

# Resident Faculty Manual



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***St. Augustine College Mission***

St. Augustine College is an independent, bilingual (dual language) institution of higher education created under the auspices of the Episcopal Diocese to make the American system of higher education accessible to a diverse student population, with emphasis on those of Hispanic descent; to strengthen ethnic identity; to reinforce cultural interaction; and to build a bridge to fill cultural, educational and socio-economic gaps.

- From the St. Augustine 2013-18 Strategic Plan

“STRENGTHENING THE BRIDGE TO A BETTER FUTURE  
IN A BILINGUAL WORLD”

Approved by Board of Trustees May 16,  
2013

“St. Augustine College will continue to advance as an institution of higher education that is nationally and internationally recognized for its accessibility and for quality programming that is in demand in a globalized economy serving the Latino community and other underrepresented groups.”

# St. Augustine Resident Faculty Manual

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# Introduction

This Faculty Manual describes the policies and procedures related to the values, roles, responsibilities, and rights of the Resident Faculty and the Adjunct Faculty at St. Augustine College. An annual Adjunct Faculty Manual provides additional detail for Adjunct Faculty.

## I. The Organization of St. Augustine College

### ***Section 1. St. Augustine College Board of Trustees***

As a not-for-profit 501(c)3 institution of higher education, St. Augustine College is guided by the Board of Trustees. The role of the Board is to support and lead the College in the fulfillment of its mission:

*St. Augustine College is an independent, bilingual (dual language) institution of higher education created to make the American system of higher education accessible to a diverse student population with emphasis on those of Hispanic descent; to strengthen ethnic identity; to reinforce cultural interaction; and, to build a bridge to fill cultural, educational, and socio-economic gaps.*

The Board sets the policies that govern and guide the College and selects, appoints, advises, and evaluates the President of the institution.

As adopted in September, 2003, and amended in October, 2007, and 2013, “The Board (with relation to the faculty) has the ultimate authority to:

- Article II: Section 1 (e) Approve institutional policies bearing on faculty appointments, benefits, promotion, and dismissal as well as personnel or antidiscrimination policies for other categories of employees.
- Article II. Section 1 (k) Approve such policies consistent with providing students an academic and social environment that promotes learning as well as the development of each student’s abilities to the fullest extent possible.
- Article II, Section 1 (l) Approve such policies that protect academic freedom and contribute to the best possible environment for the faculty to teach, pursue their scholarship, and perform public service consistent with the College’s mission, goals, philosophy, and financial resources.”

By action of the Board of Trustees, a non-voting faculty member and a non-voting staff member, each selected by peers, sit at all Board meetings. These representatives have the responsibility for sharing concerns from the respective constituencies and for reporting to those constituencies regarding relevant Board actions.

The faculty also elects a faculty member to serve as a non-voting member on two committees of the Board of Trustees: Development and Academic/Student Affairs.

### ***Section 2. The President***

The President of the College is the leader and chief administrative officer of the College. The President is responsible for implementing the vision and policies of the Board of Trustees. The President is also the

representative of the College to the community and is responsible for upholding the values and the mission of the College in the community.

As a member of the academy, the President encourages and supports raising the standards of scholarship in the College and, thereby, continually improves the quality of education that the College offers to its students.

The President appoints the vice-presidents, deans, chairs and directors, and oversees the daily functioning of the College with the persons in leadership roles of the College.

### ***Section 3. The President's Cabinet***

The President's Cabinet is the principal organizational body. The Cabinet meets to consider major concerns and issues of the College, affirming or advising the Board on actions or recommendations affecting the mission, policies, procedures, and financial status of the College. The Cabinet includes the President, Dean of Student & Academic Affairs, Dean of Instruction, Vice President for Finance, Vice President for Institutional Advancement, Vice President for Work Force Development, Vice President for Research, Technology & Systems, Senior Director for Marketing Strategy, and the Director of Financial Aid.

### ***Section 4. Academic Affairs Committee Structure***

The Academic Affairs system consists of three committees: Academic Council, Assessment and Learning Resources Committee, and the Personnel Committee. Each committee is comprised of the Dean of Instruction, the department chairs and two faculty members one of which is elected by the Faculty Council and the other is the Faculty Council President. Each committee has meetings scheduled monthly.

Committees in the Office of Academic Affairs include the Academic Council and other committees made up of faculty and/or staff that provide various services to the College. Membership on the Academic Council consists of the Dean of Instruction, department chairs, and two faculty representatives, of which one is the president of the Faculty Council. A committee is normally created within the Office of Academic Affairs through the Dean of Instruction. Faculty may propose initiatives for committee work as well. The President of the College may also create a committee.

### **Academic Council**

The Academic Council is led by the Dean of Instruction, and is responsible for assuring the coherence of curriculum, approval of new programs and courses, academic policies, and accreditation issues.

Each academic department has its own process for assessing curriculum needs and initiating changes. Individual departments must consult with other academic departments when considering changes in process, content, or administration. These matters must then be presented to the Academic Council in order to be recommended by the Academic Council for submission to the President's Cabinet when appropriate.

Discussion and decisions related to academic policy issues that include several departments may be initiated by the Dean of Instruction, a department chair, or faculty member.

All faculty have a voice in the Academic Council through their respective department chairs. When the Academic Council seeks to approve new programs or studies major issues related to academic affairs, the Faculty Council is informed of these actions through the president of the Faculty Council, who is a member of the Academic Council.

## **Assessment and Personnel Committees**

Faculty searches are led by the Dean of Instruction or the Dean's designee and include the Chairperson of the Department, a faculty member from that department, and a faculty member from another department. The Committee identifies the top candidates and presents them to the President for a final decision.

An Ad Hoc Personnel Committee may be developed to review and make recommendations regarding professional development, hiring procedures of resident and adjunct faculty, promotion policies, evaluation procedures, and grievances. It may also oversee the updating of the Faculty Manual, Adjunct Faculty Manual, and can make recommendations regarding general policies and practices in the Student Manual and St. Augustine Human Resources Manual. Significant changes in these policies are to be brought to the President's Cabinet by the Dean of Instruction.

The Assessment Committee is responsible for creating, overseeing, analyzing, and acting on the academic assessment activities of the academic departments. Each department submits Program Assessment Reports which summarize assessment for the year with recommendations to improve program outcomes and tasks to be accomplished in the next academic year for a minimum of two courses per semester.

## ***Section 5. Department Chairs***

Department chairs are appointed by the President with the recommendation of the Dean of Instruction and serve a term at the discretion of the President. Chairpersons serve as leaders in each department, administering and supervising all departmental activities including hiring, evaluation, curriculum development, assessment, and supervision. Chairpersons are expected to teach two courses per semester (typically 50%) while their responsibilities to the institution include administrative and departmental activities (30% to 50% ) with any remainder for professional development and other activities.

The Dean of Instruction may assign additional responsibilities to the chairpersons as needed.

## ***Section 6. Coordinators and Program Directors (field and clinical)***

Coordinators and Program Directors are Resident Faculty with specific time allocated, as determined by the Dean of Instruction and the department chair, to assist the chair in the administration of the department. They are responsible for the supervision and assignment of adjunct faculty, oversee the implementation of the Master Syllabi for their respective course responsibilities, and may perform an associate role in the day-to-day running of a department. Coordinator descriptions will be updated in June 2016.

All adjuncts will be observed by their Course Coordinator or their designee in their first semester. This observation can be in-person or electronic (videotaped). All faculty should be observed every two years by the Course Coordinator and observations recorded in their record. This information will become a part of resident faculty annual reviews.

Course Coordinators are responsible for maintaining uniformity within courses through uniform exams and program competencies.

## **Section 7. Resident Faculty**

Resident Faculty are faculty who are salaried and ranked. As a professional body, Resident Faculty have a commitment to improve the level of scholarship and academic performance of the College, their departments and in their fields. Specifically, as described in Part III, expectations include:

- Academic Responsibilities;
- Service Responsibilities;
- Special Projects (if applicable); and
- Professional Development and Annual Goals.

Faculty share in the responsibility of maintaining, reviewing, changing, and implementing policies and practices related to the academic affairs of the college. The academic program includes all matters related to curriculum, assessment, degree requirements, programming, course credits and class loads, disciplinary policies, attendance policies, service and other matters as may be determined by the Dean of Instruction or the President.

The terms and conditions of Resident Faculty appointments follow in Part IV.

## **Section 8. Adjunct Faculty**

Adjunct faculty are integral to the mission and integrity of the institution, and support the instructional, assessment, and classroom management responsibilities of the Resident Faculty. Adjunct faculty are exempt from the service responsibilities of Resident Faculty. Adjunct faculty are expected to maintain their credentials and remain current in their field.

Adjunct Faculty are contracted on a course-by-course basis at the recommendation of the Coordinator or the Department Chair. Adjunct Faculty must hold appropriate credentials and experience in their field of instruction.

Every adjunct faculty is required to follow the Master Course Syllabus for their assigned course(s) and to utilize instructional and assessment materials provided by the coordinator or chair of the department or designated resident faculty to which the adjunct is assigned. Each department may invite adjunct faculty to department meetings. Adjunct faculty are expected to attend the Fall and Spring General Faculty Meeting, which is normally held on the Thursday of the week before classes begin. Newly hired adjunct faculty are expected to attend the new adjunct faculty orientation held on the Saturday before the semester begins.

Adjunct faculty work under the supervision of and are accountable to their respective coordinator and/or chair. Retention or dismissal is at the discretion of the coordinator and chair in consultation with the Dean of Instruction or the President as appropriate. Receipt of a contract in one semester does not guarantee a contract in the following semester.

The expectations of adjunct faculty are included in the “St. Augustine Adjunct Faculty Manual.”

## **II. Expectations of Faculty**

All faculty of St. Augustine College represent the College when they perform related duties at any site, in social media, or when they represent the College at related professional events. In this sense they are expected to understand and support the College Mission and Vision at all times.



## **Section 1. Academic Responsibilities**

St. Augustine College is an institution whose primary purpose is to turn students into successful learners. Therefore, the primary duty of all faculty is to ensure a supportive learning environment and instruction that leads to the expected learning outcomes.

## **Section 2. Professional Conduct**

Resident and Adjunct Faculty are expected at all times to conduct themselves in an ethical and professional manner and to follow the College's policies and maintain proper standards of conduct at all times. The "Ethical Principles in University Teaching," which are appended to this document, define the nine principles to which a St. Augustine faculty member is expected to adhere:

Principle 1 – Content Competence

Principle 2 – Pedagogical Competence

Principle 3 – Dealing with Sensitive Topics

Principle 4 – Student Development

Principle 5 – Dual Relationships with Students

Principle 6 – Confidentiality

Principle 7 – Respect for Colleagues

Principle 8 – Valid Assessment of Students

Principle 9 – Respect for Institution including but not limited to refraining the following:

- violations of the College's policies or safety rules;
- smoking on any College property;
- fighting or threatening violence in the workplace;
- insubordination;
- possession, use or sale of alcohol and/or controlled substances on work premises or during work hours, while engaged in company activities of in company vehicles;
- unauthorized possession, use or sale of weapons; firearms, or explosives on work premises;
- theft or dishonesty;
- sexual harassment or other unlawful harassment;
- disrespect toward fellow employees, customers, visitors, or other members of the public;
- boisterous or disruptive activities in the workplace;
- conducting outside work while on College time or using College property, equipment or facilities in connection with outside work at any time;
- unauthorized use of telephones, mail/e-mail systems, copying, duplication, or other employer-owned equipment;
- poor attendance or poor performance;
- unauthorized absence from workstation; and
- allowing children and/or pets in the classroom.

For additional information, faculty should read the 'Ethical Principles in College Teaching,' found in the Appendix.

Faculty who violate any of the above in a demonstrable way may receive a verbal warning, written warning, suspension without pay, or terminated from employment at St. Augustine. A decision regarding probation, suspension or termination due to a failure of professional conduct, when that conduct does not

constitute an unlawful act, may be reviewed by the Personnel Committee and, for Resident Faculty only beyond the first year, may then be appealed through the Grievance Process.

Any violation that constitutes an alleged unlawful act by any faculty will be referred immediately to civil authorities and is not subject to the grievance process.

If any member of the college community believes that a faculty member has violated any of the ‘Ethical Principles in College Teaching,’ a grievance may be initiated as outlined under the Grievance Procedure of this manual.

In support of St. Augustine’s mission, cultural sensitivity is expected. Faculty should review the article found at the online newsletter Faculty Focus. The link is [www.facultyfocus.com/articles/teaching-and-learning/five-competencies](http://www.facultyfocus.com/articles/teaching-and-learning/five-competencies). The article serves as an introduction to the importance of cultural competence in teaching.

### ***Section 3. Sexual Harassment***

St. Augustine firmly prohibits sexual harassment of any employee, including faculty, by another employee, supervisor or third party. Harassment of third parties, including students, by St. Augustine employees, including faculty, is also prohibited. The purpose of this policy is not to regulate the morality of employees. It is to ensure that in the workplace, no employee is subject to sexual harassment. While it is not easy to define precisely what sexual harassment is, it may include: unwelcome sexual advances, requests for sexual favors, and/or verbal or physical conduct of a sexual nature including, but not limited to, sexually-related drawings, pictures, jokes, teasing, uninvited touching or other sexually-related comments. The conduct prohibited by this policy includes conduct in any form including but not limited to e-mail, voicemail, chat rooms, Internet use or history, text messages, pictures, images, writings, words or gestures.

Procedures for addressing complaints of Sexual Harassment are located in the Human Resources Policy Manual and the Student Handbook.

### ***Section 4. Ethical Conduct***

#### ***Nepotism***

Faculty support the principle that the hiring of faculty and staff shall be an open and fair process. A member of an employee’s family may be considered for employment by the College, provided that the applicant’s credentials and experience match the position requirements.

However, an employee may not supervise an individual if the supervisor has an on-going personal relationship, including but not limited to, marriage, or if that individual is a member of the supervisor’s family. Department chairs or directors may not hire family members for positions in their own departments, nor may family members be hired for positions in departments where other family members are already working. Department also means an office, program, division or other budgetary unit. “Familial relationship” within the meaning of this policy means two employees (or an employee and a job applicant) in the relationship of husband, wife, father, mother, brother, sister, son, daughter, uncle, aunt, nephew, niece, grandfather, grandmother, grandson or granddaughter, or any of those relationships arising as a result of marriage (for example, brother-in-law).

## **Conflict of Interest**

Faculty should not be making or influencing decisions that benefit them personally or professionally and which may have a detrimental effect upon the College or a member of the College community. Examples include hiring adjunct faculty or other staff for unnecessary classes/services that provide some benefit to the faculty (or the faculty's family).

