

NEW FACULTY AND MENTORING HANDBOOK

2014-2015

IOWA VALLEY COMMUNITY COLLEGE DISTRICT



Revised 7/10/2014

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I. INTRODUCTION

The New Faculty Handbook is designed to help both the new instructor as well as the experienced instructor with the important job of teaching at Iowa Valley Community College District.

We have attempted to incorporate as many policies and procedures, ideas, and suggestions as we could to make your job easier and more professional. By using the “Table of Contents,” you should be able to find information on most of the questions you may have about teaching with us. You may also benefit from simply browsing through the Handbook and focusing in on areas of interest.

We very much want you to provide your comments on this edition of the manual and to submit ideas for inclusion in subsequent editions. We suggest that you make notes frequently in the Handbook as you are using it; these notes can then be used to make suggestions to us for revision in later editions.

A handbook cannot answer all the questions, concerns, etc. that you may have regarding teaching at IVCCD. Your first, and best, resource will always be the people at IVCCD. Departmental colleagues, the Dean of Students and Academic Affairs and his/her office staff, the Provost of the College, and the faculty, staff, and administrators throughout IVCCD are available to assist you in any way they can.

II. GENERAL COLLEGE INFORMATION

A. District Structure and Governance

The Iowa Valley Community College District (IVCCD) is comprised of:

- Two major campuses: Ellsworth Community College (ECC), located in Iowa Falls, and Marshalltown Community College (MCC), located in Marshalltown.
- An extension campus, located in Grinnell.
- A Continuing Education Division, covering the counties served by the District.

The Provosts of the two major campuses and the Vice Chancellor of Continuing Education and Training report to the Chancellor of IVCCD. IVCCD is governed by a Board of Directors, and the Chancellor reports directly to that Board. Of particular interest to adjunct faculty is the position of Dean of Students and Academic Affairs. That person is responsible for the hiring, placement, evaluation, and guidance of adjunct instructors. Dr. Chris Russell (x5716) currently fills that position at MCC, Dr. Lisa Stock fills the position at ECC (x8633), and MaryAnne Nickle fills that position at IV Grinnell (x2202).

B. Security and Personal Safety

The building is secured after hours, and surveillance cameras are in place to monitor any after-hour activities. During the day, you are responsible for keeping your area secure, as well as, any valuables.

If you are working late, you should consider your personal safety in regard to getting to and from your car. You should avoid being the last to leave the building. You may wish to ask a custodian to escort you to your vehicle.

C. Building Access

Faculty are given keys to their classrooms and offices. Buildings are open from 7:00 am – 10:00 pm on Monday – Friday. At this time, adjuncts are not issued keys at this time. If you feel you need a key, please consult with your supervisor.

D. Building and Custodial Services

If you see a need for repair, or have any other building or classroom concerns, you should contact Byron Steiber at ECC at x 8534, Chris Bland at MCC at x5591, or Diane Karr at IV Grinnell at x2206.

E. Student Services

Student Services for the District is comprised of the Office of Admissions, the Registrar’s Office, the Financial Aid Office, the Student Success Specialist Office, the College Foundation, and at MCC, the

Youth for Understanding Office. Staff in any of these offices will be happy to assist you with questions you may have about college procedures and requirements that affect students. Please contact the Dean of Students & Academic Affairs with any questions or concerns.

A Student Senate has been established on each campus and is responsible for many of the extra-curricular activities on campus.

F. Staff Relations

A Faculty Senate meets the first and third Thursday of each month during the regular academic year. Only full-time faculty are members of the Faculty Senate, but you may wish to forward agenda items to the Senate through your Division. Guests are frequently invited to the Senate meetings for special presentations. If you need to address the Faculty, you may wish to contact the Faculty Senate President. The President for the Fall 2014 term at ECC is Bernie Koehrsen, and he can be reached at extension 8631. At MCC, the Faculty Senate President is Matt Bandstra and he can be reached at extension 5787. College committee work is required of full-time faculty.

III. GENERAL EMPLOYMENT INFORMATION

A. Load

The classes you are teaching will determine your load hours. Per contract, all full-time faculty will teach at least 30 load hours per academic year, but can teach up to 36. The additional 6 load hours are considered overload and are calculated at the \$625/load hour rate for full-time faculty.

During “off terms” (i.e. Winter Interim and Summer) full-time instructors are considered Adjuncts and all load hours taught during these terms are not calculated into the regular academic year (Fall/Spring terms).

B. Salary, Contracts, and Payroll Procedures

The above calculation is based upon the assumption that you will have a sufficient number of students to constitute a full class. A full class is typically 6 or more students, to be determined on the first day of classes. If there is fewer than the minimum number of students, you will be given the option to teach for “tuition-generated.” Tuition-generated is based on the tuition that the students in your class have paid for your class. Tuition-generated will not exceed the contracted amount you would be paid for a full class.

Human Resources issue all full-time faculty contracts. All questions regarding your normal academic year contract can be directed to Colleen Springer, Vice Chancellor of Administrative Services at extension 5523. All teaching contracts issued outside the normal academic year can be directed to April Forbes, extension 5570 for MCC; and Lynn Duit, extension 8513 for ECC. District employees are paid on the 15th and the last day of the month.

IV. FACULTY OFFICES/MAIL

A. Building and Office Keys

A work order form will need to be completed to gain access to the building and to your assigned office. Please see Renaie Hutzal, Executive Assistant to the Provost at MCC and Barb Wright, Executive Assistant to the Provost at ECC.

B. Phone

You will be given a direct extension number for your office phone. Students may contact you directly using the local prefix and then the extension number instead of having to be directed through the switchboard (i.e. MCC: 641-844-XXXX or ECC: 641-648-XXXX).

C. Computers/Printers

There will be a computer in your assigned office. Section V below explains how to sign on to the computer, get help with computing needs, etc. A printer is available in the Print Shop, room 403 on the MCC campus; and at ECC instructors typically have access to a printer either in the office or nearby. If you have any computer-related questions, please call the IVCCD Help Desk at ext. 5555.

D. Mail

Mailboxes are provided for faculty at MCC in the Faculty Lounge, room 512. At ECC faculty mailboxes are located on the first floor of the Gentle Student Center. In Grinnell, mailboxes are located in the reception workroom, room 101.

V. COMPUTER PROCEDURES

Individuals may use IVCCD computing facilities only with the express authority of IVCCD. The administration of IVCCD authorizes system accounts and use of lab facilities. Using an account that belongs to another individual or giving an individual other than the owner access to any IVCCD account is strictly prohibited.

Some individuals will be given access to the student information systems and/or other administrative systems. The confidentiality of these records is governed by the federal Family Education Rights and Privacy Act of 1974 (a.k.a. Buckley Amendment, FERPA). All information is confidential and students have a right to expect that their scholastic records are being properly supervised and maintained. Communication of this information is restricted to other authorized parties in accordance with the provisions of FERPA. Requests for disclosure of this information must be approved by the appropriate administrative officer at IVCCD. Each user is legally responsible for all activity originating from his or her account.

