructor against this checklist. These are minimum requirements for the syllabus, and they should not keep you from customizing your syllabus. Please remember that your individual course policies must be consistent with the mission of the College. The instructional objectives for your course section must follow the approved course instructional objectives, however; to customize them for your section, see the Guidelines for Writing Instructional Objectives at the Curriculum and Academic Policies webpage under Guidelines and Procedures at: <http://www.gcc.mass.edu/assembly/>.

The following explain in detail three course syllabus checklist items, which have given students and faculty some concern:

- ◆ The "General course description" used in your syllabus must be word-for-word from the college catalogue. You are free to include additional information or details that pertain to your own class, but it should be in addition to the catalogue description, not in place of or integrated into it.
- ◆ The "Basis for student grading" deals with what you'll be grading (e.g., tests, papers, attendance, class participation.)
- ◆ The "Procedure (criteria) for evaluating student performance" deals with how you determine what the grade will be. Examples might include whether you give partial credit; give retests; permit students to submit test/paper revisions to improve their grades; permit students to earn extra credit; evaluate student work by a specific set of standards that you will distribute with each assignment; look for understanding/explanation in addition to a correct answer.

### Recommended Additions to Syllabi

In addition to the items required in the checklist, we recommend you include in your syllabus information that will set the tone for your semester and give your students a clearer picture of your expectations. For examples of your colleagues' work, sample syllabi may be obtained by contacting the administrative assistant in your group. Also the College Library has a good book, Tools for Teaching,

which contains a wealth of ideas for teachers. It includes some very valuable information, for new as well as seasoned teachers, on creating a course syllabus.

Furthermore, to communicate clearly your expectations, you might include in your syllabus statements regarding students with special needs, missed classes, classroom civility, academic honesty, **peer tutoring**, and **counseling and disability services**. Sample statements for each of these topics appear below.

**“Students with special needs” sample statement:**

- ◆ I make every effort to encourage students' various learning needs. If your particular ways of learning and test taking need to be discussed, please speak to me at the beginning of the semester. In addition, if your concerns are about a learning disability or other special need, you may wish to make an appointment with a counselor in the Learning Center.
- ◆ If you require specific classroom accommodations due to a disability, please contact the Coordinator of Disability Services at (413) 775-1812, for the college accommodation request forms and documentation requirements. Copies of these forms can also be obtained in Student Services and Health Services or on the college website at <http://www.gcc.mass.edu/offices/ds/forms.html>. Students are strongly encouraged to secure accommodations before the beginning of the semester, as some types of accommodation requests take several weeks to process.
- ◆ Greenfield Community College also has counselors available to assist you with academic and personal issues. You may wish to make an appointment with a counselor in the Learning Center at (413) 775-1330.

**“Missed classes” sample statement:**

- ◆ Anything that is scheduled to occur on a day when class is canceled (e.g., an exam is scheduled or an assignment is due) will occur on the next class day.

**“Classroom civility” sample statement:**

- ◆ The Greenfield Community College Student Planner and Student Handbook contain a statement outlining the standards of behavior expected at an institution of higher learning. In addition to these expectations, in this classroom please remember that everyone is entitled to the opportunity to learn. Please do not arrive late, leave early, or in any other way detract from the right of your classmates to the best learning environment possible.

**“Academic honesty” sample statement:**

- ◆ The faculty and staff at Greenfield Community College expect academic honesty. The college upholds the definition of plagiarism published by the Modern Language Association in the 6th edition of the *MLA Handbook for Writers of Research Papers*, edited by Joseph Gibaldi and published in 2003: “Using another person’s ideas, information, or expressions without acknowledging that person’s work constitutes intellectual theft. . . . Students exposed as plagiarists suffer severe penalties, ranging from failure in the assignment or in the course to expulsion from school” (66-67). Students should consult with individual instructors for how to acknowledge sources properly and for the consequences of plagiarism. Students may also want to refer to the “Academic Honesty/Academic Offenses” section of the GCC Student Planner or Student Handbook.

**“For Peer Tutoring” sample statement:**

- ◆ The Peer Tutoring Program offers one-on-one peer tutoring for most courses offered at the college. This is a wonderful resource available at no cost to all GCC students. Peer Tutoring is available until 7:00 p.m. Monday through Thursday, and until 4:00 p.m. on Friday. Saturday hours are 10:00 a.m. until 4:00 p.m. Peer Tutoring is located in the Learning Center, 4th floor North in the main building – near the library. Appointments in advance are advisable and can be made by visiting the Learning Center or calling (413) 775-1330.  
<http://www.gcc.mass.edu/offices/learningcenter/tutoring.html>

**“For Counseling and Disability Services” sample statement:**

- ◆ My goal is for every student to succeed in this course regardless of learning style, individual learning needs, or disability. If you know or think that you are in need of specific accommodations, please speak to me as soon as possible in order to address your concerns. You may wish to meet with Anna Berry, Coordinator of the Office of Disability Services, or Sue McGowan, Counselor, in the Learning Center, to discuss possible support service options. You can make an appointment with Anna or Sue by calling the Learning Center at (413) 775-1330.  
<http://www.gcc.mass.edu/offices/learningcenter/tutoring.html>

## Program Handbooks

Some academic programs or departments have handbooks or program flyers with information that is specific to that area. Check with your program coordinator, department chair, or associate dean to see if such is the case in your discipline.

## Legal Issues Relating to Course Content

Students around the country are beginning to use legal means to hold institutions accountable for the delivery of promised services. Some attorneys feel that College catalogs and program brochures are the basic elements of a contract between the College and the student.

**You must copy the catalog course description verbatim on your syllabus.** A course description listed in a catalog or advertisement brochure states that the course will cover certain content areas. The student who enrolls in that course and pays whatever course fees are involved has, in essence, entered into a contract with the College.

Examine the most recent College catalog, course outline, list of instructional objectives, and advertising piece that describes the course you are teaching. Note the content and, if indicated, whether your course actually covers those content areas and provides the experiences that are delineated in the course description. Instructors must not change the focus of the course from that listed in the course outline and description. If you disagree with the outline or description, this should be pursued through your department and, ultimately, by bringing a curriculum action to the Curriculum and Academic Policies Committee.

## Accommodations for Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, GCC offers accommodations and/or auxiliary aids for eligible students with documented disabilities. It is the responsibility of the student to request services, however, you may find yourself referring them to the office of Disability Services to seek support.

The college has in place a protocol for securing needed accommodations. All instructors are responsible for familiarizing themselves with this protocol, which can be found online at

<http://www.gcc.mass.edu/offices/ds/>. The website includes specific information about types of disabilities, how they influence the learning process, and how they are accommodated in the college setting. For further consultation, please contact Anna Berry, Coordinator of Disability Services at (413) 775-1812.

The College has accessible facilities, including elevator services, toilet facilities, telephones, drinking fountains, and automatically opening doors. Instructors, staff, and students should familiarize themselves with the special entrances for persons with disabilities at the south and north ends of the main building.

Instructors are strongly encouraged to include a statement on their syllabus indicating their desire to have students with disabilities discuss their needs with them. (See page 26 for a sample statement.)

Each instructor is asked to announce at the beginning of each course and periodically thereafter that students who may need consideration because of any sort of disability should make an appointment to see the instructor during office hours.

Students who receive academic accommodations must have registered with Disability Services and should present their instructors with an Accommodation Agreement at the beginning of the semester. The Accommodation Agreement is a document that is generated using information gathered from a student's medical documentation in conjunction with an intake session conducted by the office of Disability Services. Please take time to meet with the student and review any questions you might have about accommodations. If an instructor requires support in meeting a student's needs as outlined in the Accommodation Agreement, they are encouraged to contact the student's academic counselor and/or the Coordinator of Disability Services immediately.

Students with disabilities must coordinate academic accommodations with the Office of Disability Services at (413) 775-1812.

Instructors may not establish specific requirements for courses that inadvertently discriminate against students with disabilities. Section 504, of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, prohibit any kind of discrimination against students with disabilities that would prevent them from having access to any course, program, or service offered by the College. The law also requires that no students be prevented from taking courses offered by the College solely because of their disability. In establishing course requirements, instructors should be aware of the following:

1. There should be no course requirements which discriminate on the basis of a disability.
2. Students with disabilities should expect the same class experiences which are available to students without disabilities. These experiences include field trips, guest speakers, and audio-visual presentations.
3. Any course which requires off-campus experiences, including clinical fieldworks and internships, must be arranged so that the experience for students with disabilities is comparable to that of the students without disabilities.
4. All course materials must be made available to students with disabilities in an appropriate usable format (e.g. individual who is legally blind may require large print or electronic handouts.)
5. Modification in degree or course requirements may be necessary to meet the requirements of some students with disabilities. Some examples of such modifications are as follows:
  - A. Prohibitive rules, such as those banning tape recorders from the classroom, must be waived for some students with disabilities.
  - B. Personal care attendants, scribes, or interpreters must be permitted in the classroom when they are required to insure the participation of students with disabilities. Note: Students must be registered with Disability Services when using these auxiliary aides.

- C. Alternate testing and evaluation methods for measuring student achievement will be necessary for students with impaired sensory, manual, or speaking skills (except where those are the skills being measured.)
- D. Classes may have to be relocated to permit access for students with mobility impairments.
- E. Equipment or devices used in the classroom (and in some cases teaching techniques that rely upon the sight, hearing, or mobility of students) may require adaptation in individual cases. Students should contact the Coordinator of Disability Services immediately to discuss arrangements for use of adaptive equipment.
- F. It is discriminatory to counsel students with disabilities toward more restrictive careers than students without disabilities, unless such counsel is based on strict licensing or certification requirements in a profession.

Please note that you are under no obligation to satisfy a student's request for an accommodation unless that accommodation is in writing in the Agreement developed with the Coordinator of Disability Services. If there is any question, contact the Coordinator of Disability Services at (413) 775-1812.

### ***Testing Accommodations for Students with Disabilities***

There are numerous types of appropriate testing accommodations, depending upon the nature of the coursework and the disability-related needs of the student. Following are some of the most commonly requested accommodations:

**Extended time.** This is one of the most common accommodations across disability groups. The typical recommendations are time and one-half or double time, but students working with a reader or scribe may require more than double time. We do not recommend unlimited time ("un-timed tests") unless the option is made available to all students.

**Accessible testing site and accessible seating.** Students who may need accessible seating include those who cannot walk up or down steps, have difficulty maneuvering through a row of seats, have vision or hearing impairments, or have disabilities that affect their ability to remain focused on visual or auditory lecture material.

**Oral Exams or Reading Services.** Some exams may be administered on the computer (using screen reader software) or with the use of a cassette tape. This option is used with students who are blind, have other vision issues, or have a learning disability impacting visual processing. This accommodation is not appropriate for accommodating issues of literacy (limited skills as opposed to limited ability).

**Scribe services.** Physically writing the student's answers, verbatim, or filling out a Scantron answer sheet according to the student's instructions. This accommodation is most often used when an individual is unable to use his or her hand to complete written work.

**Converted format.** This may include large print, digital format (usually formatted in Word), Braille, or audio taped exam material. Converting material takes a minimum of two weeks, so arrangements for this accommodation must be made well in advance of exam dates. This includes the placement exam given to all incoming students.

**Computer Access.** Many students can independently complete essay exams on computers. Some may need technology such as enlargement, speech output, speech recognition or a spell check program, available through Disability Services by advance arrangement.

**Quiet, non-distractive testing environment.** Some students require a low distraction environment, especially those with learning disabilities or Attention Deficit Disorder. All students should have testing environments comparable to those of their classmates – i.e. testing space free

from frequent interruptions, with proper writing surface, seating and lighting.

**Please Note:** Students are **not permitted** to use calculators as an accommodation to a learning disability when calculation is being measured. This includes the placement test given to all incoming students.

Arrangements for testing accommodations that require the use of equipment and/or alternative format should be made directly through the Office of Disability Services. Please contact the office at (413) 775-1812.

### ***Testing Arrangement NOT Recommended by Disability Services***

Sometimes questions arise about the use of other arrangements as appropriate testing accommodations. The following accommodations are **not** recommended:

**Unlimited time for taking tests.** Disability Services does **not** recommend this unless the instructor provides this option for all students in the class.

