



HLC 2022 Institutional Update

NON-FINANCIAL INDICATOR REPORT FOR STAFF REVIEW

Indicator 4: Minimal Full-Time Faculty

The headcount of full-time faculty (not full-time equivalent) divided by the number of degree programs offered is less than one.

1. A List of all degree programs that indicates the programs that have at least one full-time faculty member and those that have less than one full-time faculty member.

Background Information

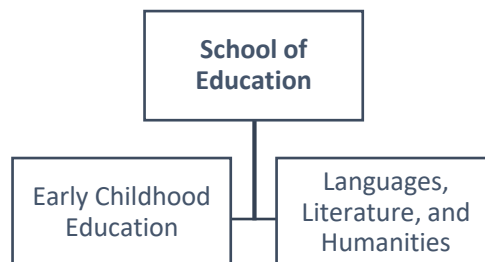
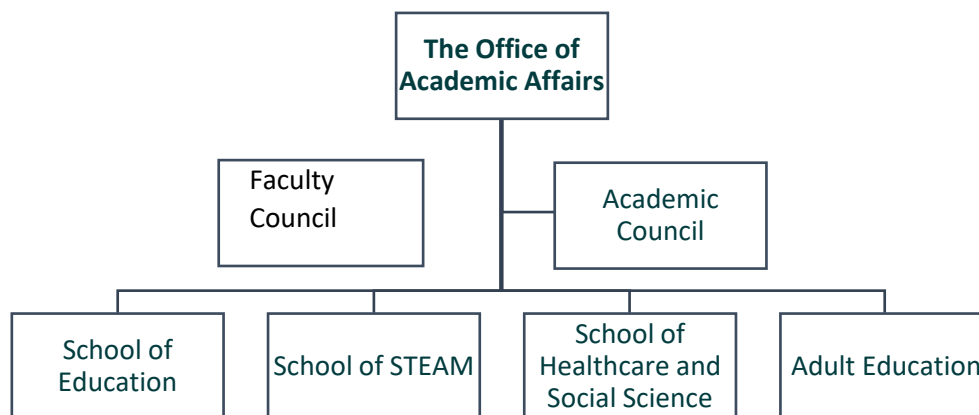
The Office of Academic Affairs is the institutional office that oversees a variety of academic programs, research initiatives, teaching and learning practices at the college. The OAA oversees policies, procedures, and operations of three academic schools (Education, STEAM, and Healthcare and Social Sciences) as well as the Department of Adult Education.