Please be aware that IVCCD considers inappropriate computer usage (on or off-campus) an extremely serious issue. Students or staff should be aware of the harm and potential criminal consequences connected especially to Internet child pornography. Possession, receiving or trading child pornography could lead to prison time and those convicted of child pornography offenses must register as sex offenders. Please be aware and make your students aware that child pornography crimes are not victimless crimes.

A. Obtaining ID and Password

Your ID and Password will be assigned to you through the Dean of Students and Academic Affairs' office. Once all of your hiring paper work is complete, your login information will be sent to be processed. When that is completed, you will be called to set up a time to come in for training. You will have one common ID number and one Password*. This ID number and password will be used to access the college's computer network, "instructor account" on the grading website, "attendance" or other resources available on our Angel website, and your iavalley email account.

***Please note that passwords are now set to expire every 180 days. If you need to reset your password, please go to www.iavalley.edu and click on the ECC or MCC website link. Click on the Paw-Pass link and the "Reset Password" link to reset your password.**

B. IT Help Desk

If you have any problems with your computer or computer procedures, help is available. You should call ext. 5555 to reach the IT Help Desk. If a technician is not available, leave your name, what you teach, a number where you can be reached, and a detailed message as to the nature of the problem, and someone from the Help Desk will get to it as quickly as possible. You may also email the helpdesk at

Helpdesk@iavalley.edu and you will receive a confirmation of your request and emails to follow up with you when the issue has been resolved. You may also wish to talk to some of the full-time faculty or staff to see if someone else can help you. Someone from your department or someone in the Academic Affairs' Office may also be able to assist you with computer problems.

VI. SYLLABUS PREPARATION

A. Purpose of Syllabus

1. The major purposes of a syllabus for any course are to give students both general and specific objectives for the course, to provide a specific guide as to what materials are being taught in the class, to give a timeline as to when course components are assigned and covered in class, and to give specific due dates for major exams, papers, and projects.
2. Other purposes of the syllabus include: giving a list of required texts and materials for the class, setting quality standards, establishing the attendance policies, describing accommodation for students with special needs, giving the students a grading scale and evaluation procedures, and explaining class policies on late work, make up exams, and other issues regarding academic integrity.

There are two major sources to help you prepare your syllabus: Syllabus Template and Sample Syllabi. These sources are explained in the following two paragraphs.

B. Syllabus Template

An electronic version of this template is located on the IVCCD website at www.iavalley.edu > ANGEL > Faculty & Adjunct Resources > Blank Syllabi Templates folder. You must send in an updated copy of the syllabus you use with your students to Lara Thoms at MCC/IVG or Lynn Duit, each term. Lara must receive an electronic copy of your syllabi to save on our shared drive. This includes all Independent Study courses as well.

C. Sample Syllabi

Some sample syllabi from various instructors are given to you as a part of the initial employment process. These syllabi can be used as a guide to help you prepare your own syllabus. Some faculty members will not mind if you use their syllabi nearly verbatim if you are teaching the same course; however, please contact the faculty member before using a substantial portion of his/her syllabus. Please feel free to contact any faculty member from your division for help when developing your syllabus.

D. Syllabus Preparation

There are a number of very important areas of the syllabus that must be completed.

1. Please include the full **course section number** (i.e. SDV108 M08), complete with your course meeting days and times, and instructor contact information.
2. The **Course Description** for your course can be obtained from the IVCCD Course Catalog.
3. It would be good to create a section in your syllabus for a "**Calendar of Assignments**" where you can list due dates for reading assignments, test days, quizzes, midterms, papers due, final exam, etc. This allows students to see at a glance the timing for the semester. Please note on the syllabus that this is a tentative schedule and is subject to change.
4. List the **Quality Standards** for your course and sub points for each standard.
5. Fill in the **Assessment Matrix**, which focuses on how each quality standard will be assessed.
6. Develop a clear **attendance policy**. Reasonable accommodations must be provided to students for making up work missed by absences. It is unrealistic to not allow make-up times for missed work if an acceptable excuse is submitted. There is considerable freedom from a teacher to define the conditions for make-up, and you should see the Dean of Students and Academic Affairs if you have questions about this matter. If a

student displays a pattern of missed exams, classes, or assignments, the teacher must discuss the situation with the student and inform him/her of the consequences of additional absences.

7. Provide a **Course Content Advisory**, especially if some material used may be considered sensitive, offensive, and/or controversial to some students.
8. Fill in your **Grading and Evaluation section**, giving a grading scale, methods of instruction, evaluation, and class policies regarding late work and make up exams. The testing environment is a responsibility of the teacher, and not that of an office associate, librarian, lab assistant, or other non-educator. Proctoring of tests or grading of evaluations by non-educators is not advisable.
9. List all **Required Texts and Materials** that students must have for your course.
10. Include the **ADA statement** provided by the college, as well as, the **Academic Integrity Statement**.

VII. TEXTBOOKS AND TEACHING MATERIALS

A. Coordinating Within Your Division

You must follow guidelines from your academic Division for choosing textbooks and accompanying materials. In some cases, the course(s) you are teaching is (are) possibly being taught by another full-time instructor at the college. Please coordinate with him or her to choose a text and accompanying materials.

B. Campus Bookstore

All textbooks for MCC or ECC classes and the majority of the supporting materials your students will need are obtained through the Campus Bookstore, or Diane Karr in Grinnell. Since the Campus Bookstore does not keep extra desk (instructor) copies, you will need to obtain the ordering information to get a desk (instructor) copy through the Campus Bookstore. **Please note if you are teaching an internet course, you will need to coordinate with both bookstores regarding required course books and materials (ECC Bookstore and MCC Bookstore).**

VIII. SUPPORT SERVICES

A. Print Shop (Located on the MCC Campus)

Materials for your class should be printed in advance through the Print Shop. The Print Shop manager, Trudi Scott, would like a one-week advance notice of print orders that you may need for your courses. Materials are available on colored stock, special stock, and in transparency format, with special binding, with 3-hole punching, in booklet format, and in other special arrangements. Please discuss your needs with the Print Shop manager at extensions 8591 (ECC), 5775 (MCC), or Brenda Kremer (IVG) 2200..