**Oral exams.** Disability Services usually discourages these unless this is the method of evaluation for all students. Oral exams require the student to immediately analyze, interpret and respond to a question, eliminating the additional "thought" time available in written exams. In addition, the method of grading may be different from that used for written exams and students are not encouraged to develop their critical writing abilities. The use of taped exams or exams in computer format (text file) are the preferred alternative. This allows the student the opportunity to stop, cue and review as needed.

**Different tests for students with disabilities.** Again, Disability Services strongly discourages this since it is usually unnecessary, given the other testing accommodations that are possible, and because students with disabilities **should be held to the same standards as their classmates without disabilities.**

**Clarification of test questions.** Disability Services does not view clarification of test questions (e.g. the instructor or proctor giving the student a definition or explaining the meaning of a phrase or question) **as a disability accommodation.** Students with disabilities should be held to the same standards as other students when it comes to the expectations about understanding course content, exam questions, etc. If students without disabilities are allowed to receive clarification of questions they have, however, students with disabilities should receive a similar allowance, whether taking an exam with the class or in a private testing site.

## **Academic Calendar**

The college academic calendar is updated each year and can be found in Appendix D, in the college catalog, and in the Faculty and Staff section of the GCC website at <http://www.gcc.mass.edu>. The academic calendar has dates that will be helpful to you as you plan your semester including days when classes begin, are cancelled, and end, when students can add or drop a class, when mid-semester and final grades are due, etc.

## **Textbooks**

Faculty members are responsible for the ordering of textbooks as well as desk copies and other supplementary materials. Faculty will receive textbook order forms electronically from the College Store and once completed, these forms should be submitted to the administrative assistant for your group. These orders will then be forwarded to the College Store. In some cases, textbooks are prescribed for all sections of the same course. Some departments work collaboratively on textbook selection. Also, in instances where faculty are hired late in the semester, a textbook may already have been ordered for

the course. For questions related to textbooks in your area, consult your department colleagues or the administrative assistant in your group. You may also find The College Store website helpful. It has a handy link for faculty <http://www.gcc.mass.edu/offices/bookstore/>. Shannon Larange is the College Store textbook buyer and can be reached at (413)775-1192 or via email [larange@gcc.mass.edu](mailto:larange@gcc.mass.edu). All textbooks should be reviewed to ensure that they are free of racial/ethnic/sexual bias and stereotyping.

## Course Development/ Alternative Course Presentation Modalities

Greenfield Community College supports and encourages creative modes of course presentation. We recognize that it is valuable to provide options and choices for our students concerning the format of the classes that they take. To that end, in addition to the more traditional lecture/discussion and laboratory formats, GCC offers courses using the following modalities.

### *Learning Communities*

There are many forms that learning communities can take. The most common form to date at GCC has been the pairing of two courses from two different disciplines wherein students must register for both classes. For the first time a Learning Community is offered, the full-time faculty receives reassigned time during the semester that they offer the courses. For example, if in fall 2007, Professor Green, who teaches SOC 101 for 3-credits, and Professor Rosa, who teaches ENG 101 for 3-credits, teach a new six-credit Learning Community (Rerun Culture and TV Legends, combining ENG 101 and SOC 101) and during the contact time they are both present and, in effect, co-teach the Learning Community, they would each get one three-credit reassigned time for their instructional workload. For a second and any subsequent offering of the same Learning Community, faculty will receive the equivalent of one half of the three-credit reassigned time. Adjunct faculty will be paid a stipend equivalent to the correlating amount of reassigned time for a first time offering. That is, an adjunct instructor teaching a learning community for the first time would receive the normal salary for teaching the course plus a stipend equal to the correlating amount for the paired course. For a second and any subsequent offering of the same Learning Community, the adjunct faculty would receive the normal course salary plus a stipend equal to one half the correlating amount for the paired course.

The following factors are considered prior to approving the development of learning communities at GCC:

- At least one of the learning community courses typically has 3 concurrent sections that are consistently offered during a semester (exceptions given for courses with a defined cohort of students).

- Maintaining a student to faculty ratio of approximately 11:1 (22:2)

- Minimum # of students 18

- LC course offerings should take into account departmental/group/institutional priorities and align with department curriculum needs.

- Appropriate time for pedagogical preparation and publicizing for the course(s).

Initial proposals for learning communities should be submitted to the associate dean one year in advance of the anticipated offering.

Faculty offering a learning community should anticipate offering the course at least two additional times in a timeframe that correlates with department and academic affairs planning.

If you have interest in Learning Communities, please contact the appropriate associate dean(s) to discuss potential proposals.

### ***Blackboard Learn and Online Courses at GCC***

Presently, Greenfield Community College has over 120 active course sections online on our Blackboard server. A "Distance Learning" Title III grant has provided the foundation for support, training and equipment necessary to expand our online course offerings. GCC is using Blackboard Learn (7.1) as a course management system. Workload calculations for faculty who teach online courses are described in the Memorandum of Understanding found at [http://mccc-union.org/CONTRACTS/DistanceEd/DE\\_Agreement.pdf](http://mccc-union.org/CONTRACTS/DistanceEd/DE_Agreement.pdf). Forms relevant to distance education courses can be found at <http://www.mccc-union.org/distanceedagreement.htm>.

Information for faculty on expectations for teaching fully online courses can be found in the Classroom Policies and Procedures section of this handbook. If you have any questions about the teaching online, the Coordinator of Instructional Technology, Michelle Barthelemy at (413)775-1481, and faculty members: Melanie Lally (who serves as support for Health Occupations downtown) at (413)775-1619, Christine Monahan at (414)775-1273, and Doug Wilkins at (413)775-1480 are available to provide you with information and support. For additional information and resources for online teaching and instructional support, go to <http://www.onlinegcc.org/support/>.

### ***Dual Site Interactive Video Presentations***

Often in programs with limited enrollment (Fire Science and Engineering are two examples), courses use video teleconferencing to connect one campus interactively with another. E135 is a classroom fully equipped for this mode of presentation.

### ***Directed Study***

Faculty can guide an individual student's study into a topic or course not available through the catalog-listed courses. Forms including a directed study contract signed by faculty, student, and associate dean are available in group offices and from the list of forms online at <http://www.gcc.mass.edu/forms/>.

### ***Internships***

Faculty can work with a student on two types of site-based learning experience internships. An internship extends a student's learning opportunities beyond the classroom setting. An internship allows the student to work with a faculty mentor and a sponsor from a business or organization to gain hands-on experience in professional work environments that relate to their academic and career interests. The internship form is available in group offices and from the list of forms online at <http://www.gcc.mass.edu/forms/>.

### ***Credit-Free Classes and Workshops***

The college, through the Office of Community Education, offers a wide array of credit-free classes and workshops and classes that are published each semester in the course guide. If you have an interest in offering a credit-free class or workshop, please email either [barba@gcc.mass.edu](mailto:barba@gcc.mass.edu) or [lively@gcc.mass.edu](mailto:lively@gcc.mass.edu) for a workshop proposal letter and form. Visit the Community Education website at [http://www.gcc.mass.edu/community\\_education/](http://www.gcc.mass.edu/community_education/).

## Instructional Technology Support for Faculty

### *Classroom A/V Equipment Support*

The Educational Technology Center (ETC) A/V Technicians (room S314) are available for service calls for projection equipment, DVD players, VCRs, and overheads during the hours listed. For demonstrations on equipment please call (413) 775- 1842 to schedule an appointment.

- ◆ Karen Truehart, [truehart@gcc.mass.edu](mailto:truehart@gcc.mass.edu), 8:30 a.m. - 4:30 p.m., Monday - Friday
- ◆ Fraser Stowe, [stoweF@gcc.mass.edu](mailto:stoweF@gcc.mass.edu), 2:45 p.m. - 9:00 p.m., Monday - Thursday

### *Media Presentation Development/Distribution*

The Educational Technology Center (ETC) Instructional Media Specialist (room S313) is available 8:30 a.m. - 4:30 p.m. to assist or develop classroom media materials (particularly video products). To schedule support in use of the television studio (S311), theater (S01), lecture hall (N426), multimedia production lab (S314); or to schedule an appointment please call (413) 775-1843.

- ◆ Garry Longe, [longe@gcc.mass.edu](mailto:longe@gcc.mass.edu), 8:30 a.m. - 4:30 p.m., Monday - Friday

### *Technical Support*

**Blackboard Assistance:** For help with passwords, logging on to the system, and technical support with Blackboard, the following Academic Computing (room E137A) staff member is available during the hours listed:

- ◆ Verne Richardson, [verne@gcc.mass.edu](mailto:verne@gcc.mass.edu), 7:00 a.m. - 3:00 p.m., Mon. - Fri., (413) 775-1368

**Classroom Assistance:** For help with computer equipment in the classroom, the following Academic Computing (room E137A) staff are available during the hours listed:

- ◆ Charlie Kleeberg, [kleeberg@gcc.mass.edu](mailto:kleeberg@gcc.mass.edu) 8:00 a.m. - 4:00 p.m., Mon. - Fri., (413) 775-1369
- ◆ Diane Franklin, [franklin@gcc.mass.edu](mailto:franklin@gcc.mass.edu), 2:00 p.m.- 10:00 p.m., Mon. - Thurs. (413) 775-1367

**Office Computer Assistance:** For help with your office computer, the following Administrative Computing (room N313) staff member is available during the hours listed:

- ◆ Deanna Lovett, [deanna@gcc.mass.edu](mailto:deanna@gcc.mass.edu) 9:00 a.m. - 4:30 p.m., Saturday, (413) 775-1351

### *Faculty Instructional Technology Support (FITS) group*

Michelle Barthelemy is the Coordinator of Instructional Technology/Distance Learning. She is available to provide support to faculty who are developing online courses and/or are integrating web-based enhancements. Support to faculty ranges from one-on-one direct assistance to telephone and email support. Michelle can be reached at (413) 775-1481 or at [barthelemym@gcc.mass.edu](mailto:barthelemym@gcc.mass.edu).

The FITS group can help you with questions and concerns about using technology in the classroom and online instructions. They also arrange and run workshops in the following areas: SMARTboard, Banner Self Service for advising and registrations, Blackboard, Camtasia, WordPress, PowerPoint, presentation equipment, imaging, CD burning, and Web 2.0 applications.

Michelle Barthelemy, [barthelemym@gcc.mass.edu](mailto:barthelemym@gcc.mass.edu), room N410, (413) 775-1481

Melanie Lally, [lallym@gcc.mass.edu](mailto:lallym@gcc.mass.edu), room D204, (413) 775-1619 (serves as support for Health Occupations downtown)

Christine Monahan, [monahan@gcc.mass.edu](mailto:monahan@gcc.mass.edu), room N319, (413) 775-1273

Doug Wilkins, [wilkins@gcc.mass.edu](mailto:wilkins@gcc.mass.edu), room E132P, (413) 775-1480

## Learning Resource Room

The Learning Resource Room located on the 4th floor of the North building, room N414, is equipped with an Internet ready PC and an Internet ready MAC, Microsoft Office software, Adobe Acrobat Professional, Camtasia and SnagIt Software, a scanner, and a color inkjet. Faculty can use this space by appointment. Appointments can be made by contacting Michelle Barthelemy at (413) 775-1481 or at [barthelemym@gcc.mass.edu](mailto:barthelemym@gcc.mass.edu).

## Library

The GCC Library is located on the 4th floor of the North Building, and serves the study and research needs of a diverse group of teachers and learners by providing a variety of services, collections, and technology. Both quiet and conversation-friendly study spaces are available. Food and drink are permitted throughout the Library. The Library is open to the entire GCC community, as well as to the public. For more detailed information, stop by the Library, call (413) 775-1830, email [reference@gcc.mass.edu](mailto:reference@gcc.mass.edu), or visit the Library's website at <http://www.gcc.mass.edu/library/>.

Regular semester hours are:

Monday-Thursday, 8:00 a.m. - 8:30 p.m.

Friday, 8:00 a.m. - 5:00 p.m.

Saturday, 10:00 a.m. - 4:00 p.m.

### **Library Technology**

The Library maintains 21 public desktop computers, including a 14-station computer lab, and 10 laptops for use within the Library by GCC students, faculty and staff. Free printing is available. Other equipment includes a scanner, coin-operated photocopier, text magnifier, microfilm reader/printer, and two video/DVD viewing stations. The wireless network, including wireless printing, is accessible from all Library spaces.