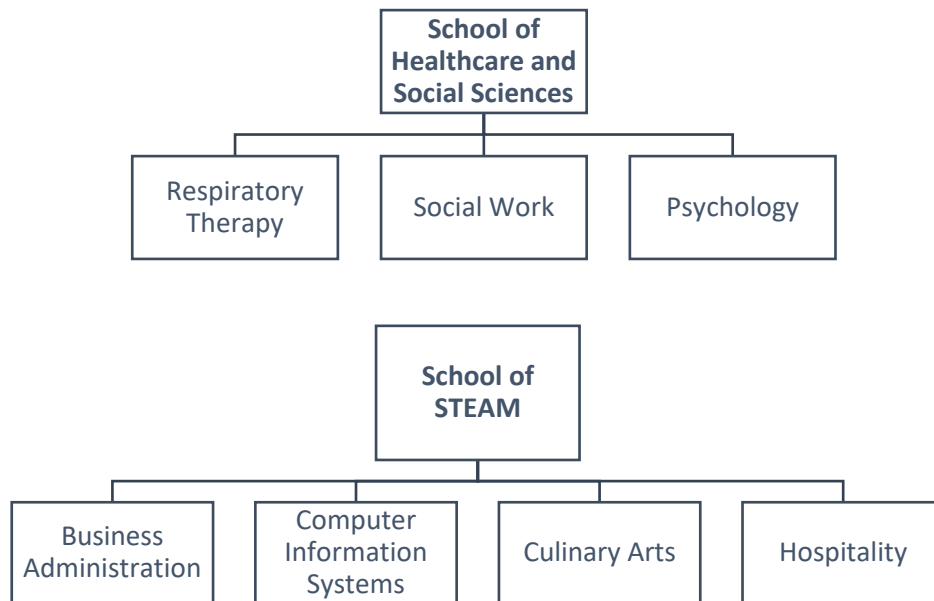
Academic Affairs Organizational Chart

Office of the Dean of Academic Affairs		
Dean of Academic Affairs Oversees policies, procedures, and operations of three academic schools: (1) Education; (2) Healthcare and Social Sciences (3) STEAM (<i>Social Sciences; Technology, Engineering, Arts, and Mathematics</i>)		
School of Education		
Chair of the School of Education Oversees policies, procedures, and operation of the Early Childhood and Languages and Humanities Programs		
Program Director of Early Childhood Oversees operation of the Early Childhood Program	Program Director of Languages and Humanities Oversees operation of the Languages and Humanities Programs	
School of Healthcare and Social Sciences		
Chair of the School of Healthcare and Social Sciences Oversees policies, procedures, and operation of the Healthcare and Social Sciences Programs		
Program Director of the Respiratory Therapy Program Oversees policies, procedures, and operation of the Respiratory Therapy Program	Program Director of the Social Work Program Oversees policies, procedures, and operation of the Social Work Program	Program Director of the Psychology Program Oversees policies, procedures, and operation of the Psychology Program
School of Science, Technology, Engineering, Arts, and Mathematics (STEAM)		

Chair of the School of STEAM				
Oversees policies, procedures, and operations of the School of STEAM				
Program Director of Business Administration Oversees policies, procedures, and operation of the Business Administration Program	Program Director of Hospitality and Culinary Arts Oversees policies, procedures, and operation of the Hospitality and Culinary Arts Programs	Program Director of Computer Information Systems (CIS) Program Oversees policies, procedures, and operation of the CIS Program	Coordinator of the Mathematics Program Oversees policies, procedures, and operation of the Mathematics Program	Coordinator of the Science Program Oversees policies, procedures, and operation of the Science Program

All programs are housed within one of three Schools: School of Education, School of STEAM, or the School of Healthcare and Sciences. Schools are led by a school chair, and each academic program has a program director. The School of Education houses the Early Childhood Education Program and Languages, Literature, and Humanities. STEAM houses Computer Information Systems, Business Administration, Hospitality, and Culinary Arts. The School of Healthcare and Social Sciences houses Social Work, Psychology, and Respiratory Therapy. The Department of Adult Education also resides within Academic Affairs and houses a Graduate Equivalence Degree (GED) and English as a Second Language (ESL) program.





Degrees Offered at St. Augustine College

Degree	Majors	Credits	Concentrations
Bachelor of Arts (BA)	Business Administration	120	Human Resources
			Small Business Operations
	Psychology	120	Hospitality
			General
Bachelor of Science (BS)	Hospitality Management	120	General
Bachelor of Science (BS)	Early Childhood Education	124	General
Bachelor of Science (BS)	Computer Information Systems	120	Database Systems Management
			Network Systems Administrator
			Web Based Applications
Bachelor of Social Work (BSW)	Social Work	128	General
Associate of Arts (AA)	Business Administration	60	General
	Liberal Arts and Science	60	Interdisciplinary
			Psychology
			Social Service
			Child Development
			Spanish
			Computer Information Systems
	Accounting	60	Criminal Justice
			General

Associate of Applied Science (AAS)	Administrative Assistant	60	Office Technology Accounting Assistant Medical Office Technology
	Business Management	60	General
	Computer Information Systems	60	Applications Programmer Systems Support
	Culinary Arts	60	General
	Early Childhood Education	64	General
	Respiratory Therapy	74	General
Associate of General Studies (AGS)		60	General
Basic Certificate		30	Mental Healthcare Assistant Accounting Information Processing for Analysis and Reporting Network Support Business Management
Advanced Certificate		90	Advanced Paraprofessional-Domestic Violence

Based on the information above, the following tables will show the academic degrees by Schools that will include programs with at least one full-time faculty member and those that have less than one full-time faculty member.