Copying and printing procedures

1. Print shop personnel operate the large, high-speed copiers in the Print Shop, which is located on the MCC campus. However, at ECC, a copier is available for faculty to use. It is located in the lower level (downstairs) of the Kruse-Main building. A print shop key is available for you from the Osgood Library (Kruse-Main upstairs). At MCC, the copier is located in the entry area of the Print Shop, and the Print Shop manager will show you how to use it. There is also a copier available in room 115. See April Forbes or Chris Russell for your account number.
2. At MCC bring any course material you wish to copy to the Print Shop, room 403. Upon entering, you will notice a copy machine to the right. If you wish to print fewer than 20 copies or just a few pages, you may use this machine. The Print Shop Manager will provide a departmental code number for you that is needed to use the copier. Please do not share this code with your students.
3. At MCC if you are printing more than 20 copies, there are printing requisition forms directly under the calendar. Find your departmental budget code number from the list on the wall and fill out the form, checking the appropriate sections as needed. Use a paper clip to attach your form to the material, and place it in the basket that corresponds to the day you need the copies. Please notice the printing time requirements listed on the upper right section of the form. If you need help, please

do not hesitate to ask for it. If you wish to have copies of quizzes or tests placed in a secure place rather than placed in your mailbox, check the Security Needed blank on the form and ask the Print Shop manager how to pick them up when they are finished.

B. Library

The Osgood Library at ECC and the BJ Harrison Library on the MCC campus are available for you and your students to use to support your teaching activities. The Library is equipped with a number of computer stations, an extensive periodicals' section, a reference section, reserve materials, a testing area, AV equipment for check-out, a catalog of video and audio tapes, a children's literature section, a student copier, and of course, books for check-out.

We recommend that you familiarize yourself with the electronic search engines available for faculty and students. You may access the Library search engines with these steps:

1. Go to the Iowa Valley Web Page: <http://www.iavalley.edu>



2. Click on the Paw Pass link at the top right of the page
3. Click on *Ellsworth Community College Library or Marshalltown Community College & Iowa Valley Grinnell Library*
4. Click on *Online Searches* and follow the instructions there

Ask any of the librarians on duty for assistance with using the Library. You may also ask to have tours set up for your students.

C. Office Support

A limited amount of office support is available for you.

For office support on the ECC campus, you will need to take your request to the Academic Office (GSC, room 220). At MCC, please contact the Faculty and Adjunct Office Associate, April Forbes (room 115). Please note, the office staff cannot be expected to do large jobs for you, especially on short notice, but you could get support for handouts, summaries, quizzes, etc. With the computer facilities available to, most faculty members prepare their own classroom materials.

D. Requisitions and Supplies

1. Purchase Requisitions

Every instructor can requisition materials and supplies for their classes, although not all requisitions may be approved. It is a very good idea to discuss what you think you will need within your Division or Dr. Russell before filling out any forms. Purchase Order and Requisition forms are available on the ECC campus in the Academic Office, through Diane Karr in Grinnell, or at the Academic Office (Room 115) at MCC. To fill out one of these forms, you must first have a departmental budget code number. Once the form is filled out it will need to be forwarded to April Forbes for entry into the computer. After it is entered into the computer, it must go through an electronic approval track. After it has been approved, you will receive a Purchase Order (which includes the details of your order and the PO number) in the mail.

2. Office Supplies

Many of the basic office supplies, such as pens, paper, markers, chalk, and so forth are available for your use throughout the year.

On the ECC campus, office supplies are located in the Academic office. Please see Lynn Duit for assistance. When taking supplies, be sure to let someone in the office area know so that items can be reordered as needed.

On the MCC campus, supplies are available in the Print Shop, room 403. They are stored in the large cabinet behind the door. When taking supplies from the cabinet, please sign and date the

notepad and list the items used. If you can't find something, do not hesitate to ask the Print Shop manager or one of the Print Shop staff.

On the Grinnell campus, supplies are available in the cupboards in the reception workroom, room 101. If you can't find something, do not hesitate to ask for office staff assistance.

IX. EVALUATION AND GRADING

A. Student Demographics at Iowa Valley Community College District

One word best characterizes IVCCD's student body – diversity:

- Students range in age from 16 to 80. Your courses are open to these students by Iowa State Code, but you will very likely have only your secondary students in class.
- They range in ability from near-perfect ACT scores to those which are rather low.
- They range from highly motivated to succeed in college to a minimal level of interest.
- Some have precise objectives for pursuing higher education, while others do not.
- They bring with them a myriad of real life problems, including those of single parents, displaced homemakers, displaced workers, full-time employees, and troubled adults.
- Many come from rural Iowa, but others have homes located throughout the world.
- Many students come to college with disabilities, such as, physical, learning, mental, sensory, etc.

B. Student Evaluation of Instruction

For full-time and adjunct instructors, evaluations are prepared for classes through an online evaluation system, currently CourseEvaluation. Results from evaluations can be viewed electronically through the Campusweb link after classes have finished. After final grades have been submitted, a summary of the questions, comments, and ratings are made available to faculty electronically. When the results are available to view, faculty will be sent an email with a link to the summary report for each class being evaluated. Please feel free to contact Dr. Chris Russell, Dr. Lisa Stock, MaryAnne Nickle; or Lara Thoms, Evaluation and Program Effectiveness Office Associate (x5717), regarding evaluations.

At least once per year IVCCD conducts student evaluations of your teaching effectiveness. The Evaluation and Program Effectiveness Office Associate, Lara Thoms, will distribute student evaluations for full-time instructors at ECC, MCC, and IVG. As a full-time instructor, you may administer the Student Evaluation. After reading all instructions to students, you will need to appoint a student to oversee the distribution and collection of the Student Evaluations and he/she will return completed evaluation to a designated area before you are allowed to return to the classroom. Students will be requested to respond to the questionnaire with objective rankings and subjective comments. These anonymous evaluations will be compiled and returned for your information.

The subjective comments will be sent to you after the course has ended.

C. Grading Criteria

Students should be informed of their academic status frequently during a course. Evaluations of homework, tests, etc., should be returned to students in a timely manner and accurate records of the evaluations must be maintained. You should discuss grading criteria with the faculty person(s) teaching in your area or with the Dean of Students and Academic Affairs. There is not an absolute, campus-wide grading standard. Many faculty use the points and percentage system. The number of points the student has earned are divided by the total number of points possible. The decimal number created by this division is converted to a percentage and is used to assign a grade. A typical standard is:

A	90-100%
B	80-89
C	70-79
D	60-69
F	59 or below

You may, if you wish, show a finer discrimination within a grade range by using pluses (+) and minuses (-). The college does allow pluses and minuses as a part of the Final grade, however, there cannot be an "A+" grade given.