### **Library Collections**

**Print & Online Collections:** The Library collection contains over 50,000 physical items including circulating and reference books, newspapers, magazines, scholarly journals, microfilm, videos, and DVDs. The Library's 60+ online databases offer access to hundreds of thousands of periodical articles and reference sources, which are available from any on-campus computer and from off campus with a GCC student, faculty or staff library card.

The majority of the Library's circulating collection is housed offsite during the renovations of the Library's permanent home on the third floor of the Main Building. Library staff retrieves items from the offsite facility daily; requests for items located offsite are filled within 24 hours Monday through Friday.

Reference books, periodicals, videos, and DVDs are located onsite in the Library. Circulating books in the following subject areas and categories are also onsite:

- ◆ Nursing and medicine
- ◆ Art
- ◆ Photography
- ◆ Children's Literature
- ◆ Books in the Opposing Viewpoints and Information Plus series
- ◆ Books for those who are new to reading English
- ◆ Audiobooks (books on tape)

Anyone with a GCC library card may request circulating books in other areas through the online catalog.

**Special Collections:** The Library maintains three special collections. The Archibald MacLeish Collection is currently located at the Memorial Libraries in Deerfield, Massachusetts. The Pioneer Valley Resource Center collections are stored offsite with some items available upon request. The Yankee Nuclear Power Station Public Information Repository is available in the Library.

**Library Cards & Borrowing:** Faculty may request a GCC library card online at <http://www.gcc.mass.edu/library/cardrequest.html> or in person at the Circulation Desk. Faculty loan periods are as follows:

Books	Remainder of the current semester
Videos & DVDs	Two weeks
Audiotapes	One week

Please note that your students may borrow books for only 4 weeks, and must use videos and DVDs in the Library.

As part of the Central and Western Massachusetts Library Network, the GCC Library shares an online catalog (C/W MARS) with the other community colleges and most public libraries in the central and western regions of the state. You may request items from any of these libraries through the C/W MARS catalog using your GCC library card. The Five Colleges are not part of the C/W MARS network.

**Interlibrary Loan:** GCC students, faculty, and staff may request circulating items from other libraries through Interlibrary loan only if they are not owned by any of the libraries in the C/W MARS network.

### ***Library Services for Faculty***

**Information Literacy Instruction for Your Students:** Information literacy encompasses the ability to know when information is needed, and to locate, retrieve, evaluate, analyze, synthesize, and use that information. GCC Librarians teach instruction sessions aimed at developing the information literacy of your students. Information literacy sessions take place during your usual class time, either in the Library's SMART Board-equipped computer lab or in your classroom. Topics include Library catalog and online database searching, website evaluation, scholarly vs. popular sources, understanding citations, academic honesty, and many others. For a full menu of topics, or to request an instruction session for your class, see the form at Appendix B, visit the library website, contact one of the following librarians, or stop by the Library.

Day classes: Ellen Carey (413) 775-1834 or [careye@gcc.mass.edu](mailto:careye@gcc.mass.edu)  
or Eric Poulin (413) 775-1836 or [pouline@gcc.mass.edu](mailto:pouline@gcc.mass.edu)

Evening classes: Jeri Moran (413) 775-1837 or [moranj@gcc.mass.edu](mailto:moranj@gcc.mass.edu)

**Research Guides: Online research guides (“LibGuides”) for a range of subject areas are available through the Library website.** Librarians will create, or work with you to create, a specialized LibGuide for your course or subject area. These guides can be posted to the Blackboard site for your course and/or used to supplement information literacy instruction sessions.

**Research Consultation:** Librarians provide reference and research assistance to students, faculty, and staff during the Library's open hours by phone at (413) 775-1831, through instant message chat (ALEX: Ask a Library Expert) on the library website, by email at [reference@gcc.mass.edu](mailto:reference@gcc.mass.edu), and in person at the Reference Desk in the Library. For more in depth research assistance, 30-minute individual appointments can be scheduled in advance. To schedule a research consultation, contact Eric Poulin at (413) 775-1836 or [pouline@gcc.mass.edu](mailto:pouline@gcc.mass.edu) or Ellen Carey at (413) 775-1834 or [careye@gcc.mass.edu](mailto:careye@gcc.mass.edu).

**Course Reserves:** Faculty members may place available GCC Library materials or their own materials on reserve in the Library so they are easily accessible to students. Reserve materials are kept at the Circulation Desk and may be checked out by students for use in the Library, or for whatever short-term loan period you designate. Instructors are responsible for copyright compliance related to materials they place on reserve, and written confirmation of copyright permission must be submitted with copyrighted materials (see the Copyright section of the Library Faculty Services Handbook for more information). Please bring items you wish to place on reserve to the Circulation Desk, or contact Terry Smith at (413) 775-1837 or [smitht@gcc.mass.edu](mailto:smitht@gcc.mass.edu) for more information.

## **Educational Technology Center (ETC)**

The Educational Technology Center is staffed Monday through Thursday, 8:30 a.m. to 9:00 p.m. and Friday, 8:30 a.m. to 4:30 p.m. during the academic year. The staff is:

Garry Longe, Instructional Media Specialist, (413) 775-1843

Karen Truehart, Audio-visual Technician, (413) 775-1841

Fraser Stowe, Evening Technician, (413) 775-1842

The mission of the Center is to serve the academic community in all disciplines by providing access to and assistance on traditional, new, and emerging educational technologies. The specific focus of the Center's activities is to help faculty and students in developing and incorporating technology in the learning environment. The ETC schedules, distributes and maintains media-related presentation equipment throughout the campus.

The ETC houses a complete production facility which includes: a television production studio, video editing suites, graphic/animation workstations, satellite and cable distribution area, multimedia production areas, media duplication, and institutional media archives.

The ETC website, [edtech.gcc.mass.edu](http://edtech.gcc.mass.edu), provides the campus with current AV equipment locations, room descriptions, and equipment use guides. Further exploration of the site will allow faculty to access the Center's campus video and film archives, view examples of the Center's produced multimedia work, explore our facility, and research current educational uses of technology. Requests from faculty for services such as circulation equipment and training services should be made 48-hours in advance.

We also house and circulate student equipment. Student equipment circulation hours are Monday through Friday from 10:00 a.m. to 1:00 p.m. Equipment and our services are available for GCC academic purposes for direct or indirect classroom support and subject to institutional lending policies. Please contact Karen Truehart prior to referring students to the Center.

If you have any interest or needs involving classroom Educational Technology, please feel free to visit S314, or contact the staff at (413) 775-1842, or visit the ETC website at [edtech.gcc.mass.edu](http://edtech.gcc.mass.edu).

## **Copying/Reproducing Course Materials**

Central Services, located in NI 16, provides assistance for duplicating syllabi, exams\*, quizzes\*, and other course-related materials. These should be placed in campus-mailing envelopes with the appropriate request form completed and brought or 'mailed' to the Central Duplicating office. Alternatively, you can make your request electronically by going to <http://www.gcc.mass.edu/offices/centralserv/> where you can fill out your duplicating request online.

Copy machines are located in each group office area as well as the Student Services office. However, faculty are encouraged to use Central Duplicating whenever possible because the per-copy costs are less. All instructors are expected to adhere to all Copyright laws, and written confirmation of copyright

permission must be submitted with the copyrighted materials to be photocopied. Basic information on obtaining copyright information is posted near each copier. The GCC Library offers information on current copyright requirements on their web page. The GCC Bookstore works with instructors to provide course packets and other copyrighted materials to students.

- \* All exam or quiz duplicating request forms and cover envelopes should be clearly marked "CONFIDENTIAL".

The Staff is:

John Murphy, Supervisor, (413) 775-1711

Kathy Maleno, Duplicating Technician, (413) 775-1727

## **Overhead Transparencies**

Overhead transparency film is available for the group copy machines from the administrative assistant.

## **Classroom Research**

Greenfield Community College's Mission Statement asserts, in part, that we shall teach, in a small, supportive and intimate learning environment, the knowledge and skills necessary for our students to reach their highest potential.

We spent many long months developing our entire Mission Statement, and we are very serious about its components. (Please see page 4 of this Handbook for the complete Statement.) Many factors go into teaching the knowledge and skills necessary for reaching one's highest potential, but the factor over which you, our faculty, have control is assuring excellence in teaching. During the first few months of your association with GCC, you will be oriented to the school and its policies, your course materials will be reviewed and evaluated, your classes will be visited and evaluated, and students will have an opportunity to provide us and you with feedback as to their perceptions of your teaching.

Because we take great pride in the quality of teaching at GCC, we are continually seeking new ways to improve and modify the process. One modification we encourage faculty to consider as part of their instructional repertoire is Classroom Action Research.

### ***What is Classroom Action Research?***

Basically, Classroom Action Research is a process whereby faculty gather feedback during the semester, often on a day-by-day basis to ascertain if what they are teaching is being learned. It is a means by which, on an on-going basis, a faculty member can assess if instructional objectives are being met. There are many other benefits, such as providing students who might not otherwise participate in class the opportunity to give their input, critique assignments, exams, teaching methods, etc.

Most Classroom Action Research takes place during the first or last few minutes of selected class periods. Students need not put their names on their papers, but they need to pass in their thoughts and comments before they leave class. Many faculty often then utilize the research to begin the next class, thereby validating its usage as well as student input. For example, after asking students to write on "What was unclear during this session?" a faculty member who thought she had explained a concept very well, discovered several students who didn't understand. She began her next class by asking those who grasped the concept to explain it to those for whom it was still unclear.

In general, Classroom Research should take five minutes or less to complete, and should relate directly to the class just taught, or the process/progress of the class thus far. You should use Classroom Research

only if you want to know the answers to your research questions and also plan to utilize the information in your classroom.

Below are some suggestions for specific research questions. You are encouraged to be creative and invent some of your own. Also, consider sharing with your colleagues research questions that work well (and those which don't), as well as what you learn from asking the questions.

- ◆ What was the main, overriding thesis in today's session?
- ◆ What was the most useful/meaningful thing you learned today?
- ◆ What was the least useful/meaningful thing you learned today?
- ◆ What, if anything, was unclear to you today?
- ◆ What did you learn today that has special significance to you?
- ◆ Do you still have unanswered questions on what we covered today?
- ◆ Comment on the format of this class. What should stay the same, be eliminated, be improved?
- ◆ Please give me your critique of this exam/assignment.
- ◆ What could you have done to better prepare for this exam/assignment?
- ◆ What could the instructor have done to help you be better prepared for this exam?
- ◆ What has been the hardest concept/issue/idea in this class to grasp so far?
- ◆ Because of your previous responses, I changed the format/technique for today's class. Please comment and give suggestions.
- ◆ In your opinion, are all students in this class treated fairly and equitably?
- ◆ How important/effective are the films/tapes/videos presented in class?
- ◆ Do you feel included in this class? Have you ever felt excluded?

Please feel free to use any and all of the above suggestions.

The GCC Library can provide books and journal articles on the planning and use of classroom action research techniques. Alternatively, check with your associate dean who may be able to help you or refer you to a faculty member in your area who can provide you with examples used in his or her class.

## **Academic Advising**

Academic advising is a collaborative teaching and learning relationship crucial to student success. Advising embodies GCC's Principles of Education by engaging students in a consistent and enduring relationship; helping students to recognize that teaching and learning occur in many activities, services and interactions, as well as in the classroom; and fostering an understanding of the connection between students' education and their lives.

Effective academic advising requires advisors to recognize that college is only one part of students' lives, which also may include many responsibilities that affect their educational experience; to know the college's current policies, procedures and practices, including the graduation requirements for their advisees' major programs of study; to be appropriately available to students by appointment, telephone or email; to maintain thorough and accurate records of all significant interactions with their advisees; to know the availability of services and resources and refer students appropriately when their needs exceed the advisor's capacity to assist; to comply with the Family Educational Rights and Privacy Act (FERPA) and maintain appropriate confidentiality of information regarding students; and to participate in advisor development opportunities to maintain current knowledge and enhance advising skills.