SCHOOL OF EDUCATION

The School of Education houses the largest academic program at St. Augustine College: Associated degree in Early Childhood Education with more than 220 students. Recently, SAC received the approval by IBHE and HLC of a new Bachelor of Science degree in Early Childhood Education with two endorsements housed in the School of Education. The School of Education supervises and administers one bachelor degree and six associate degrees managed by ***TWO Program Directors, both full-time faculty***, who are also responsible for non-academic degree programs, general education courses included. Faculty credentials are attached.

Academic Program	Academic Degree	Program Director	Full-Time Faculty
Languages, Literature and Humanities	Non-Academic degree	Dr. Gregory Clemons	1
Academic English Program	Non-Academic Degree	Antuanette Mester	1
Early Childhood Education	BS/AAS	Antuanette Mester	1
Criminal Justice	AA	Antuanette Mester	1
General Studies	AA	Antuanette Mester	1
Spanish	AA	Dr. Gregory Clemons	1
Liberal Arts and Science/Interdisciplinary	AA	Dr. Gregory Clemons	1
Child Development	AA	Antuanette Mester	1

SCHOOL OF STEAM

The School of STEAM houses three bachelor degrees and five active associate degrees. The school has **THREE program directors (full-time faculty) and ONE resident full-time faculty** who administer all academic and non-academic programs, including general education courses. It is important to mention that the Bachelor degree in Hospitality Management and the Associate degree of Applied Sciences in Culinary Arts have gone through an extensive national search for a program Director since January 2022. Unfortunately, the search is still on and the institution is expecting to select and appoint one new program director, a full-time faculty, before the end of the academic year 2022-2023. Faculty credentials are attached.

Academic Program	Degree	Program Director	Full-Time Faculty
Business Administration	AA	Dr. Asif Ashiqali	1
Accounting	AAS	Dr. Medhat Alsafadi	1
Business Management	AAS	Dr. Asif Ashiqali	1
Computer Information System	AAS	Juvenal Nava	1
Administrative Assistant	AAS		Program is inactive
Culinary Arts	AAS	Job Search	Job Search
Business Administration	BA	Dr. Asif Ashiqali	1
Hospitality Management	BA	Job Search	Job Search
Computer Information System	BS	Juvenal Nava	1
Academic Math Program	Non-degree	Noe Lopez	1

SCHOOL OF HEALTHCARE AND SOCIAL SCIENCE

The School of Healthcare and Social Sciences houses the second largest academic program in the college, the Associate degree in Respiratory Therapy. Two bachelor degrees, Psychology and Social Work, and four associate degrees are administered and supervised by **SEVEN full-time professors** acting as Program Directors for academic programs or Coordinators of non-degree programs. Faculty credentials attached.

Academic Program	Degree	Program Director	Full-Time Faculty
Psychology	BA	Dr. Benson-Florez	1
Respiratory Therapy	AAS	Zbigniew Swiatkowski	1
Social Work	BSW	Angelica Guillen	1
Science Courses	Non-degree	Dr. German Criollo	1
Allied Health Program	Non-degree	Dr. Maria J. Natividad	1
Social Service	AA/BSW	National Search	National Search
Psychology	AA	Dr. Benson-Florez	1
Respiratory Therapy	AAS	Dr. Leonard Mugadili	1
Respiratory Therapy	AAS	Victor Lara Rivas	1

In summary, there are 13 full-time faculty for 15 academic programs, two national searches for the Bachelor degree in Hospitality Management and Culinary Arts and the Field Director of Social Work.