Grades Given By Instructor

A	Excellent
A-	Superior
B+	Above Average
B	Above Average
B-	Above Average
C+	Average
C	Average
C-	Average
D+	Below Average
D	Below Average
D-	Below Average
F	Failing

Grades Given By Registrar's Office

E	CLEP Exam (nothing appears on screen)
I	Incomplete
L	Credit for Prior Ed./Occ. Experience
N	Audit
T	Credit for Examination
TO	Test Out
W	Withdrawn
NR	Not Reported/Not Recorded

D. Incompletes (I)

Incomplete (I) grades may be requested in **special circumstances** by filling out the proper paperwork. Only the Registrar's Office may officially give this grade, upon request of the instructor and approval of the Dean of Students and Academic Affairs. Typically, Incompletes are not given, but if a student has met the majority of your course requirements, and has only one or two course items to complete, or there are extreme circumstances where an "I" may be considered, then this may be an option. The student would need to present a justification for the request, and a contract between you and the student would be made. The contract would specify the date (normally before the end of the next term) that the "Incomplete" contract must be satisfied, and the contract would specify the grade to be administered if the work is not completed by that date. If the completion date has passed and the student finished their work, the instructor must complete a Grade Change Form to show proper rationale. These forms are located in the Academic Office, Room 115. The instructor should turn in the incomplete with a copy of the updated grade book that is to be placed in the students' permanent file. The Dean of Students and Academic Affairs must approve the "Incomplete" contract before the "I" grade can be given. **Please note, if you have already submitted your ANGEL electronic grade book to Lara Thoms, you will need to submit an updated grade book reflecting the new grade.**

E. Withdrawals (W)

For the Fall and Spring semesters, students can withdraw until 2 weeks prior to the end of the semester/class for a full-term class. The student will continue to be on your class list until they officially drop/withdraw. If they never dropped you will have to give them the grade that they have earned. **See catalog for full withdrawal policy.**

F. Independent Study

Full-time instructors may teach independent study classes. If a student requests an independent study from you, you will need to fill out the proper paperwork located in the Academic Office.

G. Mid-term and Final grade reporting

At the mid-term point in the course, you will be asked to submit the grade that each student would earn if grades were to be given at that time. You must have your mid-term grades submitted by a deadline date that will be provided by Lynn Duit at ECC or April Forbes at MCC and Iowa Valley Grinnell. Instructors enter the mid-term grades into the computer (see the procedure below). Students are able to view their grades on the IVCCD web page (<https://campusweb.iavalley.edu/ics>) after all grades are submitted and the grading window is closed. MCC is no longer sending paper copies of grades to the students, and it is therefore very important to have your grades entered on time. Half-term courses will not be required to submit mid-term grades.

Instructors enter a final grade into the computer at the end of the semester when all assignments, tests, etc. have been completed. A deadline date for turning in final grades will be given to you, and it is vital that you meet that deadline. Effective Fall 2010-11 academic year, all instructors are required to turn in their electronic grade book to Lara Thoms at Lara.Thoms@iavalley.edu.

H. Grade Change Form

In case there is a valid reason to change a student's grade; a form may be obtained from April Forbes, Faculty and Adjunct Office Associate or Lynn Duit, Academics & Human Resources Coordinator. April may be reached in room 115 or at extension 5570; and Lynn can be reached on the 2nd floor of GSC or at extension 8513. Diane can be reached in Grinnell Office 106, or at extension 2206. Follow the procedure as described on the form.

I. Grading Window and Term Start and End Dates (Note: ECC dates in parentheses)

Fall 2014: 8/25/14 (8/20)-12/12/14

M 8/25/14	<i>1st Half 8/25 (8/20)-10/17 (10/16)</i>
T 8/26/14	<i>2nd Half 10/20-12/12</i>
W 8/27/14 (8/20)	
R 8/28/14 (8/21)	<i>Midterm Grading Window: 8:00 am 10/16-11:59 pm 10/21</i>
F 8/29/14 (8/22)	<i>Final Grading Window: 8:00 am 12/4-11:59 pm 12/14</i>

Winter Interim: 12/15/14-1/6/15

Grading Window: 8:00 am 1/5/14-11:59 pm 1/8/14

Spring 2015: 1/12/15-5/8/15

M 1/12/15	<i>1st Half 1/12-3/6</i>
T 1/13/15	<i>2nd Half 3/9-5/8</i>
W 1/14/15	
R 1/15/15	<i>Midterm Grading Window: 8:00 am 3/5-11:59 pm 3/10</i>
F 1/16/15	<i>Final Grading Window: 8:00 am 4/30-11:59 pm 5/10</i>

Summer 2015: 5/18/15-7/24/15

M 5/18/15	<i>1st Half 5/18/15-6/19/15</i>
T 5/19/15	<i>2nd Half 6/22/15-7/24/15</i>
W 5/20/15	
R 5/21/15	<i>Midterm Grading Window: 8:00 am 6/18-11:59 pm 6/23</i>
F 5/22/15	<i>Final Grading Window: 8:00 am 7/23-11:59 pm 7/28</i>

The grading windows for Interim and Summer terms depends on the end date of the course. Email communication will be sent to those instructors for specific grading window dates.

J. Entering Grades into the Computer

Instructions can be found online at www.iavalley.edu > Faculty & Adjunct Resources > How To... folder.

X. POLICIES AND PROCEDURES

A. Attendance Tracking and Recording

You must keep track of attendance and record attendance for your class(es) after each class meeting. You are expected to enter attendance into the computer yourself. Attendance options for each student in your class are: Present, Absent, Cancelled, and Tardy. "Present" is the default option, and you would choose one of the other options only if the student were not in class that day. **Attendance recording is extremely important in order to track students who are receiving financial aid. Student Financial Aid Refund Checks can be held if attendance is not entered!!!** The College can be held liable by federal aid agencies if students are receiving aid but not attending classes. (See section XVI

Attendance Guidelines, for a more complete treatment of attendance issues.)

Students are responsible for regularly attending classes and laboratory sessions in which they are enrolled; however, if students must be absent, they are expected to confer with their instructors prior to the absence. Individuals are responsible for making up any class work or assignments if absent from class. (Iowa Valley Community College District Catalog, 2013-2014).

B. Smoke Free Air Act 2008

IVCCD complies with Iowa's Smokefree Air Act of 2008. In conjunction with this, **the IVCCD Board of Directors prohibits the use of tobacco in any form on its grounds or in any of its facilities or vehicles. This includes personal vehicles owned or operated by students while on school grounds.** Civil penalties can be assessed to those found in violation of this regulation. To register a complaint, contact a District official or the Iowa Department of Public Health at 1-888-944-2247 or visit www.iowaSmokefreeAir.gov.

C. Student Attendance

- Since various agencies require us to account for student attendance, faculty must maintain attendance records. There are financial aid implications involved in attendance documents.
- In the event that excessive absence jeopardizes a student's chances of successfully completing a course, the instructor should forward the student's name to a college counselor or advise the student to drop the course.

However, the instructor should extend every effort to encourage improved participation from the student. Since every student's situation can be unique, some discretion must be used.

Students with excessive absences should be reported to the Student Services Office where college counselors may intervene, if warranted.

- Students absent due to participation in college-approved extracurricular activities may not be penalized. Instead, they must be permitted to make up work missed and marked as "excused".
- If students stop attending classes, the last date of attendance must be recorded and reported on the computer for a failing (F) grade. Please make sure to record and report any "no-show" students.