## **Advisor Assignment**

The Academic Advising Center assigns most students enrolled in degree or certificate programs to academic advisors, who may be full-time faculty, adjunct faculty and professional staff members. The top priority for advisor assignments is to assign students to faculty members in their major fields of study who have taught the students in class. Advisors and students may obtain more information about advisor assignments by contacting Julie Shaw-MacDougall in the Academic Advising Center (N211), [shaw@gcc.mass.edu](mailto:shaw@gcc.mass.edu), (413) 775-1339).

## **Advising Resources**

### ***Administrative Support***

The administrative assistant in each academic group office and the Academic Advising Center can often help advisors find answers to their advising questions. Each group office has degree audit forms, by year, for each degree and certificate, as does the Registrar's Office.

### ***Academic Advising Center***

The Academic Advising Center provides the primary initial registration advising for new, transfer, and readmitted students (except for selected programs), assigns students to their primary academic advisors (except for selected programs) and coordinates changes of advisor assignments, encourages and strengthens the relationship between students and their primary academic advisors, supports the primary academic advisors by providing professional development opportunities to maintain current knowledge and enhance advising skills, and supplements the primary academic advisors by responding to their advisees' needs when they are not available. Career Counseling is also provided.

The Academic Advising Center is located in the North Wing (N209-214) and normally is open Monday through Thursday, 8:00 a.m. to 7:00 p.m. and Friday, 8:00 a.m. to 5:00 p.m. The Center closes at noon on Friday in the summer. While students may drop in for assistance any time, the Academic Advising Center strongly recommends appointments to ensure sufficient time to provide appropriate assistance. To make appointments, students may stop by the Academic Advising Center (N211) or call Julie Shaw-MacDougall at (413) 775-1339.

### ***Advisor Orientation and Training***

Advisors who would like orientation to or training in any aspect of academic advising may contact Diane O'Hearn in the Academic Advising Center (N210) either by email at [ohearn@d@gcc.mass.edu](mailto:ohearn@d@gcc.mass.edu) or by telephone at (413) 775-1825.

### ***Banner for Advising***

Banner is the college's student information management system and contains a great deal of information about students, including their addresses and telephone numbers, their placement test scores, their class schedules, their academic transcripts and much more. Banner is available to faculty both on and off campus through Banner Self-Service for Faculty. For training in the use of Banner, faculty may contact Kathy Mielnikowski in the Information Technology Department (N307) by email at [mielnikowskik@gcc.mass.edu](mailto:mielnikowskik@gcc.mass.edu) or by telephone at (413) 775-1358.

### ***Academic Support Services for Students***

A full range of services provides academic support for students. These services include the Academic Advising Center, Academic Technology Support, the Hammond Business Studio, Counseling, Disability

Services, the Educational Technology Center, the Fitness Center, Health Services, the Learning Center, the Library, the Math Assistance Program, the Math Studio, Peer Advising, Peer Tutoring, the Science Studio, the Social Sciences Studio, Student Life, the Women's Resource Center and the Writing Assistance Program. Faculty and advisors should be familiar enough with these resources to be able to refer students appropriately. More information is available in the Services for Students section of this handbook on page 58.

### ***Tips on Advising***

- ◆ All new students take placement tests in English and mathematics before their first terms at GCC, unless they have successfully completed a college-level English or mathematics course at another college. Information on placement testing is available on the GCC website at <http://www.gcc.mass.edu/offices/testing/> and at the Testing Center (N253), (413) 775-1147 and (413) 775-1821.
- ◆ Students who believe their placement test scores understate their appropriate placements have two options. They can (1) retake the placement tests one time and (2) appeal their scores to the English and Mathematics departments. For additional information, contact the Testing Center (N253), (413) 775-1147 and (413) 775-1821.
- ◆ Students who believe their placement test scores overstate their appropriate placements should discuss their concerns with an English or mathematics faculty member.
- ◆ Course prerequisites require especially careful attention. Advisors do not have the authority to ignore or reinterpret course prerequisites or placements. Of course, exceptions are possible, but those decisions must be made by the departments offering the course or the associate academic dean of the appropriate group.
- ◆ If you have questions about how to best advise students about what level of course is most appropriate for them, faculty members in the academic departments provide the most helpful resources. The Mathematics Department publishes an information sheet to help advisors and students to choose the right course.
- ◆ Degree and certificate requirements must be considered literally. Advisors do not have the authority to ignore or reinterpret requirements. Requests for exceptions must be submitted to the Graduation Review Board using form GRB-1 or GRB-2, which can be found through the Curriculum and Academic Policy website at <http://www.gcc.mass.edu/assembly/>. Requests for exceptions must be submitted as early as possible to receive sufficient consideration.
- ◆ The Academic Advising Center registers most new students and assists current students when their assigned academic advisors are not available. The Art, Business, Criminal Justice, Engineering Science, and Health Occupation departments register their own new students. After registering for the first time, students will be assigned to their primary academic advisors. Refer students to their assigned advisors whenever possible.
- ◆ In advising students, help them to develop short- and long-term educational and career goals. Students with realistic and attainable goals are much more likely to succeed than those without such goals. Regularly check with students about their progress toward their goals.
- ◆ Encourage students who plan to transfer to investigate the requirements of their preferred transfer school as early as possible. Students may be able to fulfill many of those requirements while completing an associate's degree at GCC with careful planning. More information about transfer, contact the Transfer Coordinator at (413) 775-1207.
- ◆ Encourage students to consider completing foreign language requirements at GCC. All majors in the Colleges of Arts and Sciences at the University of Massachusetts Amherst require foreign language.

- ◆ Encourage students to consider completing mathematics and science requirements at GCC. The small class sizes and abundant support available provide significant benefits to students who fulfill their requirements at GCC.

### ***Institutional Statement on Academic Advising***

The Institutional Statement on Academic Advising defines academic advising at Greenfield Community College and includes a description of where advising occurs, the responsibilities of advisors and students, and the benefits of effective academic advising for students. For the full text of the Institutional Statement on Academic Advising, please see pages 6-8.

### **Professional Development**

All faculty (including adjuncts) are invited to discuss, with their associate dean, activities relevant to their professional development. In addition, we welcome everyone's participation in the institutional professional development opportunities scheduled as follows:

- ◆ Fall New Staff and Faculty Orientation, *Thursday, August 27, 2009*
- ◆ Opening Day for faculty and staff, *Tuesday, September 1, 2009*
- ◆ Fall Advising Day, *Tuesday, October 27, 2009*
- ◆ Spring New Staff and Faculty Orientation, *Monday, January 25, 2010*
- ◆ Spring Advising Day, *Thursday, February 25, 2010*
- ◆ The Annual Teaching, Learning and Student Development Conference, Friday, April 9, 2010, at Bunker Hill Community College, is open to all faculty including adjuncts. Registration information will be available early in spring 2010. The registration fee and travel expenses are paid through a grant.
- ◆ Staff Development Day, *Friday, April 30, 2010*
- ◆ Various Assembly, department, and "All College" meetings to be announced
- ◆ Technology trainings to be announced
- ◆ Conferences, workshops, and other professional development opportunities to be announced

If you have ideas for professional development programs you would like to see offered at the college, please contact your associate dean.

### **Grant Writing**

Faculty who want to pursue special projects or initiatives that require funding are encouraged to work with the GCC development office to seek external funding. The Development Office will help you clarify your ideas, find funding sources, assure necessary approvals, and write the proposal. The Development Office can be found in S208 and S202, (413) 775-1426 and (413) 775-1422, or on the web at <http://www.gcc.mass.edu/offices/development>. At that web page, they state:

- ◆ Our mission: The Development Office will increase external funding received by Greenfield Community College by coordinating college grant-writing activities and improving the process of grants development and program implementation.
- ◆ Our belief: That external funds are an essential component of a vibrant college community in that they both spark innovation and alleviate needs of the institution. Building a culture of innovation in resource development benefits the college as a whole as well as individuals within it.

At that website, the development office details a procedure you should follow if you have an idea that you believe is worthy of support from external funding.

## CLASSROOM POLICIES AND PROCEDURES

### Standards of Behavior

As an institution of higher learning, Greenfield Community College actively encourages the free and open exchange of ideas and opinions. The college encourages diversity in the belief that, in doing so, it promotes growth and positive change in individuals. The college recognizes, however, that maintaining an atmosphere where such discourse can flourish requires that faculty, staff and students acknowledge and remain sensitive to the needs, beliefs and feelings of others. It therefore expects all individuals to maintain certain standards of behavior as members of its community.

These expectations include the exercise of discretion in the use of language, both in the choice of terms used and in the tone in which discourse is delivered and individuals are addressed. Insulting or demeaning language or gestures, perhaps generally accepted or even common in other social settings, are not suitable in an academic environment. A courteous regard for the differing backgrounds and perspectives held by others is encouraged.

The above expectations hold for behavior throughout the institution and for all of its members. With regard to behavior in the classroom, yet another set of expectations exists. Classrooms are unique environments, places expressly reserved for the exchange of information and ideas. They constitute sanctuaries of learning, gatherings in which students and an instructor or instructors come together for a particular purpose: to grow and develop through personal interaction and directed activity. Because classrooms are unique in this way, they hold particular expectations of their members. Generally speaking, these are extensions of the rules of civility and courtesy that prevail in the institution at large, though the classroom instructor might add to or modify these rules to promote particular goals. Deviation from the expectations or rules set forth in a classroom is not acceptable.

It should be noted that behavior influenced by an individual's mental state (irrespective of the ultimate evaluation), or use of drugs or alcoholic beverages shall not limit the responsibility of the individual for the consequences of his or her actions.

Finally, Greenfield Community College, while intent on maintaining an environment that promotes learning within a secure and collegial atmosphere, is resolutely committed to defending every individual's right to personal expression.

### Policies and Procedures for Handling Student Discipline Cases

The college begins with the assumption that students will abide by the rules and regulations of the college as well as applicable local, state and federal laws. The *Zero Tolerance Policy* and the policy on *Academic Honesty/Academic Offenses* are listed below. Refer to the *Student Planner/Handbook for Procedures for Non-Academic Offenses* and information on *Student Disciplinary Sanctions*.

#### Zero Tolerance Policy

In keeping with policies set forth by the Board of Higher Education, the college adheres to a zero tolerance policy concerning certain behaviors. Such behaviors will lead to a student's suspension once due process has determined responsibility. An interim suspension pending a hearing will be invoked in cases where the student is deemed a threat to safety. The acts include, but are not limited to:

- ◆ Serious acts against persons (e.g., physical assault, stalking).
- ◆ Serious acts against property (e.g., theft, arson).
- ◆ Possession of an illegal weapon.

- ◆ Illegal alcohol or drug use and/or distribution.
- ◆ Jeopardizing the safety of others (e.g., driving under the influence).
- ◆ Other violations of college policy, including cheating, disruptive behavior, violations of college regulations, etc., will be treated on a case by case basis.

## Academic Honesty/ Academic Offenses

In accordance with the Student Handbook, what follows is the college's policy for academic honesty and academic offenses.

Academic honesty is a basic and absolute expectation of the faculty and staff at Greenfield Community College. The college accepts the definition of plagiarism by the Modern Language Association as the "act of using another person's ideas or expressions in your writing without acknowledging the source..." Other academic offenses consist of dishonesty, fraud, cheating, disruption of teaching or any other activity which adversely affects the academic process. In the case of an incident, these offenses should be first reported to the Dean of Student and Academic Affairs or his/her designee for jurisdiction.

**Step 1:** The instructor will attempt to work informally with the student to resolve the matter.

**Step 2:** If the matter cannot be adequately resolved by the instructor, or if the behavior is repeated, the instructor may either proceed as in Step 1, or seek the assistance of a divisional counselor. In either event attempts to work with the student should be documented at this stage and forwarded to the Dean of Student and Academic Affairs, or his/her designee for future reference. The instructor should also report the incident to his/her associate dean who will serve as a guide or advisor as to further action to be taken.

**Step 3:** When further clarification is needed, or if formal disciplinary action is warranted by the circumstances, the associate dean will report the case situation to the Dean of Student and Academic Affairs or his/her designee. Formal charges shall be filed in writing either simultaneous with or immediately subsequent to reporting the incident to the Dean of Student and Academic Affairs or his/her designee. The student concerned may also refer the case to the Dean of Student and Academic Affairs or his/her designee if dissatisfied by the actions taken by the instructor or associate dean.