Similarly, full-time faculty who are teaching extra course(s) beyond their expected teaching responsibilities cannot allow those courses to interfere with their responsibilities as a full-time faculty member of the College. Courses 'outside' of one's contract are not to interfere with faculty responsibilities during the regular work week. Chairpersons have the right to limit the number of courses that a faculty member teaches beyond the agreed-upon workload for the semester. Also, faculty are not allowed to engage in 'double-dipping.' In this situation a full-time faculty member is being paid to perform an expected service (such as teaching or holding office hours) while being paid for a second service (e.g., tutoring), that would be included in the expected responsibilities of a full-time faculty member.

For further information on conflict of interest, faculty should consult the St. Augustine HR Manual.

## **Section 5. Academic Freedom**

In order to fulfill the Mission of the College, this faculty manual is consistent with the 1940 AAUP Statement of Principle on Academic Freedom and Tenure (with 1970 Interpretive Comments). The principles include, but are not necessarily restricted to: the right and responsibility to provide an education that is open to the pursuit of knowledge and truth for the benefit of society. All areas of scholarship—discovery, teaching, application, and integration—must be free from restraint and orthodoxy.

The expression of political ideas, religious views, and artistic presentations related to teaching and scholarship may not be restricted when relevant to class content and when presented in a manner allowing for respectful discussion and the presentation of other points of view.

Faculty have the final responsibility to select the texts and materials appropriate for their teaching. Faculty are entitled to full freedom in research and in the publication of results. However, research, and the development of certain teaching materials (e.g., distance-based learning materials) for pecuniary return must be based upon an understanding with the College.

When speaking as a private citizen, faculty must clearly communicate that s/he is not speaking for St. Augustine College.

## **Section 6. St. Augustine Communications**

### **Use of electronic mail as primary institutional communications mode**

Every faculty member, staff, and student is assigned a St. Augustine e-mail address that is expected to be used for all St. Augustine communications between faculty, staff, and students, as well as for outside business. Faculty are expected, in keeping with this policy, to check for messages daily. Any emergency notification will be sent to your St. Augustine e-mail address, which is another reason to check your e-mail routinely.

Note: It is in the best interest of faculty (i.e., legally) to use their St. Augustine email always when communicating with students and other parties. Occasionally a problem may arise, and its resolution may require the monitoring of faculty email. If a faculty member has used a private email address, the College will be unable to support (through email verification) the faculty member's position. Faculty should know that by communicating with others through SAC email, the College can support faculty by providing proof of electronic communications. Bottom line: Communicating with others through private email can be risky for faculty.

Last, faculty should not assume that SAC email is private and confidential. Your email account is the official means by which information is disseminated among employees. Any emergency notification will be sent to your St. Augustine College e-mail address.

Every employee and student is assigned a St. Augustine College e-mail account that must be used for all St. Augustine communications among employees, students, and all other business contacts. To comply with federal law and protect you in case of a legal challenge, you **MUST** use your College e-mail account in all matters related to the College. All communications are archived to assure a record in case of a legal challenge. To underscore, it is essential that you **NOT** use personal e-mail accounts for any communications with other employees, faculty or students, or for any other College-related business.

## ***Section 7. Institute Days, Faculty Meetings, and Workshops***

There are several opportunities each year for Resident and Adjunct Faculty to learn of the affairs of the College, receive information on initiatives and policies, consider new responsibilities and expectations, and develop recommendations on issues and problems. It is expected that resident faculty will attend these events.

- Faculty Institute: The President and the Office of Academic Affairs, prior to the start of Fall semester, host a "Faculty Institute" to which the Resident Faculty are expected and Adjunct Faculty are strongly encouraged to attend. This is customarily over two days for all new issues, policies and directives to be discussed, including the College mission, governance, organization, systems, syllabi, classroom management, electronic recordkeeping, student assessment, legal and security matters, annual evaluations, IT services and other matters.
- General Faculty Meeting: The President and the Office of Academic Affairs, before the start of the Fall and Spring semesters, host the General Faculty Meeting to consider new issues and concerns facing the College. Resident and Adjunct Faculty, both new and returning, also receive syllabi, textbook and assessment assignments, other expectations, new rules, regulations and procedures.
- New Adjunct Faculty Orientation: All new Adjunct Faculty are expected to attend the New Adjunct Faculty Orientation before the first semester in which the Adjunct Faculty member teaches. The Workshop covers the areas of mission, Adjunct Faculty expectations for quality instruction, assessment & student engagement, College policies & procedures, legal & security matters, IT & emergency information, and other matters concerning class management. This orientation is held on the Saturday before classes begin in both the Fall and Spring semesters.
- Department meetings: Department chairs may hold an orientation for faculty at the beginning of each semester regarding the department's mission, objectives, major responsibilities and assignments, policies and procedures.
- Other meetings or workshops as may be needed.

Last, special institute days or workshops may be scheduled during the academic year to address new curricula or programs, policies and procedures, scholarship, assessment, technology, or other matters.

## ***Section 8. Class Meetings***

Typically, classes are held in three hour and twenty minute blocks once a week, with a fifteen minute break during the second hour, and each week represents 1/16 of the semester's class activity.

The class schedule is part of the contractual agreement between the College and the students. All faculty must abide by the posted hours of the schedule. It is the faculty's responsibility to notify appropriate College personnel when they are delayed or prevented from arriving at a class meeting. Faculty will (1) notify the department chair or coordinator as designated at the beginning of the semester, and (2) notify the respective site director or designee as identified at the beginning of the semester.

In the event of the absence of Resident Faculty, it is the Resident Faculty's responsibility to make a plan with their Department Chair as soon as they (Resident Faculty) is aware of the need for an absence.

Rescheduling is prohibited unless authorized by the chair of the department involved. In this case, two (2) conditions must be met: (a) rescheduling would represent a benefit to the class, superior to a possible substitution; (b) the class must unanimously agree, i.e. 100% of students registered, including absent students. The unanimous agreement must be verified by the pertinent chair or his/her designee.

## ***Section 9. Classes, Office Hours, Grading and Recordkeeping***

Every semester resident faculty have advising hours prior to the beginning of the first class and after classes have ended. Advising hours are 11am – 7pm during the week and 9am -6pm. More finalized language is needed for faculty presence available 30 minutes prior to the first class of the day until 30 minutes after the beginning of the last class each day.

All resident faculty present a proposed weekly schedule to their respective department chair for approval. This includes their availability expected at least one hour before or after each course they teach at the same scheduled time throughout the semester.

Upon approval by the Department Chair the Resident Faculty's schedule will be submitted to the Dean of Instruction, the Course Coordinator, and the appropriate Site Director(s) prior to the first week of class. This schedule will be the expected schedule of the Resident Faculty for the remainder of the semester unless revisions are made and approved by the Department Chair. If scheduled hours include work from home, the expectation is that the faculty is available by telephone during office hours.

In addition, all resident faculty members at St. Augustine College are responsible to:

- prepare and teach classes according to the departmentally prescribed syllabus template, which is to be submitted with all details and proposed modifications to the department chair at the beginning of each semester. Please note that the syllabus is also a contractual agreement with the student for the course.
- utilize effective teaching strategies and demonstrate appropriate classroom management.
- report attendance accurately for each class meeting each week.
- schedule and be available to students during office hours at least one hour after morning classes and one hour before evening classes.
- respond to all phone calls, e-mails, and other communications on a timely basis, typically within one business day.

- complete Student Performance Notices **before the 5<sup>th</sup> week of classes:** (1) to prescribe a remediation plan for a student with a low level of academic performance, or (2) to notify the student and the Advisor of any notable improvement from previous low academic performance.
- grade students according to academic performance, using only the following designations:
  - A Superior
  - B Good
  - C Average
  - D Minimum Passing
  - F Failure
  - I Incomplete (Incomplete report form must accompany grade list)

### **Incomplete Grades (I)**

If a student is passing a course and misses the final examination or fails to complete a major course assignment, the instructor may assign a grade of “I”. For this grade to be assigned, the following conditions apply:

- The decision to give the grade of incomplete is solely the responsibility of the faculty and the academic department.
- Incomplete grades (I) are given after student requests in writing an incomplete grade, and/or the faculty determines that an ‘I’ grade is acceptable, such as when the student is unavailable to make the request personally.
- Incomplete grades should be given only to students who have demonstrated responsible conduct towards meeting the course requirements and extenuating circumstances have prevented the student from completing some of the course requirements.
- Students must provide documentation describing the circumstances for requesting an incomplete.
- Incomplete grades cannot be requested after the semester has ended.

The instructor must: a) fill out an “incomplete grade report” form for each student who receives an incomplete grade; b) indicate the current student grade on the incomplete grade report; c) explain what the student needs to do in order to complete the course; and d) maintain grade records for the period of time required to remove the incomplete.

An incomplete grade must be removed by the end of the following semester. If during a whole semester the student does not change his/her grade, the “I” automatically becomes “IF”. Once the IF grade is assigned, the course has to be taken again if credit is to be received. In the case of courses, whose content requires practicum, the student will have up to two semesters to remove the incomplete, subject to approval from the Dean of Instruction.

If the incomplete grade represents an impediment for graduation, the incomplete grade must be removed prior to the end of the 13th week of the semester in which the student is graduating.

Submit the following grade reports:

1. A partial/mid-term grade report for each course indicating academic performance of the student up to week 8.
2. A signed Final Grade Report with the confirmation of enrollment and the official letter grade to the Registrar by the Wednesday after final exams have ended.

3. A grade calculation sheet using MS Excel, to the coordinator and/or department chair, showing the quantitative calculation of the students' grades along with copies of the midterm and final exams. The Excel file grade sheet should clearly reflect the guidelines and expectations of the course as outlined in the course syllabus.

## **Section 10. Class Off-campus or at Another Site**

Faculty who schedule a class off-campus (field trip, visit, etc.) should follow these procedures:

1. Include the event in the course syllabus, inform students three or four weeks before the event, and remind them weekly after that. Students who have been absent from these class sessions should be notified by means of their Advisor.
2. Obtain the official form from the Office of Academic Affairs. Complete it and send it to your department chair for approval. The chair will sign it, authorizing the trip, and return it to you.
3. Public transportation is the recommended means. If for special reasons the college bus is requested, its use will be contingent upon departmental recommendation and availability.
4. Notify the Office of Academic Affairs and the Site Director (for classes at the Satellites) of the date and time you will be off-campus with your class, so that they know that the class is not going to meet in the room listed on the class schedule.
5. Ordinarily students who bring their children when they come to class will leave the children at the Child Care Center at the site. If Child Care Services are needed at another site, the request should be made to the Director at least one week in advance.

Instructors are covered by the college's liability insurance when they are off-campus with students for an activity sponsored by the college. If a student sues the instructor, the instructor is protected by the college liability insurance. However, if a student is hurt, there is no medical coverage.

## **III. Resident Faculty Responsibilities**

Faculty responsibilities include academic, service, and individual development components as described below. Upon return to work in August of a new academic year, resident faculty will develop current year responsibilities with the department chair using the Faculty Responsibilities Form. The chair will present the completed form to the Dean of Instruction for approval. The Faculty Responsibilities Form will be revisited with the chair again at Week 5 of the semester and again at the beginning of the second semester. The faculty member will be expected to complete a self-evaluation based on his or her progress towards goals on the Faculty Responsibility Form at the end of each academic year. Information in the Faculty Responsibilities Form and the faculty member's self-assessment will be used in the development of the annual assessment completed at the end of each academic year by the department chair.

### **Section 1. Academic Responsibilities**

As the College's intellectual leaders for curricular development, Resident Faculty provide fully prepared current instruction that meets desired learning outcomes, provide academic advising and career related counseling to students as needed, actively engage in retention activities; identify and assist at-risk

students, mentor and support adjunct faculty, and provide support for department and institutional initiatives.

Resident Faculty are expected to be familiar with library materials, online databases, and other research tools, and demonstrate a facility with basic technology applications the administrative computing system of the College.

Essential functions include:

- Develop and submit updated course syllabi annually using approved template.
- Plan and teach assigned courses up to 16 hours per semester.
- Ensure that content of the course matches the expected course competencies and that these objectives are measurable and that in-class and out-of-class assignments are documented in the course syllabus as required for Federal Compliance (See full SAC Credit Hour Policy under Section X)
- Review Student Course-Instructor Evaluations at the conclusion of every semester.
- Support retention activities including documented communication with both student and administration regarding attendance and progress. (Including timely submission of attendance and Student Performance Notice Forms).
- Provide syllabi and direction for all adjunct faculty teaching courses for which responsible, mentor adjuncts as requested, and assist in the classroom review to assure that students are achieving the expected learning outcomes.

## **Section 2. Service Responsibilities**

Activities which facilitate and improve the functioning of the College internally—at the disciplinary, departmental, or institutional level - are recognized and evaluated as part of a Resident Faculty member's contributions to the College. These responsibilities are modeled after Boyer's, *Scholarship Reconsidered: Priorities of the Professoriate* (1990).<sup>1</sup> Minimally, the essential functions include:

### **SERVICE TO STUDENTS:**

- Assist students with registration and academic advising as needed, as well as career related advising options.
- Aid in the early identification and support of at-risk students.
- Work with the Department Chair and/or Dean of Instruction to resolve student concerns.
- Serve as an advisor to student organizations or clubs as needed.
- Post and maintain office hours and contact information

### **SERVICE TO THE DEPARTMENT AND COLLEGE:**

- Attend regularly scheduled department or program meetings, in-service workshops, college-wide faculty meetings and graduation.
- Normally serve on at least two department or college committees.
- Program review: Work with department and college to continually enhance program curriculum to stay current with the workforce demand.
- Sharing information about your program with other departments, such as Admissions and Career Services.

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<sup>1</sup> Boyer, E. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. NY: Carnegie Foundation for the Advancement of Teaching.



- Attend advisory board meetings as requested.
- Adhere to and publicly support the College's policies and procedures, included but not limited to the Faculty Manual and the College Catalog.
- Administrative responsibility for a department if applicable.

**SERVICE TO THE COMMUNITY:**

- Serve as a positive representative of the College in local community activities. Service to the Community must be College-related, be reflected in the Resident Faculty Responsibilities Form, and/or have prior permission in writing from the department chair.

### ***Section 3. Special Projects***

Special projects may be any project as identified or approved by the President, Dean of Instruction, or chairperson as appropriate.

Faculty engaged in approved research projects are expected to follow all laws and policies related to ethical behavior while doing research. Proposals for research involving college resources, records, or human subjects are submitted to the department chair. Upon approval by the chair, the proposal is referred for final approval to the Dean of Instruction and the Institutional Review Board. The President's Cabinet shall act as the Institutional Review Board in compliance with Title 45, Public Welfare, Department of Health and Human Services, Part 46—Protection of Human Subjects (45 CFR 46).