D. Messages from Students

Please direct students to leave you messages through your Angel Mail, your iavalley e-mail, or your direct access number, if at all possible. Lynn Duit at ECC, extension 8513 or April Forbes at MCC, extension 5570 can take messages from students in certain situations, but please do not encourage students to do this often. Please make sure that your students know to leave their name and phone number, the class they are taking, his/her student ID# and the name of the instructor. When Lynn or April receives a message for you, they will send you an e-mail to your iavalley e-mail account. Please remind students to print a copy of their syllabus out the first week of class, so they have it available in the event of a computer/systems' failure. Please also note that for security of our faculty and staff, Lynn and April will not give out your personal contact information to students, so you will need to include a preferred contact method on your syllabus.

E. Add/Withdraw

Students may add your class after the first day of classes only with your permission. You may restrict adding to your class if the class size is already too large or the course has been underway long enough that the student would not reasonably be able to catch up. You will have to sign the student's *Schedule Change (Add/Drop) Form* before the Registrar's Office will process it. If you have any questions about this procedure, check with your division or the Dean of Students and Academic Affairs.

Students may withdraw from your course any time prior to the withdraw deadline date (established for each semester). If the class has not started, your signature is not needed; if a student adds in the second week of classes, your signature is required. On rare occasions students can add after the 2nd week with your signature and either the registrar or Dean of Students & Academic Affairs' signature. If a

student tells you he/she wants to withdraw, at that time you may wish to advise the student of his or her options, including how it might be possible to stay in the course and receive a passing grade. Make sure the student knows that only the student is responsible for finalizing the withdraw. Of course, there are legitimate reasons for withdrawing from one or more courses, and students certainly have the right to do so.

F. Posting Grades

Grades are entered into the computer at mid-term and at the end of the term. Students can view their grades online, so posting grades outside the classroom or your office is not necessary or advisable. **You cannot use student names or social security numbers for posting.**

G. Illness/Absences/Substitutes

In the event you cannot teach a class (illness or some other unavoidable reason), you are expected to cover your class. You should work with your Division to find a substitute teacher and/or activity for the time you must be absent. Excessive absences are viewed negatively and may result in the denial of future teaching contracts. If you are still unable to cover your class, please call in to let the following people know you will not be in class:

ECC – Lynn Duit, Academics & Human Resources Coordinator; Wendy Lyman, the switchboard operator; Barb Wright, Provost's Assistant; and, Lisa Stock, Dean of Students & Academic Affairs.

MCC – April Forbes, Academic Affairs and Medical Assisting Office Associate and the switchboard operator at 641-844-5701 or Lara Thoms at 641-844-5717.

IVG – Brenda Kremer, Office Associate (641-236-0513).

H. Class Cancellations

Cancelling classes is not recommended, unless there is a campus-wide reason for doing so. See the section above for substitute teachers and activities.

I. Classroom Decorum

Instructors, as well as students, are expected to maintain proper classroom decorum. That includes appropriate clothing, appropriate language, punctuality, respect for students, professional teaching style, good classroom management etc. You will be evaluated regularly as a new instructor, and students will have the opportunity to comment on your teaching practice(s).

J. Inclement Weather Conditions/Emergency Notification System

Occasionally, a fire drill or a tornado drill may be activated. Such drills are, obviously, unannounced. You should familiarize yourself with exit locations and tornado-safety rooms near your classroom(s).

You should listen to local media for announcements of the college closing in the event of inclement weather. It is also recommended that you sign up for ENS, IVCCD's emergency notification system. You can locate this by going to our website at www.ivalley.edu > *PawPass* > and scroll down to *Emergency Notification System* link. This option allows you to be notified in one or more ways of a campus-wide cancellation. Options include via email, text, phone call, or all of the above.

The college recommends that you sign up for the Emergency Notification System and manage your emergency notifications from the college, including weather-related announcements on *PawPass*.

K. Field Trips

You should discuss field trips with the Dean of Students and Academic Affairs. There are potential liability issues regarding field trips, which may require permission from the Iowa Valley Community College District Office. You may also need to be concerned with transportation and timing of the trips, so as not to interfere with other classes students are taking, appropriate field locations, and representing the College in the community. You will need to complete a Field Trip Request form with April Forbes at the MCC Academic Office or Lynn Duit with the ECC Academic Office prior to your field trip date. This form must be signed by Dr. Russell at MCC or Dr. Stock at ECC.

If you will be arranging a field trip for your students, you need to give students the following option: *For those unable or not choosing to travel on their own responsibility, an IVCCD van will be leaving from _____ (a place they are expected to normally get to for class) at _____. Transportation reservations should be made with _____ by _____.*

XI. IMPORTANT DATES

A. Academic Calendar

The Academic Calendar is posted online in the Intranet Repository on ANGEL. The Academic Calendar shows the first day of classes, holidays and breaks, drop deadlines, term ending dates, and any other important information regarding dates in a particular semester. You should use the Academic Calendar in planning your course and developing your syllabus.

B. Extra-Curricular Calendar

Student Services and the Athletic Department provide information about extra-curricular activities for students (and staff) each semester. You are encouraged to keep students informed of extra-curricular activities, as well as, their academic obligations. You are invited and encouraged to become an active member of campus events, as well. Our students appreciate faculty involvement in their events.

XII. GOOD TEACHING PRACTICES

A. Advice for New Faculty

Your role is vital. We frankly could not provide the rich breadth and depth of course offerings without you. Your faculty colleagues, and the college administration and staff, want your teaching experience to be positive and rewarding. All of us are happy to assist you in any way we can. Your most important sources of information and support are your Division faculty members and the Dean of Students and Academic Affairs. Please do not hesitate to call on any of those persons whenever you have a need to do so. If you need a listing of your division heads or other contacts in the division, please contact April Forbes at MCC or Lynn Duit at ECC for a listing.

B. Suggestions for 1st Day of Class

The first day of class is sometimes a bit traumatic for both the instructors and the students. Hopefully, some of these suggestions might help make it a bit less so. If anyone has other activities that they find work well, please let us know so we can include them in this list.

1. Smile and relax. Make sure that students are supplied with a syllabus when they enter the room. Placing them on the desk closest to the door and asking students to pick one up on the way in might save a little time. Otherwise, passing them out early in the period and then going over a few of the important details, such as assignment schedules, important dates for papers or exams and required materials might help clarify goals and objectives of the course. Some instructors prefer "getting acquainted" or other activities before passing out the syllabus.
2. Take attendance at the beginning of each class period. Put attendance in your grade book for a hard copy and after class post attendance on the computer. (See attendance procedures above.) All instructors must take attendance daily to meet financial aid requirements. Points for attendance cannot be given or taken away, but you can have classroom participation be a part of the grading system.
3. Give an overview of the course, the major objectives, any rules and regulations, etc.
4. Make sure the students know how to contact you outside of class for help. Set up office hours, provide your e-mail address, and phone numbers, if you wish. This information should be on your syllabus, but remind them they are there to be used when needed. Often, the best time for adjunct instructors to meet with students is just before or just after class. If you prefer not to have your home phone number available to students, which is perfectly okay, you are not required to make that number available; however, including an email address minimum is helpful. Please also make sure that if this is your only form of contact information on the syllabus, you will need to make sure you are checking your email messages on a frequent basis.
5. Remind students before the end of class to check their syllabus for the assignments for the next class meeting.