**Step 4:** At this point, the Dean of Student and Academic Affairs or his/her designee may suspend a student pending consideration of the case. The Dean of Student and Academic Affairs will appoint a special Disciplinary Committee if (1) he/she considers it appropriate, or (2) it is requested by the faculty member concerned, or (3) it is requested by the student concerned. This committee will consist of three faculty members, and upon the student's request or the Dean's or designee's discretion, one or two members of the student body. The Dean or designee will consider the findings and recommendations of the Disciplinary Committee in making his/her decisions concerning appropriate sanctions, if any, to be imposed. All cases involving formal charges shall be handled expeditiously, normally within one week of the filing of charges. The Dean of Student and Academic Affairs or his/her designee will provide the student(s) concerned with written notification of the charges, date of hearing, a copy of hearing procedures, and (following the hearing) his/her decision regarding sanctions to be imposed. Such notifications should also be sent by registered or certified mail, or hand-delivered to the student concerned. He/she will also notify the associate dean and the person filing charges either orally or in writing. When a Disciplinary Committee is formed, its members (as indicated above) and its Chairperson shall be appointed by the Dean of Student and Academic Affairs or his/her designee.

**Step 5:** The disciplinary Committee will hold the hearing, if called, in accordance with the procedures indicated below (see CONDUCT OF HEARING) and render its recommendations to the Dean of Student and Academic Affairs or his/her designee.

**Step 6:** The Dean of Student and Academic Affairs or his/her designee shall review the recommendations and impose appropriate sanctions if warranted.

**Step 7:** An appeal from the decision of the Dean of Student and Academic Affairs or his/her designee may be made within seven days to the President of the college.

## Getting Help for Students

A quick reference resource for managing a variety of situations that might occur when working with students is available in Appendix D5-6 and at [http://www.gcc.mass.edu/media/docs/staff/student\\_help.pdf](http://www.gcc.mass.edu/media/docs/staff/student_help.pdf). Methods for managing various student concerns and disruptive behaviors are elaborated below.

### Student Concerns

#### Personal or emotional issues

If a student is struggling with personal and/or emotional issues, behavior reflecting these struggles may surface in the classroom. While only trained counselors are qualified to attempt diagnosis in such situations, it is our collective responsibility to address concerns with our students and direct them to appropriate assistance. Obviously, we have limited contact with our students and do not always have the opportunity to observe them in alternative dimensions of their lives, but that does not mean we don't address signs that indicate serious issues.

While none of us can know for sure when someone is in trouble emotionally, there are signs we can look for. These include, but are not limited to:

- A dramatic shift in academic performance, including excessive absences
- Withdrawing from friends, activities (in or outside the classroom)
- Fixation with death or violence (which may be exhibited verbally or in writing)
- Indications that a student is in an abusive relationship (visible bruises etc. that students refuse to talk about when asked)
- Dramatic changes in weight (may be a sign of an eating disorder or depression)
- Sudden neglect of hygiene/appearance
- Constantly tired in class
- Alcohol on breath or signs of drug use (dilated pupils)

If you suspect a student is experiencing some sort of emotional difficulty, or if the student confides problems, there are several options open to you. If you feel connected to the student and feel comfortable, you may be in a great position to have an impact. When talking privately with the student, however, it is important to focus on the student's behavior and avoid statements that may infer judgment. Communicate strongly your care and concern for the student at the same time.

Students should be referred out when: a problem exceeds your level of expertise, a student is becoming overly dependent on you, your attempts to help have not succeeded or a student is unwilling to discuss an issue with you. Refer the student to GCC's counseling center or suggest an outside agency using the list below.

It is also important that you take care of yourself when offering this assistance. It is not your responsibility (or the college's) to provide ongoing counseling for the student(s) you are seeking to help. Short term counseling is available through GCC's counseling center as well as referrals for long term assistance.

If you would like to talk with the student about your concerns, but feel you need support in formulating an effective plan for doing so, you can contact Sue McGowan at (413) 775-1337 or through the Learning Center at (413) 775-1330.

### **Discrimination or Harassment**

Discrimination or Harassment of a student may be something you witness or may be brought to your attention by a student. Greenfield Community College's discrimination and harassment policy is as follows:

It is the policy of Greenfield Community College to prohibit unlawful discrimination on the basis of race, ancestry, color, gender, religion, ethnic or national origin, age, personal disability, veteran status, social class, or sexual and/or affectional preferences/orientation. The College operates under an affirmative action plan and encourages underrepresented individuals to apply, both in terms of employment and to all rights, privileges, programs, and activities generally accorded or made available to its students. This policy is in compliance with all applicable federal, state and local statutes, ordinances and regulations.

If a student has been discriminated against, please encourage the student to file a report with Human Resources and the Dean of Student and Academic Affairs. This kind of behavior has no place in our community, and it is not possible to follow up on unreported cases.

### **Physical or Learning Disability**

It is important to know that it is a student's responsibility to disclose his/her disability to the college if he or she is seeking academic accommodations. If a student discloses a disability to you and asks for accommodations, please refer the student to the Office of Disability Services. Under civil rights law, the college has a legal responsibility to provide academic accommodations to students with disabilities. Under similar laws, the student has the right to confidentiality and is not required to disclose sensitive disability related information to anyone except the Coordinator of Disability Services who verifies eligibility and helps in the determination of appropriate academic accommodations. In many cases, requested accommodations will be straight forward and relatively easy to provide. If you have questions regarding how to accommodate a student's needs or if a student discloses to you but has not contacted the office of disability services, you should contact Anna Berry, Coordinator of Disability Services at (413) 775-1812 or via email at [berrya@gcc.mass.edu](mailto:berrya@gcc.mass.edu).

### **Talks about Suicide**

Any talk about suicide should be taken seriously. Students may not always state their intent/desire to end their lives, but it may be expressed through behavior(s) such as:

- Giving away prized possessions
- Expressing the belief that life is meaningless
- Obtaining a weapon
- Writing about suicide or death
- Neglecting appearance and hygiene
- Withdraw from friends

If a student expresses suicidal thoughts to you, it is imperative that help be received in a very timely manner. Do not be afraid of being wrong. Even trained counselors can struggle to know whether an individual is serious about ending his/her life. If the student has a specific plan for carrying out a suicide, this is typically an indication that the student is serious. Suicidal behavior can range from gestures (cutting, etc.) to actual attempts. Even if a student has talked about suicide in the past and not acted on it, talk about suicide should ALWAYS be taken seriously.

## ***Disruptive Behavior***

You have the right to teach your classes without having to deal with disruptive student behavior that interferes with course goals and objectives. Of course, students (and all of us) can be disruptive on occasion, but when this behavior becomes a pattern or when the behavior is so outrageous that even one incident interferes significantly with your class, you have the right and responsibility to act.

In most of these situations, a one on one conversation with a student will probably resolve the issue. You also have the option to brainstorm solutions with your associate dean. You may also find the "Getting Help for Students" document helpful at:

[http://www.gcc.mass.edu/media/docs/staff/student\\_help.pdf](http://www.gcc.mass.edu/media/docs/staff/student_help.pdf). However, should you need/desire additional support, holding students accountable for behavior that is disruptive to our community is part of the responsibility of the student and academic affairs office. You can fill out an incident report and turn it into the Dean of Student and Academic Affairs office. Please provide as much objective information as possible so that the office can follow up in an effective and appropriate manner. The student and academic affairs office responsible for meeting with the student will share as much information with you about the follow up as possible.

## **Local Resources**

Child and Family Services: <http://www.cfs.org/> Child and Family Services offers support for substance abuse, mental health issues and have a disability resource program. They have seven locations in the Pioneer Valley including Greenfield.

The Carson Center for Human Services: <http://www.carsoncenter.org/aboutus.html>

Clinical and Support Options: 140 High St., Greenfield, MA (413) 774-1000

ServiceNet Inc: Outpatient Mental Health Center – 50 Pleasant St, Northampton (413) 584-6855 and 55 Federal St, Greenfield (413) 772-2935

NELCWIT (New England Learning Center for Women in Transition): 479 Main St. Greenfield (413) 772-0871 or HOTLINE (413) 772-0806

MSPCC (Massachusetts Society for Prevention of Cruelty of Children): 479 Main St., Greenfield (413) 773-3608

Baystate Franklin Medical Center-164 High Street, Greenfield (413) 773-0211

## **Class Sessions**

1. Class sessions must begin on time and meet for the full class period.
2. Class sessions should meet in the room assigned. If you wish to change the room location, you must discuss this with the administrative assistant in your group prior to initiating any change. If you wish to change an evening/weekend or summer classroom, notify the administrative assistant in your group who will check with Gail Villeneuve at (413) 775-1605.
3. Associate deans must be apprised of field trips and off-campus sessions. See below for more information on the field trip policy.
4. Class meetings must be held on campus except for approved field trips or visitations. Off-campus instruction must not take place in private homes under any circumstances.

## Classroom Supplies

Writing pads, pens, pencils, and other classroom and office supplies for instructor use are available in the group offices.

## Expectations for Faculty Teaching Fully On-line Courses

**First day of classes:** On-line courses must be available to students on the first day of classes. At minimum, each course should have the syllabus, instructor contact information, an overview of the course and expectations, and a welcome announcement that gives the students information on what they can expect for the first week or two of the course.

**On-going expectations for On-line courses:** Greenfield Community College prides itself on student interaction with faculty members. Therefore, instructors are expected to communicate with their students through announcements, assignments, discussions, and/or other means on a regular basis.

**On-line class Rosters:** Instructors should compare their opening day rosters with the rosters in their on-line courses to make sure that students added at the last-minute are on the Blackboard rosters as well. Although the IT department uploads additional students to Blackboard every day and makes every effort to ensure that on-line rosters in Blackboard are current, it is important to check. The IT Department does not remove students who drop the course from Blackboard, so faculty members need to compare their Blackboard rosters with the confirming roster that comes out a week or so after the start of the semester and manually remove any students that do not appear on confirming roster

**Note:** Please check your confirming roster to make certain the students have officially withdrawn from your class before removing them from Blackboard. Students who do not formally withdraw from a class will be reloaded into a Blackboard course.

## Special Financial Requests

Most departments have budgets used to support faculty and classroom needs. Contact your department chair, program coordinator, or associate dean if you have a particular request.

## Field Trip and Off-Campus Class Meeting Policy

For the safety and protection of our students and staff, there is a formal process a faculty person must go through in preparing for a field trip. There are restrictions on who can drive students when carpooling. The administrative assistant in your group has the latest policy and forms and can guide you on completing and submitting those forms.

## Policy on Guests and/or Children Visiting a Classroom

At times, students who are parents run into short-term child care problems and may request that they bring their child to a class. In addition, a student may request that they bring a guest to the classroom. The faculty person may use his or her discretion in deciding whether that is appropriate. The responsibility for the supervision and safety of guests on campus who are minors shall rest with the person who brings that minor to campus. This responsibility is applicable at all times both inside and outside college facilities. Greenfield Community College cannot accept responsibility for the safety or conduct of minors who may visit the college with college employees, students or guests.

## Room Assignments

Rooms are assigned when schedules are created by the department chair/program coordinators and/or associate deans or they are assigned by the group administrative assistant. If you need a special room

for your class, or have a preference, be sure to let that person know when you submit your preferred schedule. If you need to change your classroom assignment you must schedule the change through the administrative assistant in your group.

Please be sure to turn the lights off when you leave your classroom and return the classroom furniture to its original arrangement, leaving the room ready for the next class and assisting our maintenance staff. Also, please remember, only harmless, water-soluble materials should be dumped in any college sinks.

## Room Reservations and Event Planning

As mentioned above, credit classroom assignments are made ultimately through the administrative assistant in your group.

If you need to reserve a room for a meeting or to schedule an event, please refer to the *Campus Space Reservation & Event Planning Checklist* in Appendix B. Use of rooms for meetings should be made through the Student Life office at (413) 775-1200 for use of any Main Campus rooms from 7:00 a.m. to 4:00 p.m. for Monday through Friday from the first day to last day of classes for the Fall and Spring semesters. Meeting room reservations during Fall and Spring Semesters on weekdays before 7:00 a.m. or after 4:00 p.m., on weekends, as well as during Summer, Intersession, and Spring Break are made through Community Education at (413) 775-1605. Reservations of the Downtown Center meeting space are made through Community Education at (413) 775-1605.