### ***Section 4. Professional Development***

It is the responsibility of each resident faculty member to participate in activities related to individual professional development. Essential functions include:

- a. Be involved in continual professional development in respective field, or for institutional needs, including outside training and educational opportunities to enhance your content knowledge and/or teaching skills.
- b. Submit an updated curriculum vitae and evidence of professional development through the portfolio used for contract renewal.
- c. Annually submit Faculty Responsibilities Form to the Chair and Dean of Instruction for review and approval.
- d. Provide documentation of continuing professional growth and activities, including presentations and scholarly activities.

Resident faculty are to consult with department chairs in order to coordinate and plan for faculty and departmental professional development needs. An annual allowance is budgeted for each Resident Faculty member for professional development. It is expected that professional development funds be applied only for sessions or activities in the faculty member's field, and support the faculty member's fulfillment of the first expectation (a) above.

Advanced studies. Resident faculty who wish to participate in advanced studies to earn another degree, professional certification, or specialization must consult with the department chair to assess the benefits to the College, to facilitate scheduling, and to allocate appropriate responsibilities to other faculty. The department chairperson, Dean of Instruction, and President must approve the arrangements, in writing. The resident faculty member must remain at the college for at least one year after the completion of the advanced studies.

If a reduction in teaching duties is requested, the requesting faculty member's salary may be adjusted commensurate with reduced responsibilities, or the faculty member may commit to extra teaching assignments at a later date. The faculty member is responsible for all financial arrangements for advanced studies.

## **IV. Faculty Appointments, Rank and Promotion**

### ***Section 1. Appointment of Resident Faculty***

Each department chair communicates requests to fill resident faculty positions to the Dean of Instruction, who passes the request to the President for approval. The request for full-time faculty is made through the annual budgeting process, which begins in early spring. Following the discussion between the chair and dean, the position description is then written by the department chair, approved by the Dean of Instruction, and posted by Human Resources.

Announcement of openings for resident faculty positions are open, advertised, and continue for at least one month to allow a qualified pool of applicants.

It is the responsibility of the department chair to oversee the interviewing process and assure appropriate documentation from candidates, including:

- Completed St. Augustine application for employment;
- Vita/resume and references;
- Official transcripts of previous college work from all attended institutions of higher learning. (In the case of foreign degrees, the official evaluation by an agency specializing in educational credential evaluations is required.)
- Portfolio, if applicable or requested.
- Evidence of facility with basic technology applications.
- Demonstrated ability to teach in both English and Spanish desired and may be required.

In addition to the evidence of appropriate academic degrees and required experience, applicants may be asked to teach and provide a writing sample.

As appropriate, once a position announcement is approved, the Dean of Instruction or the Dean's designee will appoint a Search Committee including the department's chairperson, and three faculty members, including one from another department. All resident faculty members of the department may meet applicants and participate in the interviewing process if possible. The Dean of Instruction may participate in the interviewing process as needed.

The department's chairperson is responsible for delivering the Search Committee's recommendation of the preferred candidate to the Dean of Instruction. If the candidate is considered appropriate for the position, the Dean will present a recommendation to the President, whose decision is final.

### ***Section 2. Special Appointments***

On occasion, the President of the College (or a member of the community) may nominate a person whose credentials and experience are felt to meet a special need or circumstance for a one year appointment. Such special appointments could include professor emeritus, distinguished professor, or guest (visiting) professor. Compensation for these appointees should reflect the salary scale approved for St. Augustine faculty, although a special allowance may be made for exceptional appointments. Such appointments are

made at the discretion of the President of the College. Special appointments should not be construed as replacing a resident faculty member.

### **Section 3. Faculty Ranks<sup>2</sup>**

St. Augustine College recognizes four faculty ranks of faculty -- Instructor, Assistant Professor, Associate Professor, and Full Professor. Resident faculty may be appointed to any rank as determined by credentials, teaching experience at St. Augustine, and external experience.

#### **Instructor:**

1. Ph.D., Ed.D., other terminal degree (M.D., J.D. M.F.A. in Fine Arts, etc.) or Master's degree in one's field from an accredited institution in the field in which one is expected to teach, but without the requisite teaching or professional equivalent experience to be ranked as Assistant Professor; OR

To meet faculty needs unique to the mission and programs of St. Augustine, a Bachelor's or Associate degree from an accredited institution, at least two year's successful professional experience, and a specialized skill in the content area/field in which one is expected to teach.

2. Professional references.
3. Recommendation of the chair of the department and the Dean of Instruction, and approval of the President of the College.

#### **Assistant Professor:**

1. Ph.D., Ed.D., other terminal degree (M.D., J.D. M.F.A. in Fine Arts, etc.) or Master's degree in one's field from an accredited institution.
2. At least two years successful professional experience in one's field; and
3. Promotion by Rank Promotion Committee or Appointment by Search Committee.
4. Professional and peer references.
5. Recommendation of the chair of the department and Dean of Instruction, and approval of the President of the College.

#### **Associate Professor:**

1. Ph.D., Ed.D., M.D., J.D., M.F.A. in Fine Arts or other terminal degree or a Master's degree in one's field from an accredited institution
2. For faculty with a Ph.D., Ed.D., M.D., J.D., M.F.A. in Fine Arts or other terminal degree in one's field from an accredited institution, a minimum five years at the rank of assistant professor or equivalent professional rank.

For faculty with a Master's degree, a minimum of seven years with the rank of assistant professor or equivalent professional rank.

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<sup>2</sup> The policies and procedures for rank promotion at St. Augustine College are scheduled for review by a Rank Promotion Committee appointed by the Dean of Instruction for the FY 2016-2017 academic year.

Credit may be given for teaching at the rank of assistant professor at another accredited institution.

3. Professional and peer references.
4. As adjudged by the Rank Promotion Committee (promotion) or the Search Committee (appointment), demonstrated teaching or equivalent professional experience appropriate to the rank of Associate Professor as evidenced by evaluations,/references, portfolio materials or equivalent substantiation, demonstrated excellence in teaching or professional experience, respect among peers internally and extramurally, outstanding service to the college or profession and/or community, and excellence in administrative and/or department duties.
5. Recommendation of the chair of the department and the Dean of Instruction of the President of the College.

### Full Professor:

1. Ph.D., Ed.D., M.D., J.D., M.F.A. in Fine Arts or other terminal degree in one's field from an accredited institution.
2. Ten years teaching or professional equivalent experience, with at least five years as associate professor or equivalent professional rank, and at least two years at St. Augustine. Years as an associate professor at another accredited institution may be recognized.
3. Professional and peer references.
4. As adjudged by the Rank Promotion Committee (promotion) demonstrated teaching or equivalent professional experience appropriate to the rank of Full Professor as evidenced by evaluations/references, portfolio materials or equivalent substantiation, demonstrated excellence in teaching or professional experience, respect among peers internally and extramurally, outstanding service to the college or profession and/or community, and excellence in administrative and/or department duties.
5. Recommendation of the chair of the department and the Dean of Instruction, and the approval of the President of the College. In chart form, these requirements are:

RANK	DEGREE REQUIREMENT	YEARS OF ACADEMIC OR PROFESSIONAL EXPERIENCE	OTHER REQUIREMENTS
Full Professor	Terminal degree	**10 years teaching or professional equivalent **5 years @ Associate or equivalent **2 years @SAC	**Professional & peer references **Rank Promotion Committee recommendation
Associate Professor	Terminal or Master's degree	**Terminal degree & 5 years @ Asst. or equivalent **Master's & 7 years @ Asst. or equivalent	**Professional & peer references **Rank Promotion Committee (promotion) or Search Committee (appointment) recommendation
Assistant Professor	Terminal or Master's degree	**At least 2 years professional experience in conjunction with additional personal professional development accomplishments such as certifications, licenses, related publications, or grant recipient.	**Professional and peer references **As appropriate, Rank Promotion Committee (promotion) or Search Committee (appointment) recommendation
Instructor	Terminal or Master's degree or, to meet unique	BA/AAS must have 2 years professional experience & specialized skill or credential	Professional references

needs, BA or AAS	to meet unique SAC needs	
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Consideration may be given to Full Time Equivalent teaching experience at St. Augustine for Adjunct Faculty to qualify for Assistant Professor rank if hired into the Resident Faculty.

#### **Section 4. Faculty Evaluation, Notification, and Contracts.**

The evaluation of resident faculty begins in the first weeks of the semester. At that time faculty and department chairs outline for the year the general responsibilities and goals for each faculty member. (See “Resident Faculty Responsibilities Form” attached.). The table below lists the dates for evaluations to be conducted, when notice is to be given of the decision to recommend for next year or not, and the date a recommendation becomes effective.

#### **Calendar for Resident Faculty Working with Ten Month Contract\***

<b>Timetable For contract</b>	<b>Month of evaluation</b>	<b>Notice given of intent to renew or dismiss**</b>	<b>Effective date for renewal</b>
<b>First Year</b> of a 1 yr. contract	March	April 2 or earlier	Intent to offer contract is to be emailed no later than 5/15**
<b>Probationary</b> 2 <sup>nd</sup> yr.	On-going	April 2 or earlier	
<b>Year 2</b> , 1 <sup>st</sup> yr. of 2 yr. contract	no evaluation unless dean, chair, or faculty member requests		
<b>Year 3</b> , 2 <sup>nd</sup> yr. of 2 yr. contract	February 15	April 2 or earlier	Intent to offer contract is to be emailed no later than 5/15***
<b>Year 4</b> , 1 <sup>st</sup> yr. of 3 yr. contract	No evaluation unless dean, chair, or faculty member requests		
<b>Year 5</b> , 2 <sup>nd</sup> yr. of 3 yr. contract	No evaluation unless dean, chair, or faculty member requests		
<b>Year 6</b> , 3 <sup>rd</sup> yr. of 3 yr. contract	February 15	April 2 or earlier	Intent to offer contract is to be emailed no later than 5/15***

\*Resident Faculty who perform duties throughout the summer months are outside of their resident contracts and require alternative contract arrangements.

\*\*Faculty who will not receive a contract for the next academic year are expected to turn in all grades, laptop, and non-personal course materials (such as desk copies) no later than May 31.

\*\*\*Due to budget cycle, intent to offer contract will be made electronically (i.e. e-mail). Faculty are expected to respond to the offer made electronically. Final salary numbers will not be known typically until late May (or later) after Board of Trustees has approved the College’s budget.

Note: As of Spring 2013, successful completion of a three-year contract will normally result in the offer of another three-year contract. However, based upon the evidence of the portfolio submitted by the faculty, as well as documentation from the chair, or dean, a department chair may offer a contract of fewer years, including probationary status, or dismissal.

Should a reduction in force for resident faculty, either at the departmental or College level, be necessary due to exigent circumstances, the circumstances and the specific guidelines for the reduction in force shall be detailed by the President's Cabinet. The team will establish the necessary deadline for the reduction in force and the number to be suspended. A representative Faculty Committee shall then be designated by the Faculty Council to recommend, given the circumstances and guidelines, how the reduction in force should be carried out with consideration for program requirements, faculty expertise and projected enrollment. The decision of the President, based on the determinations of the President's Cabinet is final.

## ***Section 5. Resident Faculty Promotion***

It is the responsibility of the Resident Faculty seeking promotion to initiate the process leading to a promotion in rank. If eligible to seek promotion, the faculty member must complete:

1. A letter of intent filed no later than May 15<sup>th</sup> addressed to the department chair and Dean of Instruction. The applicant will be notified no later than May 31 by the chair/dean if he/she meets minimum eligibility requirements for promotion to the next rank.
2. The portfolio is due on or before September 15<sup>th</sup>, and will be reviewed from October through February. The applicant for rank promotion will be notified at the time of contract renewal of the rank promotion decision.

Promotion to a higher rank indicates that a Resident Faculty member has demonstrated superior (exemplary) performance in the fulfillment of her or his duties.

Beginning in August of 2017, Faculty Rank Promotion Committees of three individuals of the rank or above for all eligible faculty will be identified by the Dean and serves for all potential rank promotions for the respective rank during a 3 year period (ie. For August 2017 appointees, the committee will exist for three academic years – through May 2020). The Committee is chaired by the Dean of Instruction or a member of the committee designated by the Dean.

Faculty who become eligible for promotion while working on a special project may seek promotion during that period.

After a thorough review of the portfolio, the Faculty Rank Promotion Committee makes a recommendation for or against promotion which is communicated to the President of the College by the Dean of Instruction. The Dean informs the President of both the committee's initial formation and any recommendations throughout the period. The President makes the final decision.

## **V. Faculty Workloads**

### ***Section 1. Resident Faculty Workload***

The Resident Faculty meet in the classroom and/or labs no more than four times per week under the regular contractual terms. By using semester hours to determine workload, Resident Faculty teach no more than sixteen credit hours per semester. This is predicated on the assumption that Resident Faculty engage in service and committee work, professional development, and special projects as specified in the annual "Resident Faculty Responsibilities Form."

Resident faculty negotiate the work load for each academic year with the department chair, including time for administrative assignments, major projects, teaching responsibilities, committee work or other service. Faculty workloads are made according to departmental and college needs, and are agreed upon by all

parties (faculty, chair, Dean) through the Resident Faculty Responsibilities Form. It is the Faculty Responsibilities Form which then provides the guide for faculty evaluation.

The department chair presents the entire department's work load for the academic year to the Dean for final approval with adjustments at mid-year if necessary.

## ***Section 2. Academic Advising***

In some academic programs, faculty are expected to be Academic Advisors per agreement with the Dean of Instruction. The Academic Advisor provides orientation in the selection of major, area of concentration, and specific courses. In addition, the Advisor will monitor the progress of the student by means of attendance reports, partial grade reports and student performance notices from faculty, and/or other notifications from faculty.

Academic Advisors make special arrangements for students in need of academic support by referring them to Student Services for tutoring or other services.

The full responsibilities of the Academic Advising System are contained in the Student Manual.

## ***Section 3. Assignment of Faculty to Externally-Funded Projects***

St. Augustine College has on occasion received grants for special projects which require the participation of full-time faculty. The following provisos apply in such eventualities.

Assignment of faculty to externally-funded positions, whether part time or full time, is considered to be released time. It follows from this that:

1. The time served in this position accrues toward promotion and seniority.
2. If a member of the faculty must devote all of his/her time to the new position, the College guarantees that when the project is over the faculty member will return to his/her position in the corresponding academic department.
3. The academic department that loses a member who moves to such a position may hire a full-time replacement on a temporary basis if it so desires.
4. Unless otherwise determined, externally-funded positions are in effect during the academic year. However, if the nature of the project requires that the faculty member work beyond the 10-month academic period, she/he will be compensated accordingly.
5. Faculty engaged in special projects should be compensated at no less than their current academic rank, and is entitled to the same amount of vacation time as any other member of the faculty, unless otherwise provided in the grant contract.

# **VI. Resident Faculty Evaluation**

## ***Section 1. Purposes of Evaluation***

Evaluation of faculty has two functions. The first is to improve faculty contributions to the mission of the institution in areas such as teaching, curriculum development and assessment, materials preparation, faculty training, and service to the College and community. The second purpose of evaluation is to assist in the process of continued employment and rank promotion. The decision to promote, dismiss, or offer long-term employment is documented through the evaluation process.