6. Make sure the students realize they will have to work in your class, but if they keep up with the material and come in each day with the right attitude, they can also enjoy learning the subject. It is vital that you instill confidence and a positive attitude in your students. NEVER tell students you feel unprepared for the course. Remember: You know more than they do!
7. Ice Breakers
 - a. To help break the ice in a class it may be helpful to have a short class discussion, focusing on why each student is interested in your particular course and what they hope to learn from it.
 - b. Perhaps you could have each student introduce her or himself and tell the class her/his particular interests or hobbies. Many students do not know anyone and it may help them begin to make friends on campus, particularly in the fall semester.
 - c. Play a name game. There are all types of games, but here is an example:
 Have students write their name and 3 things about themselves on an index card. Have them attach it to their shirts or hold it up while the students mingle and chat for 15 minutes. At the end of the time, have everyone sit down and choose one student to begin. The first student states his/her name and says at least one thing about him/herself. Then, he or she introduces one other student and relates something he/she learned about the second student. The second student introduces him/herself, reintroduces the first student, and chooses someone new to introduce. The next students must introduce all the previous students and someone new until it comes to the instructor, who will know everyone's name and something about each student. It is easier than it sounds and really is a fun activity that helps break the ice in what could be, to many students, an otherwise scary setting. (But, please, let's not all play this one game or we will have a campus revolt!)
 Note: Some classes may not be conducive to playing games or you may not find these icebreakers workable in your situation. The important thing is to try to make the classroom a comfortable learning environment.
 - d. Tell a story. Get students involved by telling them a story related to your field. (Perhaps you could relate to them how you spent this past summer with Arthur Anderson auditing books for the Enron Corporation.)
8. Most importantly, smile and enjoy yourself.

C. Teaching Strategies

Important teaching strategies include:

1. Teachers should stick to the subject matter of the course and must cover course contents as specified by the college catalog, the instructor's syllabus, and department guidelines.
2. Showing confidence in your ability to teach, especially the first day or night of class. You should NEVER tell students you are unprepared to teach this course (or a particular section of the course). Remember: You always know more than your students, even if it is only a few pages or a chapter more!
3. Being prepared. Some teachers prepare extensive lesson plans, others work from thought-out outlines, and others may rely on deep experience or subject-matter knowledge. In any case, one does need class preparation.
4. Being knowledgeable. Any deepening or broadening experience in your content area will have a payoff in the classroom. Students are quick to observe and appreciate the teacher who knows his or her "stuff." Look for ways to enrich both your content area and your teaching strategies. We encourage you to attend trainings provided by the District. Sometimes you can even get a free lunch out of it!
5. Using a mix of methodology. The lecture method is often considered the best method of instruction, but it certainly is not the only method. Many of our students have been weaned on a multi-media approach to learning. Consider video and audio clips, slides and overheads, computer presentations (however, be careful not to overdo PowerPoint presentations), group activities, student presentations, guest speakers, hands-on activities, portfolio development, journals, outside assignments, and other techniques that come naturally to you.
6. Being genuine. Students rate knowledgeable instructors very high, of course, but at a nearly equal plane is the students' perception of you as a person. Human qualities of humor, respect, empathy, likeability, openness, etc. are rated very high in student evaluations. One can maintain a professional teacher/student relationship and still be perceived as warm and caring.
7. Being respectful and tolerant. Community college students come from a tremendous mix of age, gender, ethnicity, cultural background, religious preference, academic ability, sophistication, motivation, goal orientation, and so on. This mix can include also physical disabilities, learning disabilities, sensory impairments, mental illness, etc. We are an open-door institution, and it is a part of our job here to recognize the diversity and richness of our students, to respect it and be tolerant of it. We also have the responsibility to

help students grow in non-academic ways, as well as in the knowledge of our content. That requires a great deal of patience and tolerance on our part.

8. Being available. Students need to count on their instructor if they need help understanding course concepts, requirements, specific assignments, etc. It is a part of the teaching process to help our students succeed.

D. Assessment

Assessments must, of course, be tied directly to the aims of the course, to the text and other materials being used, and to the in-class lectures and activities. The creation of fair, valid quizzes and tests and other forms of assessment is a real challenge, and you may wish to get some assistance. Assessments can include objective measures, such as, Multiple Choice, True/False, matching, fill-in-the-blank, and short answer. You may also use subjective measures, such as, essays, oral presentations, individual and group demonstrations, projects, journals, portfolios, reviews (journals, books, performances, etc.), research papers, and more. The buzzword in recent years has been "authentic assessment," which means we should tie our assessments to activities that are relevant to the lives and applications of our students. Regular discussions with the faculty at the college about assessment is encouraged and expected.

E. Using Test Generators

Wonderful resources from the publisher back many of the textbooks in use today, including test generators. If you have a test generator available to you, we strongly urge you to give it a try. Most items from a test generator will be objective (M/C, T/F, etc.), but there may be some short answer and essay questions available for you as well. Most of the generators have been around for a while, and they have been pretty well "de-bugged." Items tend to be tied to specific objectives in the text, and, of course, answers to the questions are provided. If you need assistance using a test generator, ask for it!

F. Written Assignments

We are particularly concerned about the writing ability (or more accurately, the lack of it!) among many of our students. We strongly urge you to get your students to write, even in disciplines where writing is not normally a major component, and we urge you to provide feedback and guidance on their writing. If you feel uncomfortable with your own writing ability, ask for some assistance from your Division, the Dean of Students and Academic Affairs, or the staff at the Success Center (Room 406) at MCC and the Hub at ECC (Kruse-Main), or from the English faculty at Grinnell.

G. Professional Development

Regular on campus and online professional development will be structured with department faculty and with college administration to answer questions and encourage current pedagogy in your subject area.

XIII. CLASSROOMS

A. Room Request and Assignment

Lynn Duit, Academics & Human Resources Coordinator at ECC; April Forbes, Academic Affairs and Medical Assisting Office Associate at MCC; or Diane Karr at IVG, handle all classroom assignments. Classroom assignment tends to be based a bit on historical assignment; that is, one's class will probably end up where it was the last time it was taught unless there is a good reason to change it. Good reasons include class size, technology needs, availability, time conflicts, and access for disabled students, etc. You should discuss any classroom concerns with your Division faculty.

B. Technology

Essentially all classrooms are equipped with LCD projectors, computers or laptop terminals, TV monitors with DVD/VCR, writing surfaces, basic supplies, etc.

XIV. FACULTY MENTORS

Any new full-time instructor is assigned to a faculty mentor who is available to assist the instructor with procedures, policies, methods, etc.