Reservation for use of all fields or grounds should be made through Karen Bross at (413) 775-1316; [brossk@gcc.mass.edu](mailto:brossk@gcc.mass.edu).

## School Closing Due to Inclement Weather <sup>①</sup>

The decision to cancel classes because of adverse weather conditions rests solely with the President of the College. The decision will be reached by a careful consideration of the following factors:

- ◆ Weather conditions, as reported by State Police and weather radio.
- ◆ Ground conditions at the College.
- ◆ Actions of other school districts and agencies in the service area.
- ◆ Road conditions as reported by media, Greenfield Highway Department, and local observers in various parts of the service area.

Normally, when classes are cancelled, only designated "emergency personnel" will be required to report. Every effort will be made to announce a cancellation for the day division by 6 a.m. and for evening classes by 4 p.m. It is recognized, however, that in some circumstances it will be impossible to follow these timelines.

Conditions may vary greatly within the College's service area; and therefore, when classes are being held, students must ultimately determine if they are able to attend. When a class is missed, students are responsible for contacting their instructors to request an opportunity to make up work. Each instructor, according to his or her individual policy, will judge the validity of the student's reason for not attending and will permit make-ups based upon that judgment. Students are encouraged to become familiar with instructor policies.

Listen for announcements regarding college closings on the radio and TV stations listed below and on the next page, or by calling the GCC Weather Line at **(413) 775-1010**:

WGGB-TV Channel 40	WKNE 1290 AM/ 103.7 FM
WWLP-TV Channel 22	WRSI 95.3 FM
WAQY 102 FM	WINQ 98.7 FM

<sup>①</sup> Please Note: The Health Occupations programs have a specific inclement weather policy. Please contact Lori Gaimari or your program coordinator for a copy of this policy.

LIST (continued from previous page)

WRNX 100.9 FM	WKBK 1220 AM
WHAI 1240 AM/ 98.3 FM	WKVT 1490 AM/ 92.7 FM
WHMP 1400 AM/ 99.3 FM	WZBK 1220 AM
WPVQ 93.9 FM, 97.1 FM, 105.3 FM	WOQL 98.7 FM
WHYN 560 AM/ 93 FM	WTSA 96.7 FM
WCAT 700 AM/ 99.9 FM	WYRY 104.9 FM

Please do not call the Public Safety Office with questions on school closures or delays so that the phone lines can be kept open for emergency calls.

The announcement will be one of the following:

1. Greenfield Community College day classes are cancelled and the buildings are closed. A decision on evening classes will be made by 4 p.m.

-OR-

2. Greenfield Community College evening classes are cancelled and the buildings are closed.

-OR-

Greenfield Community College will delay opening until \_\_\_\_ a.m. Classes which normally begin prior to that time are cancelled.

-OR-

4. Thank you for calling the Greenfield Community College storm line. If we were experiencing a storm, please call this line for up-to-date information on whether the college is going to be closed or delayed in opening. If you hear this message, you can assume that the regularly scheduled classes will meet as usual.

## Smoking Policy

The purpose of the Smoking Policy is to limit exposure of the Greenfield Community College community to the effects of second hand smoke. The policy shall apply to all members of the Greenfield Community College community for reasons of health, safety and well-being. Visitors shall be made aware of our policies and procedures by the faculty, staff and students, as applicable. It is the responsibility of all members of Greenfield Community College to ensure that our working environment is free of the effects of second-hand smoke.

Smoking will be permitted only in the following designated areas:

- ◆ Parking Lots A through F
- ◆ The Gazebo adjacent to Parking Lot A and adjacent to Parking Lot F at the South entrance
- ◆ The marked "Smoking Area" outside the 4th Floor North
- ◆ At the Downtown Center - No smoking is allowed within twenty feet of the rear entrance.

Information on the hazards of smoking and available resources for quitting is available in the Human Resources office.

## Grading Policies

### *Grades, Testing, and Course Requirements*

Student learning is facilitated when the course instructor provides clear information about course requirements, testing procedures, and the process for setting each student's grades. This should be done

within the first two class meetings and the information should also be on your syllabus. Students should have the opportunity to ask questions about this information for clarification purposes.

### ***Course Prerequisites***

Where prerequisites have been listed for courses, it is important that the student adhere to this academic requirement. Deviation from the policy must have the approval of the instructor and their associate dean.

### ***Class Roster Distribution***

The Registrar's office distributes hard copies of class rosters twice per semester. Specific instructions for completion of the rosters will accompany each.

1. Opening day roster: available first day of classes
2. Confirming class roster: approximately 10 days after the beginning of classes.

Early Progress Reports (EPR) and Final Grade rosters will be available electronically through faculty accounts at MyGCC only and must be completed through that medium. Instructions for the completion of EPR and Final Grade rosters will be distributed approximately two weeks prior to their due dates as listed in the academic calendar.

Early Progress Rosters: available through faculty accounts on the web two weeks prior to posted due date

Final Grade Rosters: available through faculty accounts on the web approximately two weeks prior to the last day of classes.

Note: This schedule pertains to classes that run the full 14-15 week semester. Summer and intersession rosters come more quickly.

### ***Early Progress Reports***

Approximately four weeks into each semester, Early Progress Report forms will be distributed to all faculty. When completed, a copy should be given to the student at an appropriate time. The file copy and advisor copy should be submitted to the Registrar's office. Although this office distributes the reports to each student's advisor, faculty are expected to speak directly with each student who may be in academic difficulty. Be sure to plan your grading so an assessment of student performance can be made at this time. (See appropriate academic calendar.)

### ***Final Exams***

Each semester, the Dean of Student and Academic Affairs' office will release a confirmed final exam schedule for day classes, after consultation with the associate deans. Once in place, the final exam schedule is official and faculty must adhere to it. If you need to make special arrangements for a final exam time, advise your associate dean. If you are teaching multiple sections of one course, you may request an exam period during which all of those sections would take the exam. No tests, major assessments, or final exams are to be given during the last week of classes. (If you give a once a week assessment throughout the semester, you can still do so during the last week of class.) For planning purposes, the preliminary exam schedule is published in the college catalogue and in the Appendix D of this handbook. For evening classes, final exams, (should you choose to give one) are held during regular class time, usually during the last meeting.

## **Final Grades**

Grades will be available to students through their online student account approximately two weeks after the close of the semester. Listed below are the grading symbols used here:

A = Excellent    B = Good    C = Satisfactory    D = Poor    F = Failing

A modifying minus symbol may be used with an "A" grade; modifying plus and minus symbols may be used for grades of "B" and "C".

NOTE: "D" grades cannot be given in developmental courses (COL090, ENG090, HUD095, MAT090, MAT094), MAT105, or MAT106.

- IN - Incomplete: indicates work of acceptable quality where the student has failed to complete course requirements and the instructor wishes to allow time for the completion of the work. The "IN" must be removed within four weeks of the beginning of the next semester or it is replaced by an "F" or "NC" (for courses graded CR/NC). Faculty should use the IN grade with discretion; it is not meant as a means of avoiding giving an F grade when such is warranted.
- W - Withdrawn: indicates that a student has withdrawn officially from a course or from the College. Withdrawal from the College requires the submission of a completed withdrawal form to the Registrar's office.
- AW - Administratively withdrawn: indicates that a student has been administratively withdrawn for failure to fulfill financial, medical (immunization records), or property obligations to the College or for disciplinary reasons. Once a student has been administratively withdrawn, he or she may not be reinstated during that semester.
- AU - An audit carries no credit and has no grade point equivalent. AU grades cannot be used to satisfy graduation requirements.
- CR - Credit
- NC - No Credit (credit/no credit option): Full-time students may elect to take one course each semester on a CR/NC basis, in addition to courses normally graded CR/NC, provided that at least nine credits of course work are taken on a graded (A,B,C,D,F) basis. You must perform work of "C" quality or better to earn credit (CR). This option must be selected at the time of registration. Courses taken on a CR/NC basis often are not transferable to other institutions.
- NG - "No Grade Submitted" is assigned temporarily by the Registrar to indicate that no grade was received from the instructor.
- O - "Insufficient Basis for Evaluation" is used for students who never attended class or attended briefly at the start of the semester and who didn't formally withdraw from the class or the College prior to the final withdrawal date. The "O" grade will be treated as an "F" grade in the calculation of the grade point average. The "O" grade is considered an indication of unsatisfactory academic progress for financial aid purposes.

## **Grade Appeals**

Complaints or grievances filed in connection with assigned grades represent a special case within the grievance procedure. The full student Grievance Procedure can be found in the Student Handbook. Grading reflects careful and deliberate assessment of a student's performance by the instructing professional(s). As such, decisions are necessarily judgmental, the substance of those decisions may not be delegated to the grievance process. Nevertheless, the college recognizes that in rare cases the process of grading may be subject to an injustice.

Except as otherwise provided by separate appeals procedures for clinical programs as approved by the President of the college, a student who alleges an error or injustice in the grading process may file a grievance under the Student Grievance Procedure. Grade appeal grievance shall proceed no further than Level Two, Step Two. For purposes of a grade appeal, the Dean of Student and Academic Affairs, or his/her designee, shall serve as the Student Grievance officer throughout the grade appeal process.

If the faculty member who assigned the challenged grade is no longer employed by the college or is not available within the timelines specified (see "Time" definition), the student may initiate his/her Level One complaint with the chief administrator of the appropriate instructional division (who shall be identified by the Dean of Student and Academic Affairs).

If at any level substantial evidence of error is produced, the grading process may be remanded to the instructor of record for reassessment. If the instructor of record is no longer available, the chief administrator of the appropriate instructional division or his/her designee shall instead reassess the grading process.

### ***Auditing a Course***

There may be circumstances under which a student will wish to audit a course, i.e., participate in the class without earning a grade, credit hours, or academic credit. Students must state their intention to audit at the time of registration and are required to pay all tuition and fees associated with the class. Financial aid does not cover the cost of audited classes. The student is encouraged by their instructor to participate fully in the learning process. Changes to or from an audit status are treated as adding a class and must be processed prior to the end of the published add period.

### ***Grade Point Average***

Students' semester and cumulative grade point averages are calculated at the end of each semester or after any grade change. A formula which converts the letter grade to a number is utilized to arrive at the G.P.A.

### ***Withdrawal from the College***

Students may withdraw from the College any time during the first two-thirds of the semester provided they are not enrolled in a class that has already ended. If students withdraw during the first third of the semester, no record of the courses in which they were enrolled will appear on their transcript. If students withdraw during the second third of the semester, they will receive grades of "W" for all courses in which they were enrolled. We will not process an official withdrawal during the last third of the semester, and if students stop attending class they will receive the grade assigned by the instructor.

Students cannot withdraw from a class that ended prior to the submission of their withdrawal request.

If students find it necessary to consider withdrawing from GCC, they should consult with their advisor and their instructors first. To withdraw officially, they must submit a completed withdrawal form to the Registrar's Office. As with dropping a course, if they simply stop attending class or if they only tell their instructors that they are withdrawing, the withdrawal will not become official and they may jeopardize their eligibility for tuition refunds, financial aid, and future enrollment at GCC.

If extraordinary circumstances force students to consider withdrawal during the last third of the semester, they may discuss with the Dean of Student and Academic Affairs the possibility of making an exception to the policy.

### ***Medical Withdrawal***

If Students need to withdraw from the College for health reasons, they may request a medical withdrawal by discussing their situation with the Director of Health Services. A medical withdrawal requires the recommendation of the Director of Health Services and approval of the Registrar.

### ***Administrative Withdrawal***

Administrative withdrawal is the result of action taken by the College when a student fails to fulfill financial, medical (immunization records), or property obligations to the College during the semester or, in rare cases, for disciplinary reasons. Once a student has been administratively withdrawn, the student may not be reinstated until the next semester.

### **Retention of Student Education Records**

What do I do with student work?

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies. The college must comply with a request to review records within 45 days.

The Massachusetts Statewide Records Retention Schedule 07/07 mandates the following:

Section H5: Testing and Grades

I. Student Tests and Examinations

Documents tests taken by students as part of course requirements.

Retention Period:

- (a) Final tests taken as requirements for degree programs: Permanent.
- (b) All other records: Retain 1 semester.