## **Section 2. Self-Evaluation**

The evaluation for faculty begins with a self-evaluation. This is a written report that accompanies the faculty portfolio.

The self-evaluation is a narrative that summarizes the faculty member's scholarly activities as well as projected yearly goals and outcomes.

Faculty use the basic outline of the attached 'Resident Faculty Responsibilities Form' for the self-evaluation narrative. The completed 'Resident Faculty Responsibilities Form' is submitted to the department chair with the self-evaluation. Faculty may include explanatory and illustrative comments within the portfolio to highlight the role and value during the review of the faculty member's work.

In addition, each faculty member will do an evaluation of her/himself using the "Faculty Performance Review Form" which is found in the appendix. The department chair then will use the portfolio, the completed 'Resident Faculty Responsibilities Form,' and the faculty member's self-evaluation to complete the Performance Review. When the department chair has completed a faculty performance review for that faculty member, the chair and faculty meet to discuss the faculty member's evaluation.

## **Section 3. Portfolios for Evaluation and for Rank Promotion**

The portfolio is an essential item to be used for the evaluation of faculty. The portfolio is the most significant way for a faculty member to present her or himself for evaluation or rank promotion.

A teaching portfolio is a description of a faculty member's teaching and scholarship work that is supported by relevant data. A portfolio includes selected samples of work that illustrate how the faculty member's teaching, scholarship, and service has been fulfilled for the period of time she/he is being evaluated. Faculty should refer to the outline in the appendix for a guide on organizing a portfolio. It is recommended that faculty create a file when first hired that will store all possible documents for use in the portfolio. Faculty are welcome to solicit advice from peers or supervisors for completing the portfolio.

Portfolios for promotion are more comprehensive than a portfolio used for evaluation, in part due to the greater length of time involved teaching and working at a certain level of rank. A portfolio for promotion should attempt to present the development and history of the faculty member's work. Information and evidence related to college service activities should be included, as well as any scholarly activity and service beyond the classroom. (See attachment F in the appendix for an outline of what the portfolio may look like.)

Elements that should be included in a Portfolio for Rank Promotion presentation include:

- Clarify scholarly responsibilities and teaching philosophy.
- Role in the department with regard to various functions.
- Select items or evidence based on the role and responsibilities above. This could include syllabi, handouts, lecture notes, specialized materials developed, etc. Faculty may also include comments from others, written comments from student evaluations, or tapes of actual class sessions. a statement of teaching responsibilities including course titles, numbers, enrollments and demographics, a brief description of the way each course was taught and how the courses fit into the overall mission of the department.
- Products of teaching. Currency in the field, represented by changes in the courses as new developments in the field arise, currency of reading materials assigned or drawn on for course



presentations, attendance at professional conferences that resulted in changes in content or methods of teaching.

- An explanatory/descriptive statement on each item to show how the materials collected reflect teaching skills and values.

## ***Section 4. Probation or Dismissal of Resident Faculty***

If a resident faculty performance is determined by the chair of the department to be unsatisfactory, the department chair will refer a recommendation to the Dean of Instruction.

After a review of the faculty member's performance and the department chair's evaluation, the Dean may recommend contract renewal, a one year probationary appointment or dismissal. Reasons for dismissal may include incompetence, persistent neglect of duties and responsibilities, personal behavior such as substance abuse that harms one's professional work, improper relations with students, insubordination, a demonstrable violation of the 'Ethical Principles in University Teaching' or any other action that is not consistent with St. Augustine's mission or values. For first year faculty or second year probationary faculty, the Dean's decision is final.

(Unlawful acts including destruction of property, harassment, theft, assault, including sexual assault or a felony conviction away from the campus will result in suspension or dismissal and immediate referral to civil authorities. No grievance procedure is available under these circumstances.)

If probation is recommended, the department chair should meet at least bi-monthly with the faculty member on probation to discuss and review the faculty member's work. Faculty who do not improve performance while on probation may be dismissed or offered a second probationary year.

## **VII. Evaluation of the Chairs and the Dean of Instruction**

### ***Section 1. Evaluation of Chairs***

The Dean of Instruction evaluates Resident Faculty members who also serve as department chairs. The evaluation is based upon performance of the stated Resident Faculty Responsibilities Form objectives related to service as the department chair. The calendar for the evaluation of department chairs follows the calendar used for the evaluation of faculty.

### ***Section 2. Evaluation of the Dean of Instruction***

The Dean of Instruction is evaluated by the President. Resident faculty may be asked to advise the President on the Dean of Instruction's annual performance review. Evaluation of the Dean of Instruction can also be initiated by the faculty of St. Augustine.

## **VIII. Resident Faculty Grievance Procedure**

The purpose of the grievance procedure in the Office of Academic Affairs is to formally resolve allegations of unprofessional and/or unethical behavior by any resident faculty, department chair, or Dean

of Instruction. The process may also be used regarding employment and rank matters of a Resident Faculty member, excluding any probationary period. Note: a different grievance procedure is used for other employees of the College, and can be found in the College's Human Resources Policy Manual.

## **Section 1. Grievance and Dismissal Proceedings**

Prior to creating a Hearing Committee, the immediate supervisor of the person against whom the grievance is made will investigate the complaint and make one of two recommendations:

- a. Recommend in a written report that the initial investigation found no grounds for remedial action;
- b. Document the grounds to commence a formal grievance procedure.

Actions that may be criminal should be immediately referred to civil authorities as described above.

## **Section 2. Hearing Committee**

If grounds for a formal grievance procedure are confirmed, or if the complaining party still requests a hearing after receiving a copy of any recommendation that there are no grounds for remedial action, a Hearing Committee should be formed within one week of receipt of the written recommendation or request.

The Hearing Committee shall consist of the Dean of Instruction (unless he is a party to the grievance), the supervisor of the person against whom the grievance has been filed, and three faculty members from different departments. If the department chair or Dean of Instruction is the focus of the inquiry, the President shall appoint another person to serve in their place.

Once the committee has been formed, the committee chair must give a written statement to the subject of the grievance, notifying him or her of the committee's formation and who are the members comprising the committee. The subject will also be given notice of the hearing, who filed the grievance, and the substance of the grievance being investigated. The subject then has one week to respond after receiving official notification of a hearing.

A grievance hearing does not follow the formal rules of court procedure. The committee's responsibility is to work toward a conclusion that is just and fair, and is reached in a reasonable period of time. The Hearing Committee should strive to complete its process within five weeks after the subject of the grievance has responded to the official notification of the hearing.

The committee will select a chair to conduct the process, facilitate the committee's activities beginning with the notification letter to the subject being investigated, and present the committee's confidential written recommendations and rationale to the President.

The committee will hold its deliberations in private, and maintain confidential records of all interviews and deliberations. Such records may not be released except by decision of the President of the College.

During the period leading up to the proceedings and the time until a final decision is made by the President, the subject shall continue to work and be paid. However, should safety issues or harm to anyone appear possible (or as indicated by a court order limiting contact or communication), the subject may be suspended from her or his regular duties by the President. During any suspension period, the faculty member shall also continue to be compensated, unless legal considerations indicate otherwise (such as a plea of guilty in a court of law, or imprisonment).

### **Section 3. Final Decision**

Upon concluding the hearing(s), the committee will make a preliminary recommendation. The President and the subject of the grievance will be notified in writing of the committee's recommendation.

If the President disagrees with the committee's recommendation, the President shall return the recommendation to the committee accompanied by the President's objections or recommended modifications, if any.

Upon consideration of the President's objections, the committee shall render a final recommendation. Sanctions may include, but are not limited to:

1. Written reprimand
2. Probation with specific improvement plan
3. Temporary suspension with specific conditions for return
4. Dismissal

The committee can also find that the grounds for the grievance are unfounded.

The President of the College makes the final decision to accept the Hearing Committee recommendations, but may modify the decision recommended by the committee.

## **IX. Faculty Benefits<sup>3</sup>**

The College has developed a comprehensive set of employee benefit programs to supplement our employees' regular wages. Our benefits represent a hidden value of additional income to our employees.

This Manual describes the current benefit plans maintained by the College.

Refer to the actual plan documents and summary plan descriptions if you have specific questions regarding the benefit plan. Those documents are controlling.

**The College reserves the right to modify its benefits at any time.**

### **A. Medical Insurance**

Eligible full-time employees and resident faculty may enroll as a single employee, an employee and spouse, an employee and dependent children, or a family contract after completing their probationary period.

Information and enrollment forms may be obtained from the Director of Human Resources.

To assist you with the cost of this insurance, the College pays a portion of the premium for all medical insurance contracts. You are responsible for paying the balance through payroll deduction. Please consult with the Director of Human Resources regarding the balance that is the employees' responsibility to pay for each plan.

Participating employees are also covered under our medical insurance plan's prescription drug and vision care programs.

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<sup>3</sup> Information contained in the Resident Faculty Benefits Section mimics information in the respective sections of the Human Resources Policy Manual Approved and Effective 10/01/10.

A booklet containing the details of the plan and eligibility requirements may be obtained from the Director of Human Resources.

Refer to the actual plan document and summary plan description if you have specific questions regarding this benefit plan. Those documents are controlling.

Upon termination you may be entitled to continuation or conversion of the group medical insurance plan in accordance with the terms of the policy and/or applicable state and federal law. (See COBRA section following.) For more information, contact the Director of Human Resources.

### ***B. Life Insurance, Long Term Disability Insurance and Accidental Death & Dismemberment***

Full-time employees and resident faculty may enroll in life insurance, long term disability insurance, and the plan's Accidental Death and Dismemberment rider after completing the probationary employment period. The College pays the full premium for these insurances.

Refer to the actual plan document and summary plan description if you have specific questions regarding this benefit plan. Those documents are controlling.

You must complete an insurance form and designate your beneficiary. Complete details of this plan may be obtained from the Director of Human Resources.

### ***C. Dental Insurance***

Full-time and part-time employees and resident faculty may enroll for dental insurance for the employee and dependents after completing the probationary employment period. The College pays the full premium for dental insurance.

A booklet containing the details of the plan and the eligibility requirements may be obtained from the Director of Human Resources.

If you have specific questions regarding this benefit plan, refer to the actual plan document and summary plan description. Those documents are controlling.

Upon termination you may be entitled to continuation or conversion of the group dental insurance plan in accordance with the terms of the policy and/or applicable state and federal law. (See the COBRA section following.)

### ***D. COBRA***

You and your covered dependents will have the opportunity to continue medical and/or dental benefits for a period of up to 18 months under the provisions of the Consolidated Omnibus Budget Reconciliation Act (COBRA) when group medical and/or dental coverage for you and/or your covered dependents would otherwise end due to:

- Your death;
- Your employment terminating, for a reason other than gross misconduct;
- Your employment status changing due to a reduction in hours;
- Your child ceasing to be a "dependent child" under the terms of the medical and/or dental plan;
- You becoming divorced or legally separated and losing your insurance from another carrier; or,

- You becoming entitled to Medicare, but a dependent is not.

In most cases, while you are entitled to group medical and/or dental coverage for this period, the coverage is at the full premium expense plus administrative fees to the employee or former employee.

A period of 36 months may be covered in very special circumstances.

In the event of divorce, legal separation, a child's loss of dependent status, or Medicare eligibility, you or a family member must notify the Director of Human Resources within 60 days of the occurrence of the event. The Director of Human Resources will notify the individuals eligible for continuation coverage of their right to elect COBRA continuation coverage in any circumstance that is affected by the College. Please see the Director of Human Resources for a description of all circumstances and requirements.

### ***E. Section 125 Plans***

The College offers a pretax medical insurance contribution option for full-time employees and resident faculty which is known as a Section 125 plan.

A Section 125 plan is a benefit plan that allows you to make contributions toward premiums for medical insurance, dental insurance and out-of-pocket medical expenses on a "before tax", rather than an "after tax" basis. Your premium contributions and qualified expenses are deducted from your gross pay before income taxes and Social Security are calculated.

To participate in this plan, complete an election form and return it to the Director of Human Resources. You cannot make any changes to your pretax contributions until the next open enrollment period, unless your family status changes or you become eligible for a special enrollment period due to a loss of coverage. Family status changes include marriage, divorce, death of a spouse or child, birth or adoption of a child or termination of employment of your spouse. A change in election due to a change in family status is effective the next pay period.

### ***F. 403(b) Qualified Retirement Plan***

Our College provides eligible full-time employees and resident faculty with a 403(b) Qualified Retirement plan which is an excellent means of long-term savings for your retirement. The College's contribution, if any, is determined by the College on an annual basis.

You may obtain a copy of the Summary Plan Description which contains the details of the plan including eligibility and benefit provisions from the Human Resources Office. In the event of any conflict in the description of any plan, the official plan documents, which are available for your review, shall govern. If you have any questions regarding this plan, see the Director of Human Resources.

### ***G. Social Security***

During your employment, you and the College both contribute funds to the federal government to support the Social Security and Medicare programs. The programs are intended to provide you with retirement benefit payments and medical coverage once you reach retirement age or are adjudicated to have a disability under the Supplemental Insurance (SSI) provisions.

### ***H. Unemployment Insurance***

Full-time or part-time employees only, upon termination from employment, may be entitled to state unemployment insurance benefits. Information about unemployment insurance can be obtained from the Director of Human Resources.

## ***I. Parent & Child Development Center Services***

The College provides child care services to all eligible employees as a benefit of employment. The College recognizes the responsibility employees have in securing a safe environment for their children; therefore, the Parent and Child Development Center is an appropriate solution and should be utilized for this purpose. For more detailed information, please contact the Parent & Child Development Center at the Main Campus.

- **Child Care Services:** All employees, including faculty, are eligible for the child care services program. Employees who have children from the ages of 3 to 5 years old who are not in school may bring their children to the child care. However, any child enrolled must be toilet trained. There is no fee for this service.
- **After School Program:** School-age children requiring only three or four hours of child care in the late afternoon may enroll for this option. Programs are established in each site to provide supervised programs or study/play areas.
- **Child Care Special Services:** A child in need of special services will be referred by College professionals to an appropriate program with parent(s) consent.

## ***J. Nursing Mothers in the Work Place Act***

The College will provide a reasonable amount of break time to accommodate a female employee's need to express breast milk for the employee's infant child. The break time must, if possible, run concurrently with any break time already provided to the employee. The College will make a reasonable effort to provide the employee with the use of a room or other location in close proximity to the employee's work area, for the employee to express milk in private.

An employee should notify her supervisor to request time to express breast milk under this policy. However, the College is not required to provide break time under this act if to do so would unduly disrupt the College's operations.

No overtime will be paid for time required to compensate for lactation breaks.