XV. OVERVIEW OF LEGAL ISSUES AFFECTING TEACHING

Please see the student handbook for student conduct information which is located on our website at www.iavalley.edu.

XVI. ATTENDANCE GUIDELINES

A. Attendance Guidelines – Why?

Faculty members must record student attendance information daily throughout the semester.

This attendance record keeping is required for four primary reasons:

1. Federal financial aid regulations require attendance record keeping.
2. Improved retention results from regular attendance record keeping.
3. Enhanced learning results from regular attendance record keeping.
4. It affects student refund percentage.

Federal regulations outline the following:

1. Instructors are required to monitor class attendance for students to establish eligibility for financial aid, as well as, to allow students to remain eligible in subsequent terms. Students must attend all classes for which they have registered before financial aid will be applied to their charges. Students who intentionally stop attending a course are only able to receive financial aid for the time period in which they attended the course.
2. Federal regulations allow the U.S. Department of Education to reclaim financial assistance for the period of non-attendance. If absences are not recorded, financial aid may be improperly granted. The college would then be responsible for repayment of this money to the federal government.

The Financial Aid Office monitors attendance information to determine if student financial aid should be released. From a Financial Aid standpoint, this information is checked throughout the semester. When classes begin, reports are run that indicate which students have *never* attended their classes, at which time, financial aid is cancelled. Reports are also run that verify student attendance for each class. Each check that is released has had verification of student attendance performed. A student who does not have a satisfactory attendance pattern is not given his/her check and must demonstrate a consistent attendance pattern before he/she will receive any financial aid.


For students who are receiving checks beyond the initial period, attendance is verified once again before the next check is released. Financial aid is processed on a continual basis throughout the semester; therefore, it is imperative that attendance data is **recorded during the entire semester**.

Due to good record keeping, the college was able to reduce federal repayments from \$17,378 in 1999-2000 to \$1,405 in 2000-2001.

Attendance record keeping is worthwhile to save money, to improve retention rates, and to enhance learning.

B. Attendance Guidelines – How?

Attendance record keeping can be completed from any Internet-accessible computer on or off campus. If you need additional resources, you can locate them on the website in ANGEL under Faculty and Adjunct Resources, or contact April Forbes at MCC or Lynn Duit at ECC for training resources on this subject.

1. Log into a web browser
 - * For PC's running Windows OS, we recommend Internet Explorer, Firefox, or Mozilla.
 - * For Macs running OS X, we recommend Firefox or Mozilla.
2. Go to our ANGEL site at <http://my.iavalley.edu>
3. Log in using your **username** (should be your IVCCD ID number) and **password**.
4. Click on the appropriate course link displayed in the **Courses** nugget.
 - * This will take you to that specific course site. The course number and title will be displayed in the top right corner of your screen.
5. Click on the **Manage** tab (top right)
6. Under the **Course Management** nugget, click on the **Attendance** link. This will take you to the **Attendance Manager**.
 - * **IMPORTANT:** The **Preferences** link on top left of your **Attendance Manager** page will enable you to set the **Days of Week** your class meets by checking the appropriate boxes. Please **do not customize** the **Attendance Codes** under the **Preferences** tab. These have been determined by IVCCD Administration.
7. Click on the **specific date** for which you are entering attendance.
 - * Clicking on a student's name will enable you to view his or her attendance information, but you will not be able to enter attendance this way.
8. The following fields will be displayed for you: your course **roster** (under **#** and **user** headings), attendance **status** and **notes**.
 - * **Roster** (**#** and **User** headings) will include student names uploaded for you into the system. This roster will be updated daily.
 - * **Status** refers to the attendance status of your students. Refer to the table on the bottom of your screen for details.
 - * **Notes** enable you to add additional information about each student's attendance. (E.g. Left early for a dr.'s appointment.)
9. Enter attendance for each student.
10. If you wish to speed up the process, scroll down to the bottom of the page and change the default attendance setting (e.g. if you want to mark everyone P (present) for the day, choose the appropriate setting and save).
11. To run your attendance reports, click on the **Report** tab on top of your screen. Choose the **Class** category (or the **Learner Profile** category for an individual student) and the **Attendance** report. You can customize the rest based on your reporting needs. Feel free to use the **Show filter** option to customize your reports. Click **Run**. You may wish to save these reports on a regular basis (weekly or monthly) so you can refer to them later. Saved reports will be under the **Saved Reports** tab on your screen. You will be able to print these reports if you wish.
12. To log out of ANGEL mail, click the  log off icon on the left of your screen.

XVII. MCC STAFF DIRECTORY

Area, Title	Name	Extension	Email
Admin, Provost.....	Lilienthal, Dr. Robin	5730.....	Robin.Lilenthal@iavalley.edu
Executive Assistant.....	Hutzel, Renaie	5719.....	Renaie.Hutzel@iavalley.edu
Admin, Dean of Students & Acad Affairs.....	Russell, Dr. Chris.....	5716.....	Chris.Russell@iavalley.edu
Acad. Affairs/Med. Assist Assoc	Forbes, April	5570.....	April.Forbes@iavalley.edu
Eval. & Program Effect. Assoc.....	Thoms, Lara.....	5717.....	Lara.Thoms@iavalley.edu
Registrar.....	Thornton, Zoe	5706.....	Molly.Osmun@iavalley.edu
Registrar, Office Associate.....	Seim, Jan.....	5705.....	Jan.Seim@iavalley.edu
Student Finance Advisor.....	Bolen, Amber	5703.....	Matt.Daniels@iavalley.edu
Dean of Enrollment & Student Life	Redmond, Angie	5712.....	Angie.Redmond@iavalley.edu
Sr. Admissions Couns/Sec Progrms Dir.....	Beare, Jennie.....		Jennifer.Beare@iavalley.edu
Admissions, Office Associate.....	Good, Amy.....	5710.....	Amy.Good@iavalley.edu
Admin,Dir of Operations & Research	Brown, Mandy.....	5715.....	Mandy.Brown@iavalley.edu
Admin, Dean (IV Grinnell)	Nickle, MaryAnne.....	2202.....	MaryAnne.Nicle@iavalley.edu
Executive Assistant.....	Karr, Diane.....	2206.....	Diane.Karr@iavalley.edu
Admin, Dir of Retention & Lrning Services	Chua, Nate.....	5743.....	Nate.Chua@iavalley.edu
Cllg Trans AdvisorTRIO SSS Coord	Brown, Marnie.....	5728.....	Marnie.Brown@iavalley.edu
TRIO SSS Coordinator	Fox, Mandy	5759.....	Mandy.Fox@iavalley.edu
MCC/MEP Outreach Counselor	Jaimes, Joan.....	5714.....	Joan.Jaimes@iavalley.edu
Library Supervisor	Egherman, Mara	5692.....	Mara.Egherman@iavalley.edu
Office Associate.....	Kothenbeutel, Katie	5690.....	Katie.Kothenbeutel@iavalley.edu
Learning Services Specialist.....	Schwandt, Martha.....	5769.....	Martha.Schwandt@iavalley.edu
Admin, Instructional Designer	Struss, Joe.....	5646.....	Joseph.Struss@iavalley.edu
Director of Student Life & Athletics.....	Huntley, Dan	5670.....	Dan.Huntley@iavalley.edu
Coord. of Sports Info. & Compliance	Webster, Ricky.....	5667.....	Ricky.Webster@iavalley.edu
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Student Success Specialist.....	Freland, Aaron.....	5702.....	Aaron.Freland@iavalley.edu
SSS, Head Women's Basketball.....	Garber, Steve	5681.....	Steve.Garber@iavalley.edu
Coord. HS Relations/SSS	Gardalen, Connie.....	5740.....	Connie.Gardalen@iavalley.edu
Student Success Specialist	Ruiz, Valerie	5709.....	Valerie.Ruiz@iavalley.edu
SSS Industrial Tech	Slagle, Tyler.....	5744.....	Tyler.Slagle@iavalley.edu
Foundation, Executive Director	Geil, Carol.....	5747.....	Carol.Geil@iavalley.edu
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HR, Payroll	Sprouse, Suzanne	5537.....	Suzanne.Sprouse@iavalley.edu
Campus Supervisor of Plant Services.....	Bland, Chris	5593.....	Chris.Bland@iavalley.edu
Dir Student Engagement & Res Life.....	Brees, Chris	5679.....	Chris.Brees@iavalley.edu