Both programs, Hospitality Management/Culinary Arts and Social Work, have undergone a national search for Program Director and Field Director positions respectively. The searches have been posted in national journals, magazines, professional organizations, etc., with the hope the institution may have a program director and a field director before the end of the school year.

Bachelor Degrees*	At Least One Full-Time Faculty	Less than One Full-Time Faculty
Bachelor of Arts in Business Administration	1	0
Bachelor of Arts in Psychology	1	0
Bachelor of Arts in Hospitality Management	1 and 1 National Search	0
Bachelor of Science in Early Childhood Education	1	0
Bachelor of Science in Computer Information Systems	1	0
Bachelor of Social Work	1 and 1 National Search	0

**Full-time faculty teaching in the Bachelor degree programs (6) also teach in the Associate degree programs.*

Associate Degree**	At Least One Full-Time Faculty	Less than One Full-Time Faculty
Associate of Arts in Business Administration	1	0
Associate of Arts in Liberal Arts and Sciences	1	0
Associate of Applied Sciences in Accounting	1	0
Associate of Applied Science in Administrative Assistant	Inactive	0
Associate of Applied Science in Business Management	1	0
Associate of Applied Science in Computer Information Systems	1	0
Associate of Applied Science in Culinary Arts	National Search	0
Associate of Applied Science in Child Development		1
Associate of Applied Science in Early Childhood Education	1	0
Associate of Applied Science in Respiratory Therapy	3	0

*** Full-time faculty teaching in the Associate degree programs also teach in the bachelor degree programs according to their credentials, a master degree in the field or above and or equivalent tested experience, such as the case of Respiratory Therapy in which medical doctors with many years of teaching experiences are responsible for the teaching delivery of the program courses.*

2. A narrative detailing how the institution is ensuring there is enough faculty expertise to offer the degree program listed.

St. Augustine College has adopted the Higher Learning Commission Guidelines “Determining Qualified Faculty Through HLC’s Criteria for Accreditation and Assumed Practices” for defining faculty qualifications. The guidelines explain the importance of institutions employing qualified faculty for the varied and essential roles that faculty members perform. The Criterion 3 guidelines, effective on September 1, 2020 and the Assumed Practice B guidelines describing faculty roles and qualifications

(B.2.a and B.2b), in effect since September, 2017 have provided guidance to ensure that the institution hire the most qualified faculty for the limited number of academic programs delivery.

Due to the fact that St. Augustine College is a comprehensive teaching institution, most faculty are hired on the basis of their teaching and less on their research agenda. In 2021, the Office of Academic Effectiveness revised the Faculty Manual of 2017 and developed the 2021 Faculty Handbook that describes the policies and procedures related to the responsibilities, roles, rights and values of the faculty members at St. Augustine College as they relate to the primary and universal mission of higher education institutions of teaching, research, and service. The handbook contains information about the academic organization and administration that govern the college, the institutional committees to operationalize teaching and learning practices, the description of Schools and academic programs, the evaluation process of faculty performance, and the faculty's academic rights and responsibilities. The 2021 Faculty Handbook (attached) also provides guidance on faculty compensation and fully outlines the conduct and discipline of faculty academic behaviors.

To guarantee that there is enough faculty expertise to deliver and implement the academic programs, the institution identifies qualified faculty members primarily by credentials, but other factors, including but not limited to equivalent tested experience. All instructors possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach. Faculty teaching general education courses, or other non-occupational courses, hold master's degrees or higher in the discipline. If a faculty member holds a master's degree or higher in the discipline other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or in which they teach. As needed, equivalent tested experience is documented in order to verify the faculty member's expertise and ability to teach a particular course. The form verifying the credentials of all faculty members (full time and adjunct) is attached.

In 2018, after the reaffirmation visit, HLC standard comprehensive evaluation rated the Core Component 3.C as "met". The report indicated that the institution lacked a robust faculty qualifications policy and found two instances in which faculty were teaching outside their areas of expertise. Although the HLC did not recommend monitoring, a report was recommended. The institution responded to those concerns by updating faculty credentials and reinforcing policies to protect quality teaching delivery by faculty with proper degrees and credentials.