## ***K. Workers' Compensation Insurance***

On-the-job injuries are covered by our Workers' Compensation insurance policy. This insurance is provided at no cost to employees. If you are injured on the job, no matter how slightly, report the incident immediately to the Director of Human Resources. Consistent with applicable state law, failure to report an injury within a reasonable period of time could jeopardize your claim.

The College requests your assistance in alerting management to any condition that could lead to or contribute to an employee accident.

## ***L. Illness or Injury On-The-Job***

Employees who become ill on the job or suffer any work related injury, no matter how minor, are to report it to their immediate supervisor and the Human Resources Office to record the incident.

The Human Resources Office is responsible for developing and managing programs concerning employee health and safety. An injured employee's supervisor, in coordination with the Human Resources Office, may refer the employee to an outside medical facility for treatment.

## ***M. Life Threatening Illnesses***

Employees occasionally develop serious or life threatening illnesses. Our College is committed to supporting such employees' efforts to continue their normal pursuits, including working. When necessary and when required by law, the College will provide reasonable accommodations to otherwise qualified individuals with disabilities, including employees with serious or life threatening illnesses. All employees, including employees with serious or life threatening illnesses, must maintain acceptable performance standards.

An employee's medical information is confidential. Disclosure of employee medical information is restricted to limited situations where a manager or supervisor has a job-related reason to know it. Employees who disclose employee medical information without proper authorization will be subject to disciplinary action, up to and including termination.

Employees with questions or concerns about life threatening illnesses are encouraged to contact the Director of Human Resources for information and referral to appropriate services and resources.

## **X. Time Away From Work<sup>4</sup>**

Faculty ordinarily arrange for coverage of teaching and office hours during brief illnesses or personal emergencies. Faculty who are unable to be present for office hours, attend meetings, or teach a scheduled class(es) due to illness or emergency should inform the department chair or Dean of Instruction as soon as possible. When an illness makes it necessary to hire a replacement instructor, the faculty member must complete a sick leave form reporting the absence.

### ***A. College Holidays***

The College normally observes the following holidays during the year:

1. New Year's Day
2. Good Friday
3. Memorial Day
4. Independence Day
5. Labor Day
6. Thanksgiving Day
7. Day after Thanksgiving
8. Christmas Eve
9. Christmas Day
10. New Year's Eve

If one of the above holidays falls on Saturday, it normally is observed on the preceding Friday. If a holiday falls on Sunday, it normally is observed on the following Monday.

Eligible employees are entitled to receive Holiday pay accordingly upon hiring, including regular fulltime/part-time employee. Resident Faculty have paid holidays according to the published Academic Calendar and the individual faculty contracts.

All employees must work their scheduled workday before and after the holiday in order to be paid for the holiday, unless they are absent with prior approval from the supervisor. If an employee is absent on a

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<sup>4</sup> Information contained in the Time Away From Work section of the Resident Faculty Manual mimics information in the respective sections of the Human Resources Policy Manual Approved and Effective 10/01/10.

scheduled workday before or after the holiday due to an illness or injury, the employee must bring a physician's certification to verify the reason for the absence. When a holiday falls during an employee's paid absence, the absence can be extended for that holiday.

When eligible nonexempt employees work on a holiday, they will receive holiday pay plus wages at their straight-time rate for hours worked on the holiday unless overtime provisions apply.

### ***B. Winter Recess***

The College is closed for a Winter Recess between semesters, customarily from December 24 through January 1, although the dates may vary. The days within this period that are not holidays or weekend days are paid as normal work days.

### ***C. Sick Days***

Faculty ordinarily arrange for coverage of teaching and office hours during brief illnesses or personal emergencies. Faculty who are unable to be present for office hours, attend meetings, or teach a scheduled class(es) due to illness or emergency should inform the department chair or Dean of Instruction as soon as possible. When an illness makes it necessary to hire a replacement instructor, the faculty member must complete a sick leave form reporting the absence.

### ***D. Jury Duty and Witness Leave***

The College encourages employees to fulfill their civic responsibilities by serving jury duty or to participate in a court proceeding when summoned. Employees may obtain up to one week of paid jury or witness duty when called. More than one week of leave for jury duty must be approved by the President.

You must provide the Human Resources Office with a copy of the summons within ten days of the date the summons was issued or as soon in advance as practicable thereafter.

Employees must return to work if excused from jury duty during regular working hours.

### ***E. Election Judge Leave***

Non-exempt employees who choose to be an election judge may be granted unpaid leave on the day of an election or use vacation or personal days. Employees must provide at least 20 days written notice of the need for leave and provide documentation demonstrating the certification and the dates of the requested service.

Exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

### ***F. Military Leave***

Employees who are required to fulfill military obligations in any branch of the Armed Forces of the United States or in state military service will be given the necessary time off and reinstated in accordance with federal and state law.

The time off will be unpaid, except where state law dictates otherwise. Exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

Accrued vacation may be used for this leave if the employee chooses. Military orders should be presented to the Director of Human Resources and arrangements for leave made as early as possible



before departure. Employees are required to give advance notice of their service obligations to the College unless military necessity makes this impossible. You must notify the Director of Human Resources of your intent to return to employment based on requirements of the law. Your benefits may continue to accrue during the period of leave in accordance with state and federal law.

Additional information regarding military leaves may be obtained from the Human Resources Office.

### ***G. Family Military Leave Act***

Eligible employees who are the spouse or parent of a person called to serve over 30 days in the military may take up to 30 days of unpaid family military leave during the military service member's deployment. To be eligible for family military leave, employees must have been employed by the College for at least 12 months and worked a minimum of 1,250 hours during the 12 month period immediately preceding the start of the leave.

Employees must provide the College with at least 14 days notice for a leave lasting five or more consecutive workdays. For a leave of less than five days, employees must provide the College with as much notice as possible. All vacation and personal leave (but not sick or disability) must be exhausted before this leave is granted.

The College requires certification from the proper military authority to verify the employee's eligibility for the family military leave requested.

Additional information regarding this leave may be obtained from the Human Resources Office.

### ***H. Personal Leave of Absence***

Under special circumstances, full-time and part-time regular employees and resident faculty who have completed one year of employment may be granted a leave of absence without pay. The granting of this type of leave is normally for compelling reasons and is dependent upon the written approval of the President.

A personal leave may not exceed one year during which time no benefits will accrue.

The College makes no guarantee that an employee will be returned to the same or similar position held prior to the leave. For more information about a personal leave of absence, please ask the Director of Human Resources.

During leaves without pay, the insurance coverage of the employee lapses unless the employee elects to pay the premiums during such period under the provisions of COBRA. Arrangements to continue insurance coverage must be made with the Human Resources Office before the leave commences. For more information, contact the Director of Human Resources.

### ***I. Illinois Employee Blood (Bone Marrow or Organ) Donation Leave Act***

Employees who have completed six months or more of continuous employment may be eligible, in accordance with Illinois law, to receive up to one hour of paid leave to donate blood and up to two hours to donate platelets every 56 days.

Employees are entitled to up to thirty days of paid organ donation leave in any twelve month period to serve as a bone marrow or organ donor.

Please provide the Director of Human Resources with written verification of the purpose and length of each leave.

For more information regarding this leave, please see the Human Resources Office.

### ***J. School Visitation Rights Act***

Non-exempt employees who have completed six months or more of employment are allowed up to eight hours without pay during any school year to attend their child's school conference or classroom activity if such activity cannot be scheduled during non-work hours. Leave may not exceed four hours on any given day. Time taken for the leave may be made up in accordance with the School Visitation Rights Act. All accrued paid vacation, personal leave, and any other leave except sick or disability leave, must be exhausted before this time is granted.

Exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

You must provide at least seven days' advance notice for the time off, except in case of emergency. The leave should be scheduled so as not to disrupt the operations of the College. You must also provide documentation of the school visit within two working days of the leave.

### ***K. Bereavement Leave***

Full-time and part-time employees who have completed sixty days or more employment are eligible for three paid days for the death of an immediate family member. Members of the immediate family include spouses, parents, brothers, sisters, children, grandchildren, grandparents and parents-in-law. Additional days may be taken for Bereavement Leave as needed using accrued personal or vacation time. Resident Faculty must make appropriate accommodations for bereavement leave with the Dean of Instruction.

Requests for bereavement leave should be made to your supervisor as soon as possible. The College reserves the right to request written verification of an employee's familial relationship to the deceased and his or her attendance at the funeral service as a condition of the bereavement pay.

### ***L. Education Leave***

All full-time and part-time regular employees who have completed one year of employment are eligible for an unpaid education leave of absence to attend College full-time, during which time no benefits will accrue. Education leaves may not exceed one year.

Application for an education leave of absence must be made and approved by the President prior to registration at any other institution of higher education.

The College makes no guarantee that an employee will be returned to the same or similar position held prior to the leave. For more information about an education leave of absence, please ask the Director of Human Resources.

### ***M. Victim's Security and Safety Act***

Employees who are the victims of domestic or sexual violence or have family or household members who are victims of domestic or sexual violence may take unpaid leave up to a total of 12 workweeks during any 12-month period. Such leave must be used to:

- Seek medical attention for, or recover from, physical or psychological injuries caused by domestic or sexual violence to the employee or the employee's family or household member;

- Obtain services from a victim services organization for the employee or the employee's family or household member;
- Obtain psychological or other counseling for the employee or the employee's family or household member;
- Participate in safety planning, temporarily or permanently relocate, or take other actions to increase the safety of the employee or the employee's family or household member from future domestic or sexual violence or ensure economic security; or,
- Seek legal assistance or remedies to ensure the health and safety of the employee or the employee's family or household member, including preparing for or participating in any civil or criminal legal proceeding related to or derived from the domestic or sexual violence.

Affected employees must give the College at least two days notice of their intention to take leave for a purpose stated above, except for unscheduled or emergency court appearances or other emergency circumstances where it is not practicable to do so. In such a case, the College will take no action against affected employees if, within a reasonable time after the absence, they provide the College with documentary evidence that their absence was required for any of the above reasons.

The College will hold the information that employees provide to the College in order to request leave in confidence, except to the extent that disclosure is:

- ▶ Requested or consented to in writing by the employee; or,
- ▶ Otherwise required by applicable federal or state law.

Affected employees may elect to use accrued paid or unpaid leave (including family, medical, sick, annual vacation, personal or similar leave) for an equivalent period of leave time. Leave may be taken intermittently or on a reduced work schedule.

This Act does not create a right for employees to take unpaid leave that exceeds the unpaid leave time allowed under, or in addition to unpaid leave time permitted by, the Federal Family and Medical Leave Act.

### ***N. Federal Family and Medical Leave Act***

Eligible employees may take up to 12 weeks of unpaid family/medical leave within a 12-month period and be restored to the same or an equivalent position upon their return to work. In addition, eligible employees may take up to 26 weeks of unpaid family/medical leave within a 12-month period to care for a spouse, child, parent, or next of kin of a “covered service member” of the Armed Forces, including a member of the National Guard or Reserves, with a serious injury or illness. See the director of human resources for further information regarding Military Family Leave entitlements.

To be eligible for family/medical leave, you must have worked for the College for at least 12 months and for at least 1,250 hours in the past 12 months.

Eligible employees may take family/medical leave for any of the following reasons:

- The birth of your child and to care for such child;
- The placement of a child with you for adoption or foster care, and in order to care for the

newly placed son or daughter;

- To care for a spouse, child, or parent ("covered relations") with a serious health condition;
- Because of your own serious health condition that renders you unable to perform an essential function of your position; or,
- For qualifying exigencies arising out of the fact that the employee's spouse, child, or parent is on active duty or call to active duty status as a member of the National Guard or Reserves in support of a contingency operation.

Any leave due to the birth and care of such child or the placement of a child for adoption or foster care, and care of the newly placed child, must be completed within one year of the date of birth or placement of the child.

If you request leave because of a birth, adoption or foster care placement of a child or to care for a covered relation with a serious health condition, any accrued paid vacation, personal days, or sick days must be used first as part of your family/medical leave.

If you request leave because of your own serious health condition, any accrued paid vacation, personal, or sick days must be used first as part of your family/medical leave.

The substitution of paid leave time for unpaid leave time does not extend the 12-week leave period. Also, your family/medical leave may run concurrently with other types of leave.

During an approved family/medical leave, the College will maintain your health benefits under the same terms and conditions applicable to employees not on leave:

- If paid leave is substituted for unpaid family/medical leave, the College will deduct your portion of the health plan premium as a regular payroll deduction.
- If your leave is unpaid, you must pay your portion of the premium by making arrangements with the Director of Human Resources.
- Your health coverage may cease if your premium payment is more than 30 days late. If your payment is more than 30 days late, we will send you a letter to this effect. If we do not receive your co-payment within 15 days of this letter, your coverage will cease.

If you elect not to return to work at the end of the leave for at least 30 calendar days, you will be required to reimburse the College for the cost of the premiums paid by the College for maintaining coverage during your unpaid leave unless you cannot return to work because of a serious health condition for which medical certification is received or because of other circumstances beyond your control.

When spouses are employed by this College, they are entitled to a combined total of up to 12 weeks leave: (1) for birth, adoption, or foster care and in order to care for such a child; or (2) to care for a parent with a serious health condition (or 26 weeks if leave to care for a "covered servicemember" with a serious injury or illness is also used). Each individual is entitled to 12 weeks leave because of his or her own serious health condition or to care for the serious health condition of his or her child or spouse without counting leave time taken by the other spouse.

Leave due to a serious health condition may be taken intermittently (in separate blocks of time due to a

single health condition) or on a reduced leave schedule (reducing the usual number of hours you work per workweek or workday) if medically necessary. If the leave is unpaid, the College will adjust your salary based on the amount of time actually worked. In addition, while you are on an intermittent or reduced schedule leave, the College may temporarily transfer you to an available alternate position that better accommodates your recurring leave and that has equivalent pay and benefits. You must complete the appropriate family/medical leave forms. These forms are available from the Director of Human Resources.

If your need for family/medical leave is foreseeable, you must give 30 days prior written notice. If this is not possible, you must give notice to the Director of Human Resources as soon as is practicable (within one or two business days of learning about your need for leave). Failure to provide such notice may be grounds for delay of leave. If your need is because of a planned medical treatment, attempt to schedule the treatment to avoid disrupting the College's operations.

- Medical Certification for a Serious Health Condition

If you are requesting leave because of your own or a covered relation's serious health condition, the appropriate health care provider must supply medical certification. Obtain a medical certification form from the Director of Human Resources. If possible, you should provide a completed medical certification form within 15 days after you request leave. If you provide at least 30 days notice of your need for medical leave, you should provide the medical certification before your leave begins. If you do not provide the required medical certification in a timely manner, your leave may be delayed until it is provided.

The College, at its expense, may require an examination by a second health care provider designated by the College. If the second health care provider's opinion conflicts with the original medical certification, the College, at its expense, may require a third, mutually agreeable, health care provider to conduct an examination and provide a final and binding opinion. The College may require subsequent medical recertification. Failure to provide requested certification within 15 days if such is practical may result in delay of further leave until it is provided.