XVIII. IV GRINNELL STAFF DIRECTORY

Area, Title	Name	Extension	Email
Admin, Dean (IV Grinnell)	Nickle, MaryAnne.....	2202.....	MaryAnne.Nicle@iavalley.edu
Administrative Office Assoc.	Karr, Diane.....	2206.....	Diane.Karr@iavalley.edu
Student Services Office Assoc.....	Brenda Kremer	2203.....	Brenda.Kremer@iavalley.edu
Student Success Specialist			
Student Success Specialist	Michell Klinker-Feld	2239	Michelle.Klinker-Feld@iavalley.edu
Student Success Specialist	Katie Johnson	2218	Katie.Johnson@iavalley.edu

XIX. ECC STAFF DIRECTORY

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Admissions Counselor	Akre, Travis	8534	Travis.Akre@iavalley.edu
SSS (ADA/Career)	Noriega, Tuyet		Tuyet.Noriega@iavalley.edu
SSS (TRIO/Early Alert)	VACANT	8710	
Admissions & Reg Specialist	Ruch-Wesselmann, Tina	8524	Tina.Wesselmann@iavalley.edu
Director, Student Support Svcs/TRiO Dir	Self, Tracie	8510	Tracie.Self@iavalley.edu
Learning Services Specialist	Koehrsen, Wanda	8587	Wanda.Koehrsen@iavalley.edu
Admin, Bookstore Supervisor	Arends, Kristie	8533	Kristie.Arends@iavalley.edu
Office Associate	Jensen, Jodie	8541	Jodie.Jensen@iavalley.edu
Office Associate	Borkowski, Tami	8541	Tami.Borkowski@iavalley.edu
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Educational Equity Policy Statement

It is the policy of the IVCCD to provide equal educational and employment opportunities without discriminating on the basis of race, religion, color, creed, marital status, national origin, age, disability, sexual orientation, gender identity, or sex in its educational programs, activities, practices, and policies.

Marshalltown Community College and Iowa Valley Grinnell students who feel they have been discriminated against are advised to contact Dr. Chris Russell, Equity Officer, at 641-844-5716 or Chris.Russell@iavalley.edu. Complaints may also be filed with the Iowa Civil Rights Commission in Des Moines at (515) 281-4121, or with the Office for Civil Rights, U.S. Department of Education, in Chicago, IL, at (312) 730-1560.

Ellsworth Community College students who feel they have been discriminated against are advised to contact Tracie Self, Equity Officer, at 641-648-8510 or Tracie.Self@iavalley.edu. Complaints may also be filed with the Iowa Civil Rights Commission in Des Moines at (515) 281-4121, or with the Office for Civil Rights, U.S. Department of Education, in Chicago, IL, at (312) 730-1560.

Iowa Valley Continuing Education students who feel they have been discriminated against are advised to contact Jacque Goodman, Equity Officer, at 641-844-5640 or Jacque.Goodman@iavalley.edu. Complaints may also be filed with the Iowa Civil Rights Commission in Des Moines at (515) 281-4121, or with the Office for Civil Rights, U.S. Department of Education, in Chicago, IL, at (312) 730-1560.

The institution shall provide program activities, a curriculum and instructional resources which will reflect the racial and cultural diversity present in the United States and the variety of careers, roles, and lifestyles open to both men and women in our society. The curriculum, programs, and services shall foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society.

It is the policy of the Iowa Valley Community College District to affirmatively recruit women and men, members of diverse racial/ethnic groups, and persons with disabilities for job categories where they are underrepresented. A fair and supportive environment will be provided for all students and employees regardless of their race, color, creed, gender, marital status, national origin, religion, age, physical or mental disability or sexual orientation. Harassment of a sexual nature or with demeaning intent related to any legally protected characteristic, made from one employee to another, from an employee to a student or vice versa, and from one student to another is a violation of this policy.

Employees or applicants who feel that they have been discriminated against may file a formal complaint through the District Complaint Procedure. Grievance forms may be obtained from the Vice Chancellor of Administrative Services, the Provost of the Colleges at either Ellsworth C.C. or Marshalltown C.C. the Vice Chancellor of Iowa Valley Continuing Education or the Vice Provost at Iowa Valley Grinnell.

Inquiries or grievances related to this policy may be directed to: Margi Boord, Equity Officer, Iowa Valley Community College District, 3702 S. Center Street, Marshalltown, IA 50158, (641) 844-5523 ; the Director of the Iowa Civil Rights Commission in Des Moines (515) 281-4121; the Director of the Region VII Office of the United States Equal Employment Opportunity Commission; or the Director of the Region VII Office of Civil Rights, United States Department in Kansas City, Missouri (816) 880-4200.

Federal

- a. Title VI – 1964 Civil Rights Act (Race and National Origin)
- b. Title IX of the 1972 Educational Amendments (Gender)
- c. Section 504 of the 1973 Vocational/Rehabilitation Act and American Disabilities Act of 1990 (Disability)
- d. Age Discrimination Act of 1975

State

- a. Section 256 Iowa Code
 - Nondiscrimination/School Boards
 - Integration of students on the basis of race, national origin
 - Multicultural, nonsexist education
- b. Chapter 19B.11 – Equal Employment Opportunity and Affirmative Action
- c. Chapter 280 Iowa Code – services to limited English proficient students