## ADDITIONAL POLICIES AND PROCEDURES

### Sexual Harassment Policy

It is the goal of Greenfield Community College to promote an educational environment and workplace that is free of sexual harassment. Sexual harassment of students or employees occurring in the classroom or the workplace is unlawful and will not be tolerated by the College.

Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated. To achieve our goal of providing a workplace free from sexual harassment, the conduct that is described in this policy will not be tolerated and we have provided a procedure by which inappropriate conduct will be dealt with, if encountered by students or employees.

Because Greenfield Community College takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and where it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

In Massachusetts, the legal definition for sexual harassment is this: "sexual harassment" means unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- ◆ Submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment or academic decisions; or,
- ◆ Such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's academic or work performance by creating an intimidating, hostile, humiliating or sexually offensive learning or working environment.

Under these definitions, direct or implied requests by a supervisor or instructor for sexual favor in exchange for actual or promised job or academic benefits constitute sexual harassment.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a hostile, offensive, intimidating, or humiliating workplace or academic environment to male or female workers or students may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- ◆ Unwelcome sexual advances — whether they involve physical touching or not;
- ◆ Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- ◆ Displaying sexually suggestive objects, pictures, cartoons;
- ◆ Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- ◆ Inquiries into one's sexual experiences; and,
- ◆ Discussion of one's sexual activities.

All employees and students should take special note that, as stated above, retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by Greenfield Community College.

### ***Complaint Procedures***

If any student or employee believes that he or she has been subjected to sexual harassment, the student or employee has the right to file an Affirmative Action Grievance Form (see Appendix D) with the College.

If you would like to file a grievance you may do so by contacting the College's Affirmative Action Officer, Rita Hardiman. The Affirmative Action Officer is also available to discuss any concerns you may have and to provide information to you about our policy on sexual harassment and our complaint process. If the Affirmative Action Officer is the person against whom the grievance is filed, the President shall designate another College official to act as the Affirmative Action Officer.

### ***Investigation Procedures***

When we receive a grievance alleging sexual harassment, the matter is handled pursuant with this Policy's Grievance Procedure. The grievance procedure will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. If it is determined that a violation of this policy has occurred, we will act promptly to eliminate the offending conduct, and where it is appropriate we will also impose disciplinary action. Such disciplinary action shall be consistent with the appropriate collective bargaining agreement, if applicable.

### ***Disciplinary Action***

If it is determined that a violation of this policy has occurred, the College will take such action as is appropriate under the circumstances. Such action may range from counseling to termination from employment or expulsion from the College. Such disciplinary action shall be consistent with the appropriate collective bargaining agreement, if applicable.

### ***State and Federal Remedies***

In addition to the above, if you believe you have been subjected to sexual harassment, you may file a formal complaint with the governmental agencies set forth below. Filing a grievance under this Policy does not prohibit you from filing a complaint with these agencies.

- ◆ United States Equal Employment Opportunity Commission (EEOC) One Congress Street, 10th Floor Boston, MA 02114, (617) 565-3200.
- ◆ Massachusetts Commission Against Discrimination (MCAD") Boston Office: One Ashburton Place, Rm. 601, Boston, MA 02108, (617) 727-3990
- ◆ Springfield Office: 424 Dwight Street, Rm. 220, Springfield, MA 01103, (413) 739-2145
- ◆ The Office For Civil Rights, U.S. Department of Education (OCR) Department of Education, John W. McCormack Post, Office and Courthouse, Room 222, Boston, MA 02109, (617) 223-9662

## Religious Absences

### Students

Under Massachusetts law, students are excused from class on a particular day when it conflicts with their religious beliefs. Instructors must provide an opportunity to make up a missed exam or class work, provided that such make-ups or work do not create an unreasonable burden on the college.

### Faculty

Instructors are also excused from classes on religious holidays. (See the following section regarding substitutes and/or makeup classes or assignments for adjunct instructors who miss a class.)

## Attendance

Individual instructors and program coordinators have the authority to establish attendance standards appropriate for their courses. At the beginning of each semester you must clearly explain to students your policy regarding attendance. This information must be included in the syllabus, which you give to each student during the first meeting of the course. There is no college-wide attendance policy, but since you will be required to provide the number of absences for students receiving a mid-semester or final grade of "O," "F," or "I," you are strongly encouraged to maintain attendance records. You must also provide the last date of attendance for students receiving financial aid who stop attending classes without officially withdrawing. Students participating in some special academic programs will require signatures from faculty attesting to their regular attendance.

## Instructor Absences/Illness; Class Cancellations; Class Make-ups

### FOR FULL-TIME FACULTY:

*Faculty who must miss a class due to illness or other emergency must notify their administrative assistant so that proper signage can be posted on classroom doors. Faculty must fill out an absence form at their group office. Similarly, forms must be filled out at the group office if a faculty person will be absent for a conference or professional meeting. It is up to the full-time faculty person's discretion as to whether the class will be taught by a colleague, be made up at a future date, will be replaced by a special project, or simply cancelled.*

### FOR ADJUNCT FACULTY:

*It is expected that you will meet with your class for the full scheduled time period and in the scheduled location; but if class must be cancelled or a substitute is required, the faculty member is expected to work with the associate dean to arrange for a qualified instructor. The associate dean's office must be made aware of the substitution in writing in advance. He/She will administer the appropriate arrangements. Classes which adjunct faculty miss due to absence or class cancellation, and when a substitute is not employed, must be made-up in one or more of the three ways outlined in article 13.04 of the DCE Collective Bargaining Agreement, with prior approval required from your associate dean: (1) schedule a make-up class, (2) begin earlier and/or continue classes later to make up the lost time, or (3) assign an appropriate project for the students to do outside of class, to cover the lost time.*

*If there is an unforeseen emergency requiring class cancellation, you are ill or have a serious illness and/or an emergency in your family, and are unable to meet your class on a certain day and your class is a day class, please contact, or have someone contact, the administrative assistant in your group as early as possible and a notice will be posted on classroom doors. Arrangements must be made, with associate dean approval, for appropriate alternatives and make-ups.*

*If you teach an evening class and must cancel, but cannot reach the administrative assistant for your group by 4:00 p.m., please contact, or have someone contact, the assistant for Peer Tutoring at (413) 775-1330 so appropriate notice can be given to students. Again, arrangements must be made, with associate dean approval, for appropriate alternatives and make-ups.*

### **Confidentiality for Students**

The College does not disclose personally identifiable information to persons other than appropriate college officials, except for directory information which is generally available unless a student specifically requests that it not be disclosed. Directory information consists of name, major, dates of attendance, graduation date, and honors conferred, only.

### **Confidentiality for Faculty**

Your home telephone number/address will not be given out by GCC without your permission. If someone is trying to reach you (student, parent, etc.), you will be notified. It is up to you to make the contact with them.

### **Early Entrant**

GCC defines early entrants as students who seek to enroll in credit-bearing courses at the college prior to their high school graduation dates. For general policies on early entrants, see the College catalog. The following are general guidelines.

#### **Course Registration**

Once a student under the age of 16 is registered, the Dean of Student and Academic Affairs, in consultation with the pertinent associate dean, will review the student's schedule and determine whether the schedule includes any courses that put the student at risk of being harmed. If, in the judgment of the Dean of Student and Academic Affairs, the student is considered to be at risk, the selected faculty will be consulted as to the appropriate course of action. Action may include, for example, requiring the student's guardian to sign a waiver that acknowledges the course content; stipulating under what conditions the student may participate in the course, such as, where the guardian is during the class; or denying access to the selected course section.

#### **Course Content**

The College does not expect faculty to alter their course content and/or instructional methodology due to the enrollment of a student less than 16 years of age. Faculty who believe that their course content, or a portion thereof, is inappropriate for a student under 16 years old may recommend to the Dean of Student and Academic Affairs that the student not be permitted to enroll in the course. Such a request shall be in writing and specifically state and provide examples of the course content believed by the faculty member to be inappropriate. The faculty member's associate dean will review the written statement of reasons with the faculty member. If the associate dean supports the recommendation, the

Dean of Student and Academic Affairs will review the statement and determine, in consultation with the President, whether to allow or deny access to that course.

### ***Faculty and Staff Responsibilities and Rights***

Faculty have a responsibility to maintain an active, engaging, intellectually challenging and safe classroom environment. That responsibility is neither heightened nor diminished with the enrollment of a student less than 16 years of age. Neither the college, nor its faculty shall act in loco parentis. The inclusion of students under 16 in a class should not impact negatively, either a faculty member's academic freedom, or the college's academic standards. If a parent asks for information from faculty or staff regarding any student, including one less than 16 years old, the Family Educational Rights and Privacy Act (FERPA) forbids disclosing information without the student's consent. See Appendix D for further information on FERPA.

## **SERVICES FOR STUDENT**

Instructors will find that students in their classes frequently request assistance that goes beyond the function of the course instructor. The College provides a full range of academic support services and instructors should refer students to the following resources whenever appropriate.

### **Student Planner and Student Handbook**

In order to completely understand GCC policies and procedures, it is recommended that you review a copy of the Student Planner and Student Handbook, which can be found at <http://www.gcc.mass.edu/students>.

### **Academic Advising Center**

The Academic Advising Center provides the primary initial registration advising for new, transfer, and readmitted students (except for selected programs), assigns students to their primary academic advisors (except for selected programs) and coordinates changes of advisor assignments, encourages and strengthens the relationship between students and their primary academic advisors, supports the primary academic advisors by providing professional development opportunities to maintain current knowledge and enhance advising skills, and supplements the primary academic advisors by responding to their advisees' needs when they are not available. Career counseling is also provided.

The Academic Advising Center is located in the North Wing (N209-214) and normally is open Monday through Thursday, 8:00 a.m. to 7:00 p.m. and Friday, 8:00 a.m. to 5:00 p.m. The Center closes at noon on Friday in the summer. While students may drop in for assistance any time, the Academic Advising Center strongly recommends appointments to ensure sufficient time to provide appropriate assistance. To make appointments, students may stop by the Academic Advising Center (N211) or call Julie Shaw-MacDougall at (413) 775-1339.

### **College Store**

The College Store is located in North 109 A and B on the first floor of the Main Campus building. Fall and Spring semester College Store hours are Monday – Friday 9:00am until 4:00pm. Evening, summer and special occasion hours are posted in the hallway at the store entrance and are listed on our website. The College Store carries required textbooks, study guides, computer software, educational supplies, nursing supplies, art and photography supplies, greeting cards, snacks, GCC memorabilia, clothing and much more. If you wish for specific materials to be stocked in the College Store please

contact us directly with your materials list prior to the beginning of the semester in which they will be needed. We recommend verifying what is stocked before sending students in search of materials or supplies. Up-to-date information can be obtained off our website at <http://www.gcc.mass.edu/offices/bookstore/> including textbooks adoptions forms, procedures for copyrights, course packs, and access to the Faculty Network Center which allows instructors to view books by author, title or keywords along with information on obtaining desk copies and much more. Our general information line is (413)775-1190. Shannon Larange is our textbook buyer and can be reached at (413)775-1192 or email [Larange@gcc.mass.edu](mailto:Larange@gcc.mass.edu); Rebecca Devino-Shaw is our supplies buyer and can be reached at (413)775-1193 or email [DevinoShawR@gcc.mass.edu](mailto:DevinoShawR@gcc.mass.edu); Alecia Bardwell is the store manager and can be reached at (413)775-1191 or email [Bardwell@gcc.mass.edu](mailto:Bardwell@gcc.mass.edu).

## **Computer Lab**

There are several computer labs in the school that are available for faculty and student use. The administrative assistant in your group or Enrollment Services staff can assist you to find one that meets your needs. The website that details location, hours, availability, acceptable use policies, etc. is at <http://www.gcc.mass.edu/offices/it>.

## **Disability Services**

Students come to GCC with a variety of special learning needs. Counselors are available to explore the ways each student learns best, to develop individual learning profiles, and to assist with the advocacy process with each student. Referral services for students are provided when needed. (Please see the section of this handbook on Accommodations for Students with Disabilities located on pages 27–30 or visit the Disability and Accessibility Services website at <http://www.gcc.mass.edu/offices/dsl/>.)