- Tracking Your Leave

The 12-month period in which leave may be taken is the calendar year.

- Reporting While on Leave

If you take leave because of your own serious health condition or to care for a covered relation with a serious health condition, contact the Director of Human Resources on a prescheduled basis regarding the status of the leave and your intention to return to work. In addition, you must give written notice as soon as is practicable (within two business days if feasible) if the dates of leave change or are extended or initially were unknown.

- Returning To Work

If you take leave because of your own serious health condition (except if you are taking intermittent leave), you must provide a medical fitness-for-duty certification from a certified health care provider that you are able to resume work before you return.

Employees failing to provide a medical certification form will not be permitted to resume work until it is provided.

Certain highly compensated employees or "key employees" may be denied restoration to their prior or equivalent position. Key employees are those salaried employees who are among the highest paid ten percent of employees within 75 miles of the worksite. Denial is based on the following conditions:

- a. The denial is necessary to prevent substantial economic injury to the employer;
- b. The employer has notified the employee of his or her "key" employee status as well as its decision to deny restoration should the leave take place or continue; and,
- c. The employee elects not to return to work after being notified of the employer's decision.

## ***O. Proper Documentation Required and No Work While on Leave***

Appropriate documentation for all leaves must be submitted to the Human Resources Office in order to prove eligibility for any leave.

Further, the taking of another job while on family or medical leave or any other authorized leave may lead to disciplinary action up to and including termination.

# **XI. Legal and Policy Obligations of the Faculty**

## **Code of Student Conduct**

St. Augustine College is an institution that provides educational services. It operates on the basis of consideration and respect for all members our community: faculty, staff, and students. For this reason, the College requires that students observe certain standards of behavior. If students do not want to risk disciplinary action, they must not engage in conduct which interferes with the requirements of appropriate behavior which the Board of Trustees has established for the operation of the College. **Please see the College Catalog, pp. 117-119 for the entire Student Code of Conduct.**

## **St. Augustine College Credit Hour Policy**

St. Augustine College assigns and awards credit hours that conform to commonly accepted practices in higher education. The College employs the *Federal Credit Hour Definition* in the assignment and awarding of credit hours, as stated in the following policy:

At St. Augustine College a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than—

- 1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester for each credit hour.

2) At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours.

For traditional **lecture-discussion and seminar** courses, a one (1) credit hour class meets 50 minutes per week over the course of the semester.

**Short-term courses:** Half-semester courses, summer session courses, and other courses offered over a different period of time will require the same amount of classroom and out-of-class work per credit hour as required of semester-long courses with that work distributed over the shorter period of time.

**Practica, Clinicals, Field Placements, Internships and Externships** require at least one full-time five-day week of professional practice or the equivalent over a longer period of time for one credit hour, or the combination of such with required coursework.

**Workshops and Contract Courses:** Credit-bearing courses offered for special populations by special arrangement will meet regular academic credit hour standards.

**Independent Study** will represent a minimum of three hours of student work per credit hour per week throughout the course of the semester or the equivalent work distributed over a different period of time.

Although the College does not currently offer **Distance Education, Internet or Hybrid (Blended) Courses**, should it choose to do so, the credit hour policy will be consistent with the standards of courses offered through face-to-face instruction, although some or all of content delivery and faculty-student interaction could occur through one or more forms of distance education.

### **Request for Information from External Parties/Organization**

Whenever an instructor receives a request for specific information from entities outside the College (e.g. Public Aid Office), the faculty member should refer this request to the Office of Academic Affairs. Access to student information is limited following the FERPA Act of 1974.

### **Confidentiality Requirements of Faculty**

Confidential information about other employees or students, or the business of the College, is to be handled in strict confidence and not to be discussed with external parties. In addition, acquired information is to be discussed on a strict “need-to-know” basis. The inappropriate divulgence of confidential information may violate the rights of the individual, and could be considered slanderous. Failure to adhere to the appropriate confidentiality of information could result in disciplinary action up to and including termination.

The privacy requirements have such implications as:

- ▶ Assuring complete security of student records with permissions given only to those with “a legitimate educational interest” in the student(s).
- ▶ When viewing electronic records, the computer screen must be in a private/secure location, and never left unattended.
- ▶ Any written student records must be held in a secure location, never left out for public viewing, or shared/copied with anyone who does not have a legitimate educational interest in the student.
- ▶ Discussions regarding student academic performance or other matters of concern should only be discussed with persons with a legitimate educational interest in the student and NEVER in a public place such as a hallway, library or cafeteria.
- ▶ Class grades may only be referenced/shared with the specific student who has earned the grade(s) at the student’s St. Augustine e-mail address, and not to a personal address or social media site that may be viewed by others except by the personal request of that student in writing.

It is your responsibility to honor these requirements.

### **Family Educational Rights and Privacy Act of 1974 (FERPA).**

The Family Educational Rights and Privacy act of 1974 affords certain rights to students with respect to the student’s educational records. 1) The right to inspect and review their records within 45 days of a request for access. 2) The right to request amendment of the student’s educational record that the student believes to be inaccurate. 3) The right to consent in writing to disclosures of personally identifiable information contained in the student’s record. 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures of St. Augustine College to comply with the requirements of FERPA. The office which administers FERPA is: Family Policy Compliance Office; U.S. Department of Education; 400 Maryland Ave, SW; Washington, DC 20202.

In compliance with the Family Educational Rights and Privacy Act of 1984, St. Augustine College protects the rights of students with relation to the accuracy and privacy of their educational records. Students requesting inspection, amendment or correction of the student’s records may do so through the Assistant Dean or Dean of Academic and Student Affairs. As the law permits, St. Augustine College has designated the following categories of information as directory information, to be released without prior written consent. Directory Information: Student’s Name; SAC e-mail address & phone number (currently enrolled students only); dates of attendance; date of any degree awarded and major; honors or awards received; and photographs. Students may direct that any of all of the listed directory information be withheld from public disclosure by completing a form in the Registrar’s Office each year.

### **FERPA Annual Notice – Possible Federal and State Data Collection & Use**

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which a student’s education records and personally identifiable information (PII) contained in such records— including Social Security Number, grades, or other private information—may be accessed without the student’s consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education

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authorities ("federal and state authorities") may allow access to student records and PII without consent to any third party designated by a federal or state authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, federal and state authorities may allow access to students' education records and PII without their consent to researchers performing certain types of studies, in certain cases even when St. Augustine College objects to or does not request such research. Federal and state authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive a student's PII, but the authorities need not maintain direct control over such entities.

In addition, in connection with statewide longitudinal data systems, state authorities may collect, compile, permanently retain, and share without students' consent PII from their education records, and they may track their participation in education and other programs by linking such PII to other personal information about students that they obtain from other federal or state data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

### **The Solomon Amendment (10 U.S.C. §983, effective January 2000)**

Is a federal law that mandates that colleges provide student recruiting information upon request to military recruiting organizations. The request and information released by the College is limited to military recruiting purposes only. The request for information must be in writing on letterhead that clearly identifies the military recruiting organization. The release of student recruiting information follows the FERPA guidelines defining student directory information. Students are not permitted under federal law to restrict the release of this information specifically to military organizations, but if students withhold the release of directory information generally, then the College may not release this information to military organizations.

### **Non-Discrimination Policy**

St. Augustine College is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity. Decisions involving students and employees are based on individual merit and are free from invidious discrimination in all its forms. Therefore, it is the policy of St. Augustine College not to engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam era and to comply with all federal and state non-discrimination, equal opportunity and affirmative action laws, orders, and regulations. The non-discrimination policy applies to admissions, employment, access to and treatment in College programs and activities. Complaints of discrimination prohibited by College policy are to be resolved within existing College procedures.

Inquiries regarding compliance with State or Federal non-discrimination requirements may be addressed to the Office of Human Resources and Payroll, 1345 West Argyle Street, Chicago, Illinois 60640, 773/878-7798; or to the Director of the Office for Civil Rights, Department of Education, Washington, D.C.

## **Title IX**

St. Augustine College adheres to the provisions outlined in Title IX of the 1972 Federal Education Amendment Act prohibiting sex discrimination and harassment in all activities of the College. Title IX is coordinated by the Office of Human Resources.

## **Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973**

St. Augustine College follows the provisions of the Americans with Disabilities Act, as amended in 2008, and Section 504 of the Rehabilitation Act of 1973 that prohibit discrimination on the basis of an individual's disability and offers disabled persons the opportunity to participate fully in all educational programs and activities.

St. Augustine College's Office of Academic Advising coordinates and ensures services and accommodations for registered students with disabilities. These services provide equal educational opportunities to students by minimizing the impact of functional limitations upon their academic lives and offer disabled persons the opportunity to participate fully in all educational programs and activities.

The Dean of Academic & Student Affairs serves as the College ADA compliance officer. The Dean assumes responsibility for seeing that the College is properly interpreting federal regulations that require the College take such steps as are necessary to ensure that reasonable accommodations are made for all students with documented learning disabilities. The Dean is responsible for coordinating the College's compliance with these regulations with the Office of Academic Advising.

The College adheres to all confidentiality and privacy concerns as outlined in these regulations.

Any student with an appropriately documented disability is eligible for services. The Office of Academic Advising will serve students with permanent, temporary or episodic disabilities including psychological, medical, physical, visual, hearing and learning disabilities, including ADHD/ADD. Students seeking ADA and Section 504 services should contact the Office of Academic Advising as early as possible, including during the admission or registration process.

## **Harassment Policy**

In keeping with the spirit and the intent of federal and state law, St. Augustine College strives to provide a comfortable work environment. We are committed to an institution that is free of discrimination and harassment based on race, color, religion, age, sex, national origin, disability, or any other protected status. Offensive or harassing behavior will not be tolerated against any student or employee. Any student, faculty, or employee who believes s/he has been sexually harassed may obtain redress through the established grievance procedures.

Sexual harassment is defined as any use of one person's power and/or authority over another person to attempt to coerce a sexual relationship, or to subject a person to unwanted sexual attention, or to punish a refusal to comply, or to create a sexually intimidating, hostile, or offensive working environment.

Sexual harassment is understood to include a wide range of behaviors, including, but not limited to, the actual coercing of sexual relations, verbal or physical sexual advances, sexually explicit or derogatory statements, physical aggressiveness such as touching, pinching or patting, and slurs, jokes, posters, cartoons, and gestures. Such behavior may offend the aggrieved party, cause discomfort or humiliation, and interfere with job performance. This definition will be interpreted and applied consistent with accepted standards of mature behavior and freedom of expression.

### **Mandated Reporters of Child Abuse and Neglect**

The Illinois Abused and Neglected Child Reporting Act (ANCRA), has been amended in 2012 to include "*personnel of institutions of higher education.*" Accordingly, all individuals employed and/or appointed by the College, including but not limited to faculty, staff, student employees, and volunteers are considered Mandated Reporters of child abuse and neglect. This means that all employees have a duty to immediately report or cause a report to be made whenever they have "reasonable cause to believe that a child known to them in their professional or official capacity may be abused or neglected." St. Augustine College employees have a legal obligation to immediately report or cause a report to be made to the Illinois Department of Children and Family Services (DCFS) at (800) 25-ABUSE, or (800-252-2873).

Students in the Social Work, Respiratory Therapy and Early Childhood Education programs are mandated reporters of child abuse and neglect whenever they have reasonable cause to believe that a child known to them through their student participation in field placements, internships and teaching placements in social service agencies, health care facilities and child care/school settings, may be abused or neglected.

### **Campus Weapons Policy**

The new policy below, which replaces all previous versions, is incorporated into the College Catalog, into student, faculty, adjunct faculty and staff handbooks, and on the College website, effective immediately.

St. Augustine College is committed to providing a safe environment for work and study. Violent behavior and threats of violence are strictly prohibited on College property. The possession or use of weapons of any kind, including firearms and explosives, is also expressly prohibited in College-related activities and on College property, except that an Illinois Concealed Carry Licensee who has a concealed firearm inside his or her vehicle shall be permitted to keep the firearm inside the vehicle and park the vehicle in a St. Augustine College owned parking lot. A licensee may keep the firearm, or ammunition, concealed in a case within a locked vehicle or in a locked container out of plain view within the vehicle while it is parked in a College owned parking lot. "Case" is defined as a glove compartment or console that completely encases the weapon or firearm carrying box, shipping box or other container. A licensee may carry a concealed firearm in the immediate area surrounding the vehicle solely in order to store the firearm within the trunk or retrieve it from the trunk, as long as the firearm is unloaded before it is carried outside the vehicle.

The exception is that any law enforcement personnel, on-duty armed private security personnel, other government personnel authorized to carry a weapon, and retired law enforcement personnel with valid Retired Officer Carry Cards are exempt as per state law.

As any object has the potential to become a weapon, the College reserves the right to define a “weapon” based on its potential for damage or threat. Replicas and facsimiles of weapons are similarly prohibited. As warranted, violations will be referred to local law enforcement officials by immediately calling 911.

Any claims that an individual possesses a weapon or explosive will be responded to as an actual threat, whether or not evidence of said weapon or explosive exists. This prohibition applies to all students, faculty, staff, independent contractors, and visitors. Violators of any part of this policy will be subject to disciplinary action which may include immediate removal from the campus or sanctions including dismissal from the College.

### **Campus Security Act of 1990 (Known also as the Jeanne Clery Act)**

St. Augustine College is in compliance with the Campus Security Act. (P.L. 101-542). Information is collected to provide institutional safety policies and crime statistics to students. Further information regarding the annual crime statistics is available through the Office of Academic and Student Affairs.

### **Emergency Situations**

**The College has the following policies regarding emergency situations:**

#### **Fire Evacuation**

Anyone observing or suspecting a fire in any building should immediately:

- Pull the fire alarm;
- Call 911 to alert the fire department to come immediately. Tell the location clearly.
- All students, faculty and staff must immediately evacuate to the parking lot at any St. Augustine building. Child care children must immediately be taken, per federal law, at least 100 yards from the building, which means at least one block.
- Supervisors and faculty are expected to assure that all persons in their responsibility have evacuated immediately and are accounted for whenever the fire alarm is sounded
- Communication should be maintained among faculty and supervisors as the situation progresses or the most immediate person in the chain of command issues an “all clear.”

#### **Violent Assault (no weapon)**

Immediately call 911 whenever a violent assault observed, describing the address and location on campus, the situation you are observing, the features of the perpetrator, and if anyone is hurt or injured.

- If reasonable, try to distract the person to stop confrontation, but do not engage in the struggle.
- Find a safe place away from the offender as quickly as possible.
- Alert everyone in the area to the danger and to exit the area.
- If possible after calling 911 and finding a safe location, contact front office to alert them to the situation and provide assistance as needed.

- At the South and West sites, get security guard to take charge of situation.