## **Emergency Assistance**

When an emergency occurs on campus, it should be reported in person to the Public Safety Office (room South 110) or by dialing extension 1111 from on-campus or (413) 775-1111 from a cell-phone or from off campus. Campus call boxes may also be used to contact Public Safety. The situation should be described in detail to the person responding. This procedure is to be followed at all times, twenty-four hours a day, seven days a week.

## **Emergency Procedures for Smith College**

For GCC faculty members teaching at Smith College, in case of emergency call the Smith College Department of Public Safety by dialing extension 800 from campus phones, or (413) 585-2490 from a cell-phone or from off campus — please program this number in your cell-phone.

If you witness a crime or suspicious activity on campus, immediately call the Department of Public Safety by dialing extension 800 from campus phones or by activating any blue-light emergency phone. Give pertinent details you know, including location, nature of the incident, descriptions of persons involved, etc.

## **Emergency Medical Services at Smith College**

Smith College Emergency Medical Services (commonly called SCEMS — pronounced “semz”) is a volunteer student organization devoted to providing emergency medical care. If a medical emergency occurs on campus while SCEMS is on duty, Public Safety contacts SCEMS, and a first responder and an emergency medical technician are dispatched to the scene. Responders administer medical care

according to their training, and eventually transfer the patient to Health Services or Cooley-Dickinson Hospital if necessary. SCEMS is on call from 7:00 p.m. to 7:00 a.m. Thursday through Sunday.

Many SCEMS members are pre-med students who want to gain medical experience and skills before applying to medical school. Some are interested in emergency preparedness and training, and some just want to help others or get involved in campus life.

Smith College Emergency Medical Services is a volunteer branch of Public Safety.

### **Enrollment Services**

The Enrollment Services Office (N219) provides students information and assistance in many areas, including applying for admission, registering for classes, and obtaining academic transcripts. A wide range of faculty support information is also available through this office. The Office is located in N219 of the Main building and may be contacted by calling (413) 775-1801.

### **Evening Support Services**

Evening students who need advising, counseling, tutoring, or specific accommodations in the classroom should contact one of the following evening support services:

- ◆ For academic advising services, contact the Academic Advising Center at (413) 775-1339 (day), or (413) 775-1825 (evening)
- ◆ For tutoring services, contact the Learning Center at (413) 775-1330
- ◆ For ADA accommodations, contact the administrator at (413) 775-1812
- ◆ For counseling or other services provided by the Learning Center, contact the Learning Center at (413) 775-1330

### **Financial Aid/Veterans' Affairs**

The Financial Aid Office assists students in finding the financial resources necessary to allow them to attend college. Due to the complexity of financial aid regulations, the Financial Aid Office recommends that faculty and staff refer all students with questions about financial aid to the Financial Aid Office. Faculty may refer to [http://www.gcc.mass.edu/financial\\_aid/tips.html](http://www.gcc.mass.edu/financial_aid/tips.html) for frequently asked questions under "Tips for Instructors and Advisors." Students may find helpful information on the Financial Aid page of the college's website at [http://www.gcc.mass.edu/financial\\_aid/](http://www.gcc.mass.edu/financial_aid/). The Financial Aid Office is located in N202B of the Main building and may be contacted by calling (413) 775-1109.

### **Health Services Office**

The Health Services Office provides evaluation and treatment of acute episodic health problems, medical withdrawals, immunizations and physical exams to meet college health requirements and health counseling and education. Services are free. Brochures, condoms and dental dams, health insurance information and assistance accessing health care are available through Health Services, located in the North Module or by calling (413) 775-1430.

### **Human Development**

One and two credit personal development courses are offered in such areas as career decision-making, assertive communication, stress management, and college success (Such courses are coded HUD in the catalog and course guides.)

## Institutional Statement on Academic Advising

The Institutional Statement on Academic Advising defines academic advising at Greenfield Community College and includes a description of where advising occurs, the responsibilities of advisors and students, and the benefits of effective academic advising for students. For the full text of the Institutional Statement on Academic Advising, please see page 6-8.

## Learning Center

The Learning Center houses academic support programs to help students improve study skills, build confidence, and clarify goals. Services are free and confidential. They include counseling, peer tutoring, writing assistance, math assistance, and disability services. The Learning Center is located on the North fourth floor of the Main Building (N421) and may be contacted by calling (413) 775-1330. The Learning Center website is <http://www.gcc.mass.edu/offices/learningcenter/>.

Monday – Thursday, 8:00 a.m. - 7:00 p.m.

Friday, 8:00 a.m. - 4:00 p.m.

Saturday, 10:00 am - 4:00 p.m.

**Counseling:** A licensed professional counselor is available for GCC students free of charge. All meetings are confidential. Many students struggle with the stresses of school, work, disabilities, relationships, families, addictions, or illness. Often, it is helpful to meet with a counselor for support with these challenges so that educational goals can be met. Referrals to community agencies can also be arranged. To schedule an appointment, please call (413) 775-1330 or (413) 775-1337.

**Disability Services:** Disability Services assists students with disabilities to discover their unique strengths and learn about how their disability impacts their lives in relation to their personal, academic and vocational goals. Disability Services provides assistance with course accommodations and on-campus use of adaptive technology and/or equipment. Disability Services also collaborates with academic support programs (such as counseling) and links students with community resources (such as service agencies and independent living centers). Disability Services is located in N409 of the Main building in the Learning Center. For general questions about Disability Services, please refer to the web site at <http://www.gcc.mass.edu/offices/ds/> or call (413) 775-1812. If you would like to schedule an appointment with Disability Services, please call (413) 775-1812 or (413) 775-1330.

**Peer Tutoring:** Peer tutoring is provided for any GCC student who needs help with course work and who wishes to improve academic performance. Tutors and students meet in the Learning Center to review course material, discuss and practice study skills, and work on specific assignments. The tutor's role is to assist students with the content of these courses while furthering the process of learning how to learn.

**Writing Assistance:** Peer tutoring is offered for writing papers, word processing, note taking, exam preparation, world languages, and content review for all humanities and behavioral sciences courses. The Peer Tutoring Program co-coordinator is available to meet with individual students to discuss special tutoring arrangements, writing anxiety, general writing assistance for coursework, and transfer application essays. Contact Mary Ellen Kelly at (413) 775-1335, or [kelly@gcc.mass.edu](mailto:kelly@gcc.mass.edu).

**Math Assistance:** Services are offered to help students succeed in math, science, business and information technology courses. Services include peer tutoring, graphing calculator rental program, and videotape loans. The Peer Tutoring Program co-coordinator is available to meet with individual students to discuss special tutoring arrangements, math anxiety, math course placement and any other concerns they have about their success at GCC. Contact Norman Beebe, (413) 775-1333, or [beebe@gcc.mass.edu](mailto:beebe@gcc.mass.edu).

## Library

The GCC Library is located on the 4th floor of the North Building, and serves the study and research needs of a diverse group of students and faculty by providing a variety of services, collections, and technology. Both quiet and conversation-friendly study spaces are available. Food and drink are permitted throughout the Library.

For detailed information on Library services for faculty, as well as hours, collections, facilities, equipment, and contact information, see the Library section under Faculty Teaching and Advising Support on pages 34–36 of this handbook.

### *Library Cards & Borrowing Policies for Students*

Currently enrolled students will be issued a GCC library card upon presentation of a photo ID and proof of enrollment. Students may check out circulating books for a 4 week loan period, with one renewal. Students must use reference books, periodicals, videos, DVDs, and items on reserve for specific classes in the Library.

As part of the Central and Western Massachusetts Library Network, the GCC Library shares an online catalog (C/W MARS) with the other community colleges and most public libraries in the central and western regions of the state. Materials may be requested from any of these libraries through the C/W MARS catalog using a GCC library card. GCC students, faculty, and staff may request circulating items from other libraries through Interlibrary loan only if they are not owned by any of the libraries in the C/W MARS network.

**Overdue Materials:** There are no fines for overdue material, but students must pay the replacement value of unreturned material, plus a 20% collection fee for each item sent to collection. One reminder is sent for overdue material before a bill for the placement cost is rendered. Billed items that are not returned are sent to collection. Borrowers may not check out additional materials until overdue items are returned.

Students who have not returned Library materials that are a month overdue will have their college record flagged and will become subject to disqualification from registration and withholding of grades, transcripts, diplomas, and certificates.

### *Research Help*

Librarians provide reference and research assistance to students, faculty, and staff during the Library's open hours by phone at (413) 775-1831, through instant message chat (ALEX: Ask a Library Expert) on the library website, by email at [reference@gcc.mass.edu](mailto:reference@gcc.mass.edu), and in person at the Reference Desk in the Library. For more in depth research assistance, 30-minute individual appointments can be scheduled in advance. To schedule a research consultation, contact Eric Poulin at (413) 775-1836 or [pouline@gcc.mass.edu](mailto:pouline@gcc.mass.edu) or Ellen Carey at (413) 775-1834 or [careye@gcc.mass.edu](mailto:careye@gcc.mass.edu).

### **Placement Assessments**

All first year students are required to take free placement assessments in English, Writing and Math. Information about the placement assessments can be found at <http://www.gcc.mass.edu/offices/testing/tests.html>. (There is more information on the role of the placement assessment in faculty advising on page 42 of this handbook.)

## The Studios

**The Hammond Business Studio**, in the East Building Room 132, provides a working and brainstorming space for all students. The studio is a contemporary and vibrant workplace equipped with pull-down outlets for laptop plug-ins, a SMARTBoard, whiteboards, a flat screen television with streaming stock quotes, full wireless capabilities and comfortable, modular furniture. Faculty offices ring the studio which encourages faculty-student interaction.

**The Math Studio**, in the East building room 124A, is a place for students to work with each other and with faculty on questions and problems related to mathematics. The Math Studio is equipped with comfortable chairs and tables, computers, and math resources and texts. The studio is open for use throughout the day and is staffed by math faculty during posted hours. No appointment is needed.

**The Science Studio**, located on the 4th floor in the south wing of the Main Building, offers a cooperative work space for groups of students. The studio is equipped with two computers, anatomy and physiology models, resource books and movable furniture. It opens to faculty offices to allow student interactions with their professors. Students are encouraged to make use of the space during all building hours.

**The Social Sciences Studio**, in the East building room 115, provides a welcoming and resource-rich space for students to convene and interact with each other and faculty in the social sciences. Students and Faculty use the Social Sciences Studio for tutorials, study groups, computer projects and access to the college network and the Internet, small group projects, as well as college/community meeting and networking. The studio also provides gallery display space and periodically presents special events, speakers, and films in the day and evening.

## The Testing Center

The Testing Center, located in N253 of the Main Building, provides GED testing (in both English and Spanish), placement testing, distance learning exams and currency exams. In addition, The Testing Center now proctors make-up tests and tests for those who require academic accommodations. To arrange a proctored test, send or email the test (with instructions) to The Testing Center. Students must call The Testing Center to arrange an appointment and bring their student ID card for verification. For additional information, contact Jean Boucias, director at (413) 775-1147, [boucias@gcc.mass.edu](mailto:boucias@gcc.mass.edu) or visit our website at <http://www.gcc.mass.edu/offices/testing/>.

## Transcripts and Other Student Records

The Registrar's office will provide assistance in sending transcripts to other colleges and clarifying matters relating to grades or student records. The Registrar's office is located in the main building, room N219 or call (413)775-1807.

## Transfer

The Transfer Office assists students in making successful transitions from GCC to baccalaureate degree programs, by providing information and advice about the application process, identifying and evaluating prospective schools and majors, assisting in the search for scholarships and awards, reviewing degree requirements, and selecting courses most appropriate for transfer institutions. The Transfer Office is located in N213 of the Main building. Kathy Maisto, the transfer coordinator, is available by calling (413) 775-1207 or by writing to [maisto@gcc.mass.edu](mailto:maisto@gcc.mass.edu). Visit the Transfer Office website at <http://www.gcc.mass.edu/offices/transfer/>.

## Women's Resource Center

The Women's Resource Center provides all GCC women—students, staff and faculty—opportunities to take part in non-credit workshops, browse the free clothing exchange and food pantry, or access information through its resource advocate, Rosemarie Freeland. The Women's Resource Center is located in East 114. Rosemarie is available by calling (413) 775-1114 or by writing to [freeland@gcc.mass.edu](mailto:freeland@gcc.mass.edu). Visit the Women's Resource Center website at <http://www.gcc.mass.edu/offices/wrc/>.