•

### **Vandalism or Property Damage**

- Property damage does not merit risking safety, even if observed.
- Call 911 and notify front office, identifying the address and location on campus, the perpetrator and the situation as thoroughly as possible.
- Assure that anyone in the vicinity is alerted and evacuates area, and exit yourself.

### **Active Shooter or Violent Threat**

- If you see or know that a person has a firearm on campus or if you hear shots fired on campus or if you witness an armed person shooting people, protect yourself first - move to a safe location.
- As soon as possible, call 911. Tell the dispatcher your name, address/location, and cell phone number and describe the situation you are reporting: who, what, when, where, how and why (if known). Is anyone hurt or injured?
- If possible, alert others in the immediate area about the current situation.
- When you encounter the police, keep your hands empty and in plain view at all times. Listen to their instructions and do exactly what they say. If you are evacuating, carry nothing that could be mistaken for a weapon.
- If the shooter is outside the building or in a hallway, turn off all the lights, close and block the door with desks and chairs. If you can do so safely, get all occupants on the floor, remain silent, silence cell phones, and remain out of the line of fire.
- If the shooter is inside your building and it is possible to escape the area safely and avoid danger, do so by the nearest exit or window. Leave in the room books, backpacks, purses, etc.
- As you exit the building, keep your hands above your head and listen for instructions that may be given by police officers. If an officer points a firearm at you, make no movement that may cause the officer to mistake your actions for a threat. Try to stay calm.

### **Medical Emergencies**

- Call 911 and tell the dispatcher the address/location, nature of the medical emergency and your cell phone number and describe the situation you are reporting: who, what, when, where, how and why (if known).
- Administer CPR if trained or reach the nearest Respiratory Therapy faculty, or Child Care staff, all of whom are CPR trained and can provide emergency assistance, immediately.
- Remain with the person in distress until Emergency Medical Technicians arrive and provide them with as much information as possible about the person and circumstances.
- Contact the front office about the circumstance and action as quickly as possible.

### **Snow Emergency**

- A snow emergency is determined by the President based upon the forecast or ongoing circumstances like an accumulation;
- Elements for consideration are combination of ice, driving conditions are/will be exceptionally hazardous, etc.
- The President or his designee will notify a snow emergency to the system for distribution to radio, TV, and websites. Once the Emergency Notification System is implemented, messages will be sent to all students, faculty and staff regarding the cancellation.

- Options could be cancellation for morning, evening, or both. Customarily St. Augustine is closed for only one day.

### **Gas Leak or Chemical Spill**

- Call 911 immediately if a gas leak is smelled or a chemical spill occurs. If there is a gas leak, the dispatcher will relay a message to the gas company. Be sure to tell the dispatcher the address and location of the gas smell/leak or chemical spill.
- Do not touch any chemicals that have been spilled or attempt to clean up. Rather, keep everyone away, and be sure that no one places a spark or fire source near a gas leak or chemical spill.
- Evacuate everyone in the immediate vicinity of any gas leak or chemical spill and assist in alerting everyone in the building if a gas leak threatens the safety of students, faculty and staff beyond the immediate vicinity.

### **Power Outage**

- If there is a power outage, wait 30 minutes before dismissing if it is still daylight.
- Dismiss in 15 minutes if it is after dark (Emergency lights in hallways allow for student/faculty who evacuate outside classrooms to wait for a reasonable amount of time).
- Administrative office will check with ComEd for a status report on restoration of power. However, the estimate from ComEd can be more extended than actual restoration. So please hold students for at least 15 minutes if possible before dismissing.

### **Heat Outage**

- Heat loss usually takes up to 12 hours, and, therefore, advanced notice will be provided to all faculty, staff, and students through the new Emergency Notification System if a heat outage of more than 6 hours is anticipated. Please do not dismiss classes if the heat has gone out during class as the temperature will not drop sufficiently in the three hours of class to justify dismissal.
- A notice will also be posted on the Chicago message system about any heat outage or water main breakage that results in closing the college. These are the messages that are scrolled across TV screens and announced on the radio.

### **Tornado Watch/Warning**

- A tornado warning will trigger surveillance as to the direction and intensity of an anticipated tornado to prepare for a possible evacuation.
- Evacuation will immediately be ordered and the fire alarm system will be activated if the Chicago Fire Department sirens are sounded or a tornado warning has been issued by the National Weather Service for the any campus location.
- Evacuation is expected to the 1<sup>st</sup> floor hallways in all buildings.
- Supervisors and faculty are expected to assure that all persons in their responsibility have evacuated and are accounted for.

### **Evacuation Drills**

- The Child Care children and staff must practice a fire drill at least once a month.
- Faculty and supervisors are asked to be sure that those under his/her responsibility know the location of the nearest exit at the beginning of each course.
- If a fire alarm is sounded, it is the responsibility of the faculty and staff to assure that everyone leaves the building immediately and that all within their class or area have evacuated.

### **Warnings:**

August 15 2016

- Doors may not be locked in stairwells from the inside
- Fire alarms are checked routinely according to contract and law

## **Policy on Controlled Substances and Alcohol Abuse**

Drug and alcohol abuse constitutes a grave threat to physical and mental well-being and significantly impedes learning. No student, staff member, faculty, or any other person or persons can manufacture or use, possess, deliver, sell, or distribute any state- or federally-controlled substance on College premises, except as authorized by law. No student, staff, faculty or any other person or persons of legal age, as defined by the State of Illinois, are to consume, transport, or possess any alcoholic beverage on the Main Campus or other locations except as authorized by law or College administrative directives.

Any student in need of professional assistance to deal with drugs and alcohol problems shall contact an Academic Advisor, who shall provide information about available community agencies. Staff or faculty in need of assistance should contact Human Resources.

The College reserves the right to act firmly to control either drug or alcohol usage including dismissal from the College and employment. Students should be aware that violations of any state, federal or municipal law while on the main campus or other locations may be subject to enforcement of these laws.

- **Smoke-Free Campus**  
As of July 1, 1993, all College facilities and vehicles are smoke-free environments. This policy is designed to promote and protect the health of students, employees, and visitors and to protect College furnishings and equipment from smoke damage.
- **Alcohol and Drug-Free Campus**  
The College promotes safety in the work place and employee and student health and well-being. Involvement with drugs and alcohol can adversely affect performance, morale, and safety. The College, therefore, maintains a work/study environment free from the effects of drug and alcohol abuse.
- **Sanctions**  
The use, possession, sale, transportation, or distribution of controlled drugs, drug paraphernalia, or alcohol by anyone while on College property or on College business will be cause for discharge. Illegal substances shall be confiscated, and the appropriate law enforcement agencies shall be notified. Notwithstanding this policy, the College may serve alcoholic beverages in moderation at certain College-sponsored social functions.
- **Student Assistance Program**  
Consistent with this goal and with the requirements of the Drug-Free Work Place Act of 1989, the College encourages students with a drug or alcohol problem to contact the Office of Academic Advising for help in dealing with these problems in themselves or in their families.

All communications will be strictly confidential. Students will not be subject to discipline for voluntarily acknowledging their drug or alcohol problem prior to detection. However, voluntary acknowledgment and referral for assistance will not thereafter excuse violations of this drug and alcohol policy for which the student is subject to discipline.

## **Policy on Access and Acceptable Use of College Computing, Networking, and Information Resources**

### **General Statement**

Computing, networking, and information resources of St. Augustine College are available to advance education and research. Any access and use of these resources and services that interfere with these goals are prohibited. All who access and use these resources will abide by all applicable policies, legal, and contractual requirements, and the highest standard of ethical principles and practices, when using these College resources. Breach or disregard of these policies are grounds for revoking access privileges, and may lead to additional sanctions by the College, including referral to other authorities for civil litigation and criminal prosecution.

### **Individuals Covered**

This policy applies to all persons accessing and using computing, networking, and information resources through any facility of the College. These persons include students, faculty, staff, persons on contract to perform College work, and any other person with access and use privileges as given by the College.

### **Verification of Student Identity**

*Students are assigned a unique user account and password combination that grants them access to the SAC computer network. Students are directed to reset their own passwords through functionality built into the system. It is school policy that student account information is not shared with others.*

### **Responsibilities Regarding System and Resource Use**

Persons who access and use College computing, networking, and information resources are responsible for:

- Respecting the rights of other individuals, including compliance with other College policies for students faculty, and staff. These rights include, but are not limited to, intellectual property, property, privacy, freedom from harassment, and academic freedom;
- Exercising caution when committing confidential information to electronic media given that the confidentiality and integrity of such material are difficult to ensure;
- Monitoring activity connected with the individual's assigned account;
- Using systems and resources in ways that do not interfere with or disrupt the normal operation of these systems, nor interfere with the access and use of these systems and resources by others allowed to do so;
- Protecting the security of access to College computing and networking systems and the confidentiality and integrity of information stored on College computing and networking systems;



- Knowing and obeying the specific policies established for the system and networks they access.
- Under no circumstances may individuals give others access to any system they do not administer.

### **Legal Context for this Policy**

Regarding legal context, all existing laws (local, state and federal) and College policies, regulations and rules apply—including not only those laws, policies, regulations and rules that are specific to computers and networks, but also those that apply generally to personal conduct, including “Policy and Procedures on Sexual Harassment” and “Policy and Procedures for Racial Discrimination, Abuse and Harassment.”

### **Rights Reserved**

The College reserves the right to change the information, requirements, and procedures announced in this policy or in other College documents. This policy will continue to be in effect until further revision is required and promulgated. Consult the Campus Computing Center or the appropriate system administrator for information on other policies, procedures, or directives that supplement this policy. Failure to read and comply with these policies and with other procedures and guidelines regarding the use of College computing, networking and information resources, or following contradictory advice from any source, will not exempt a user from penalties incurred in case of violations.

## **Guidelines for the use of the Internet (SACNET) at St. Augustine College**

### General Guidelines

#### I. Acceptable Use

1. Research
2. Education
3. Public Service

#### II. Unacceptable Use

1. To use the SACNET for any purposes which violate U.S. or State laws.
2. To use the SACNET so as to interfere with or disrupt network users, services or equipment. Such interference or disruption includes, but is not limited to, distribution of unsolicited advertising, propagation of computer worms or viruses, and using the network to make unauthorized entry to other computational, information, or communications devices or resources.

#### III. Others

1. Use of the SACNET for illegal purposes is prohibited.
2. Use of the SACNET to transmit threatening, obscene, or harassing materials is prohibited.
3. Use of the SACNET for commercial purposes is prohibited.
4. Information and resources accessible via SACNET are private. Use of the SACNET to access such information or resources without written permission of the owner is prohibited.

5. The following activities are specifically prohibited: tampering with the physical network (wires, hubs, etc.), defining and/or changing IP addresses on any machine, intercepting or attempting to originate mail from someone else's station and attempting to log on to machines without an account.
6. Use of the SACNET for private or personal business is prohibited.

Violation of this policy may lead to denial of network access privileges and/or other sanctions imposed by the College. The prohibited uses as defined above may also violate state and federal laws; thus, criminal penalties may also apply.

## Copyright Policy

The College community is required to comply with the *United States Copyright Law of 1976 (the "Act")*, 17 U.S.C. 101 et seq. The College is also committed to preserving the rights accorded to users of copyrighted works under the "fair use" provision of the Act. All faculty, staff and students must adhere to College copyright policy and are expected to review authoritative online resources, such as those cited below, when considering the use of copyrighted works of others in the course of instruction.

Copyright protects "original works of authorship fixed in any tangible medium of expression." 17 U.S.C. 102 (a). Copyright generally extends automatic protection to any original expression of creative work that is recorded in any tangible form (published or unpublished). 17 U.S. C. 101. These works include, but are not limited to: literary works; musical works; dramatic works; pantomimes or choreographic works; pictorial, graphic and sculptural works; motion pictures and other audio visual works; sound recordings; and architectural works. A copyright notice is not required for copyright protection.

St. Augustine encourages an environment that provides for the fair use of copyrighted materials to achieve the goals of teaching, service, and research, while remaining in compliance with applicable laws. A "fair use" can be determined by examining four (4) factors: (1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes; (2) the nature of the copyrighted work; (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and (4) the effect of the use upon the potential market for or value of the copyrighted work. U.S.C. 107. The four "fair use" factors should be evaluated each time an employee seeks to copy materials for instructional use.

Further explanation of the four "fair use" factors may be found at the following two URLs and other educational sites:

[www.lib.purdue.edu/uco/Copyrightbasics/fair\\_use.html](http://www.lib.purdue.edu/uco/Copyrightbasics/fair_use.html)

[http://fairuse.stanford.edu/Copyright\\_and\\_Fair\\_Use\\_Overview/chapter9/9-b.html](http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter9/9-b.html)

For further guidance on copyright, see

[www.knowyourcopyrights.org/resources/fac/kycrbrochure.shtml](http://www.knowyourcopyrights.org/resources/fac/kycrbrochure.shtml), the Library of Congress, the American Library Association, the Association of Research Libraries, other recognized national or state library organizations or at [www.copyright.gov](http://www.copyright.gov).

# ACADEMIC CALENDAR 2016-17

## Fall Semester (2016-17)

Registration	August 4-23	Mon.-Sat.
Registration, Respiratory Therapy	August 7	Thursday
New Adjunct Faculty Orientation	August 23	Saturday
Student Orientation	August 23	Saturday
Classes Begin	August 25	Monday
Late Registration	August 25 - 30	Mon.-Sat.
Labor Day College Closed	September 1	Monday
Last Day to Change Courses	September 6	Saturday
Last Day to Drop Courses Without a Grade and Receive 100% Refund	September 13	Saturday
Constitution Day, College Open	September 17	Wednesday
Midterm Week	October 13-18	Mon.-Sat.
Pre-registration for Spring 2016-17	Nov.3-Dec.19	Mon.-Fri.
Last Day to Withdraw with "AW/SW"	November 24	Monday
Thanksgiving Recess, College Closed	November 27-29	Thur.-Sat.
Final Exams	December 8-13	Mon.-Sat.
Semester Closes and Graduation Date	December 17	Wednesday
Winter Break, College Closed	Dec. 20-Jan. 1	Sat.-Thursday

## Spring Semester (2016-17)

College Opens	January 2	Friday
Registration	January 5-24	Mon.-Sat.
Registration, Respiratory Therapy	January 8	Thursday
New Adjunct Faculty Orientation	January 24	Saturday
Student Orientation	January 24	Saturday
Classes Begin	January 26	Monday
Late Registration	January 26-31	Mon.-Sat.
Last Day to Change Courses	February 7	Saturday
Last Day to Drop Courses Without a Grade and Receive 100% Refund	February 14	Saturday
Midterm Exams	March 16-21	Mon.-Sat.
Spring Break (No classes, offices open)	March 30-April 2	Mon-Thur.
Easter Recess, College Closed	April 3-4	Fri-Sat.
Pre-registration for Summer 2016-17/Fall 2017-18	April 6-July 17	Mon.-Fri.
Last Day to Withdraw with "AW/SW"	May 4	Monday
Final Exams Week	May 18-23	Mon.-Sat.
Commencement Ceremony	May 23	Saturday
Memorial Day, College Closed	May 25	Monday
Semester Closes and Graduation Date	May 27	Wednesday

## Summer Term (2016-17)

Registration	May 26-May 29	Tue.-Fri.
Classes Begin	June 1	Monday
Independence Day Holiday- College Closed	July 3	Friday
Last Day to Withdraw with a "AW/SW"	July 17	Friday
Final Exams	July 22, 24	Wed.-Fri.
Term Closes and Official Graduation Date	July 28	Tuesday

# Attachment A: Faculty Responsibilities Form

## Resident Faculty Responsibilities Form

The purpose of this form is to assist the Office of Academic Affairs and the academic departments by detailing the duties and responsibilities of faculty and chairpersons for the academic year. The purpose of the form is to:

- create transparency and fairness concerning workload across departments
- enhance accountability and objectivity in evaluating performance.
- serve as a vehicle for faculty to demonstrate value in seeking multi-year contracts and promotion.
- provide the structure for faculty to collect and demonstrate both the quality and quantity of their work on an annual basis.

Expectations of faculty includes the documentation of responsibilities in the following **four** areas (five for chairpersons):

- I. ACADEMIC AND TEACHING RESPONSIBILITIES
- II. SERVICE RESPONSIBILITIES
  - SERVICE TO STUDENTS ,THE DEPARTMENT, COLLEGE & COMMUNITY
- III. SPECIAL PROJECTS
- IV. CHAIRPERSON RESPONSIBILITIES
- PROFESSIONAL DEVELOPMENT AND ANNUAL GOALS

Typically resident faculty are to teach four courses per semester (approx 65-80% of their work) with the remainder to be used for service, professional development, or other activities.

Chairpersons are expected to teach two courses per semester (35-40%) while their service to the institution includes administrative and departmental responsibilities. The remainder would be used for professional development and other activities. Other positions may request additional time to manage those responsibilities per department need. Reallocation of responsibilities must be approved by the department chair and the Dean of Instruction to help ensure equity of workloads among and within departments. A range of factors will be considered in determining this reallocation, including but not limited to new course preparation, new delivery method, writing intensive courses with large enrollments, increased or required service to students, field liaison, accreditation work, etc.

**After completing pages 2-7 of the form return to page 2 and indicate the anticipated percentage of time in each area.** It is understood that the academic calendar has its own demands. Obviously, the timing and relevance of various duties will ebb and flow as demands change during the year. With this in mind, chairs and faculty are asked to complete this form as best as they are able. The form is due August 24, 2012.

# ST. AUGUSTINE COLLEGE

## RESIDENT FACULTY RESPONSIBILITIES FORM SUMMARY OF PLAN FOR FACULTY DUTIES FALL 2016 TO SPRING 2017

NAME \_\_\_\_\_ DEPARTMENT \_\_\_\_\_

Cell phone \_\_\_\_\_ home phone \_\_\_\_\_

### Fall Semester 2016

Percentage of Section I Academic & Teaching Responsibilities	
Percentage of duties in Section II Service Responsibilities	
Percentage of duties in Section III Special Projects	
Percentage of chair responsibilities in Section IV	
TOTAL Percentage	100%

### Spring Semester 2017

Percentage of duties in Section I Academic & Teaching Responsibilities	
Percentage of duties in Section II Service Responsibilities	
Percentage of duties in Section III Special Projects	
Percentage of chair responsibilities in Section IV	
TOTAL Percentage	(100%)

#### Guidelines for estimating work load

- Full time faculty are expected to teach four courses under normal circumstances. Labs, clinicals, etc., need to be estimated to the amount of time to support those duties.
- One course typically would be about one full day or 20% of one's workload. Courses previously taught, or multiple sections of the same course, or low enrollment may reduce the overall teaching workload percentage.
- Service responsibilities can vary greatly depending on program needs. Coordinators and academic advisors may need more time vs. some committee or community service. There needs to be some documentation to warrant the time allotted to these duties.
- Special projects are activities that are time limited with a particular focus that falls outside the normal range or type of faculty duties. Documentation is needed here as well.

**Section I—ACADEMIC AND TEACHING RESPONSIBILITIES**

A. Summary of teaching assignments for academic year.

Teaching Duties for Fall 2016 Semester. (**Do not** include courses taught outside one's contract.)

Course Title	credit hours of course
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	

Total # of credit hours teaching fall semester \_\_\_\_\_

Total # of preparations \_\_\_\_\_ # of new preparations \_\_\_\_\_

Duties for Spring 2017 Semester (as of August, may be amended). (**Do not** include courses taught outside one's contract.)

Course Title	credit hours of course
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	

Total # of credit hours teaching spring semester \_\_\_\_\_

Total # of preparations \_\_\_\_\_ # of new preparations \_\_\_\_\_

B. Please indicate your work in academic assessment for the year for your courses (this is part of faculty teaching and not to be indicated as a separate percentage).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total estimated percentage of teaching responsibilities in section I. \_\_\_\_\_.

**II. SERVICE RESPONSIBILITIES TO & STUDENTS, DEPARTMENT, COLLEGE, COMMUNITY**

**A. SERVICE TO STUDENTS**

Please indicate if you are involved in advising and registration (this means sitting with students, selecting classes, completing the registration form, completing drop/add form, etc).

I am involved in registration:      Yes      No

**B. COORDINATION OF ADJUNCT FACULTY**

Title of all courses your are coordinating:

Prefix	Course Title	# of Sections

Total number of courses \_\_\_\_\_ Note: Labs are not separate sections

Number of sections \_\_\_\_\_.      Total number of adjuncts \_\_\_\_\_

Approximate percentage of responsibilities for coordination \_\_\_\_\_

### C. Off-Campus Visits for the Department

Some faculty must verify student conduct off-campus in practicums, clinical, etc. Please indicate courses requiring off-campus visits and how many students will be observed/supervisors consulted, etc.

Courses requiring off campus visits.

Prefix	Course Title	# of visits

### D. Service To The College

Please indicate the committees that you are serving on for this academic year (when known). For a committee that meets two hours a week (every week), the estimated workload would be 5%. For chairpersons, Academic Council, Personnel, and Assessment Committee are part of the position requirements.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Upon occasion faculty may be asked or desire to participate in activities at the college or community level. Participation is to be discussed with the chairperson in order to maximize faculty talent and time. The expectation is that faculty involvement will be beneficial for the faculty member, the department, and the activity or organization in which she/he is participating. These activities may also include workshops given, panel presentations, advertising and recruitment, community service work, serving on a board, etc.

### E. Community or scholarly service work \_\_\_\_\_

\_\_\_\_\_

Indicate any expected participation at the college or community level, including time spent in the activity during current academic year. **Evidence** of participation must be included for evaluative purposes.

Indicate how much time (and percentage of workload) will be required on average throughout the semester for service to students, program, college, or community. \_\_\_\_\_



**III. SPECIAL PROJECTS**

Special projects include participation in research, grants, academic development, and other projects, including presentations or publications. Activities in this area are to be discussed with the chair prior to faculty commitment to any project. For year-end evaluation attach relevant reports related to these.

If none, please indicate accordingly (n/a).

Percentage of time spent on special projects. \_\_\_\_\_

(If percentage exceeds 5%, discuss with chairperson.)

**IV. CHAIRPERSON RESPONSIBILITIES**

Chairpersons are to fulfill their responsibilities as indicated in the job description.

Percentage of time on chairperson duties. \_\_\_\_\_

**PROFESSIONAL DEVELOPMENT AND GOALS**

**A. PROFESSIONAL DEVELOPMENT**

All faculty are expected to maintain membership in at least one professional society. Please list professional memberships below.

\_\_\_\_\_  
\_\_\_\_\_

Faculty are to use their stipend for faculty development activities for at least one professional development event per year. Activities that require more funding are to be discussed with the chairperson and Dean of Instruction. Note: faculty seeking advancement and promotion MUST participate in professional development activities.

Describe possible activities you may attend. \_\_\_\_\_

\_\_\_\_\_

Faculty are expected to attend annual orientations and workshops, typically offered prior to the first week of classes of the semester(s). Upon occasion end-of-year activities may also occur. For annual evaluation indicate if in attendance.

**B. PROFESSIONAL GOALS (SEE LAST PAGE FOR EXPLANATION OF ANNUAL GOALS)**

Indicate goals areas such as scholarship, teaching effectiveness, improve department and/or college functioning, curriculum etc. Describe in measureable terms and how your goals will be accomplished. (It is not necessary to propose three goals.) If necessary use S.M.A.R.T. goals handout provided to each department chair.

Goal 1. \_\_\_\_\_

Goal 2. \_\_\_\_\_

Goal 3. \_\_\_\_\_

Indicate what evidence you will provide to show that you have met your goals.

Goal 1. \_\_\_\_\_

Goal 2. \_\_\_\_\_

Goal 3. \_\_\_\_\_

No percentage is required for professional development.

**FACULTY OFFICE HOURS, MATERIALS, SUBSTITUTIONS, ETC.**

Faculty are to be available for one hour after morning classes and one hour before evening classes. Syllabi shall list office numbers, hours, and email. Office hours shall be posted. Faculty are NOT expected to give their home phone number to students, but may do so if desired. All administrative responsibilities to students are to be managed in a professional and timely manner by faculty (and use ONLY SAC email). Classes are to begin and end on time. Faculty are responsible for finding substitutes when ill or unable to be present in class. Classroom materials are to be easily available for substitutes. Phone calls and emails should be answered within a reasonable time. Resident faculty agree to teach at satellites as departmental needs require.

Faculty wishing to teach more SAC courses in or out of department MUST seek permission of the chair.

Faculty signature \_\_\_\_\_ Date \_\_\_\_\_

Chair signature \_\_\_\_\_ Date \_\_\_\_\_

Dean of Instruction \_\_\_\_\_ Date \_\_\_\_\_

## **Attachment B: Writing S.M.A.R.T. Goals**

### **GOALS NEED TO BE:**

- S**    **SPECIFIC**—goals should be relatively simple and clearly definable.  
What will be the goal, why, and how it will be done (in general)
- M**    **MEASURABLE**—goal should be tangible and observable (can you put your hands or eyes on it?)
- A**    **ACHIEVABLE**—be real! And possess the skills/knowledge and ability to do it, but also stretch yourself a little, grow
- R**    **RESULT-FOCUSED**—what will the outcome be?
- T**    **TIME-BOUND**—what is a realistic, manageable time frame to achieve the goal?

## Attachment C: Suggested Outline for Faculty Portfolio

*According to the Faculty Handbook*, Resident Faculty are evaluated annually

- 1) to improve faculty contributions to the Mission of the institution in areas such as teaching, curriculum development and assessment, materials preparation, faculty training, and service to the College and community, and
- 2) 2) to assist in the process of continued employment, and rank promotion,
- 3) as the decision to promote, dismiss, or offer long-term employment is documented through the evaluation process.

There are three types of faculty evaluations:

1. **Annual Evaluations** for faculty members on yearly contracts that highlights activity and accomplishments from the previous year.
2. **Two & three-Year Evaluations.**
3. **Rank and Promotion Evaluations** for faculty members seeking rank or promotion that highlights activity and accomplishments since the faculty member was hired or since the last promotion.

Evaluations of faculty are based on the expectations documented in the Faculty Responsibility Form:

- a. Teaching Responsibilities
- b. Service Responsibilities to Students, the Department, College, and Community
- c. Special Projects if applicable
- d. Professional Development and Achievement of Annual Goals
- e. Chair responsibilities

The Self Evaluation has two parts:

1. A Teaching Philosophy Statement with vitae
2. A Brief Summary of Accomplishments linked to the Portfolio

(Length and depth of statements are up to individual faculty. Please no verbosity, but MUST address ALL areas of Faculty Responsibilities Form.)

### **A Teaching Philosophy Statement:**

A concise, specific statement that describes why you teach what you teach, what instructional approaches, methods, or strategies you utilize to engage students, and how do you measure your effectiveness or success as a teacher.

**A Brief Summary of Accomplishment** for each of the four expectations listed in the faculty handbook

- including explanatory and illustrative comments linked to evidence found in the Faculty Portfolio
- to highlight the role and value during the review of the faculty member's work.

The Faculty Portfolio should be comprised of the following four sections (five for chairpersons):

1. Teaching Responsibilities
2. Service Responsibilities
  - a. To students, the Department, College, and Community
3. Special Projects if applicable
4. Professional Development and Achievement of Annual Goals
5. Chairperson responsibilities

**Evidence of Teaching :** Typical examples include:

- Sample Syllabi
- Sample Assignments and/or Exams Linked to Course Objectives
- Sample(s) of Creative Class Plan Linked to Course Objectives
- Feedback to Students (on papers or via email)

**Evidence of Teaching Effectiveness:** Typical examples include:

- Students' Instructor Course evaluations
- Class Observation by Department Chair or Others
- Student Acknowledgments and Testimonials
- Videotape of a class

**Evidence of Work with Field Placements, Internships or Clinical Responsibilities (if applicable):** Typical examples include:

- Consultation or Training materials
- Supervision Materials
- Student Supervised Projects

**Evidence of Related Instructional Responsibilities (if applicable)**

**Evidence of Service to the Department, College and Community:** Typical examples include:

- Agendas and Minutes of Department, Program, and Institutional Committees in which you served.
- Faculty Council Agendas and Minutes (for officers)
- Joint projects with other departments in the College.
- Participation as a representative of SAC at Community events.
- Acknowledgements and Testimonials

**Evidence of Service to Students:** Typical examples include:

- Direct Advising of Students (if applicable)
- Involvement in Registration

- Advising Student Groups formally or informally

**Evidence of Professional Development:** Table with accompanying narrative includes:

- Membership in at least one professional society or organization.
- Stipend funded professional development activities (Programs, conference summary, workshop PowerPoint's, papers, articles, etc.)
- Personally funded professional development activities
- (Programs, conference summary, workshop PowerPoint's, papers, articles, etc.)

**Evidence to Support Achievement of Annual Goals:**

- List each Professional Goal you listed on the Faculty Responsibilities Form
- For each Goal included evidence of achievement of that goal
- For example, if your goal was to deliver a presentation at a professional meeting, include the presentation as evidence of achievement of that goal.

**Evidence of Involvement in research projects, grants, development, and other academic activities.**

- Reports
- Grants
- Brochures
- Articles
- PowerPoint presentations

**Evidence of other agreed upon projects.**

Within these general guidelines, each faculty member will decide what to include. There is no predetermined length or breadth of the portfolio (Boyer—systematic & flexible)

**Last, faculty should include a statement reflecting on their work and their thoughts about future growth.**