In 2022, the Office of Academic Affairs updated the Faculty Credentialing policy to instrumentalize the directions given in the 2021 Faculty Handbook (attached). The policy was approved by both the Academic Council and Faculty Council.

Note: The Office of Academic Affairs and the Faculty Council formed by all resident full-time faculty members received the new 2021 Faculty Handbook document in September 2021. They have not provided feedback nor have decided on the approval of the document that would replace the old version of the 2017 Faculty Manual. Currently, all faculty, full-time and adjunct, are still evaluated and supervised by the 2017 Faculty Manual that is inadequate and lacks of alignment to new changes introduced to the institution after March 2020.

The table below lists the number of faculty with terminal doctoral and master degrees by academic program.

Bachelor Degrees	Number of Full-Time Faculty with Doctoral degree	Number of Full-Time Faculty with Master degrees
Bachelor of Arts in Business Administration	2	2
Bachelor of Arts in Psychology	1	1
Bachelor of Arts in Hospitality Management	0	1
Bachelor of Science in Early Childhood Education	0	1
Bachelor of Science in Computer Information Systems	0	1
Bachelor of Social Work	0	1

Associate Degrees	Number of Full-Time Faculty with Doctoral degrees	Number of Full-Time Faculty with Master degrees
Associate of Arts in Business Administration	1	1
Associate of Arts in Liberal Arts and Sciences	1	1
Associate of Applied Sciences in Accounting	1	1
Associate of Applied Science in Administrative Assistant	Inactive	0
Associate of Applied Science in Business Management	1	1
Associate of Applied Science in Computer Information Systems	0	1
Associate of Applied Science in Culinary Arts	Job Search	0
Associate of Applied Science in Child Development	0	1
Associate of Applied Science in Early Childhood Education		1
Associate of Applied Science in Respiratory Therapy	0	2

In summary, St. Augustine College is in a good position to deliver all academic degree programs with well-prepared and proper credentialed faculty. The institution continues in the search of professionals with doctoral degrees, as the minimum qualification requirement. For example, in a recent search for School Chair positions, the job description was clear about the minimum requirement of having a doctoral degree in the field of specialization of the program (attached sample of job descriptions). It is also true for the Program Director of Hospitality Management as well as Social Work Field Director (job description attached).

3. A narrative detailing how the institution is in compliance with Core Component 3.C.

CRITERION 3: TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT

The institution provides quality education, wherever and however its offerings are delivered.

3.C. *The institution has the faculty and staff needed for effective, high-quality programs and student services.*

Core Sub-Components	How the Institution is in Compliance
1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.	<p>St. Augustine College is a Hispanic Serving Institution that has welcomed faculty and professionals from all ages, sizes, abilities, religions, languages spoken, races, ethnicities, nationalities, sexual orientations, immigration statuses, socio-economic backgrounds, and gender expressions and identities. After involving faculty and staff in a full revision of the 2012 mission statement, a new statement evolved in 2021 that embraces diversity, equity and inclusion. The newly approved mission statement says:</p> <p><i>St. Augustine College, a Hispanic Serving Institution founded in 1980, promotes equitable changes in a global society by providing academic excellence, advancement of knowledge, and creative innovations to equip our graduates with a strong educational foundation, integrity, genuineness, and compassion. Our multiculturally supportive and bilingual institution of higher learning is dedicated to strengthening personal identities and reinforcing cultural interaction for Latinos and individuals of diverse groups and faiths.</i></p> <p>After COVID-19, the institution has reinforced a Diversity, Equity and Inclusion training for all faculty, staff and students (attached). At the end of the school year, experts on DEI, using practical activities, prepare SAC community to reflect, practice and embrace DEI to ensure an organizational culture aligned with the mission and vision of the institution. The same precepts are shown in the new job descriptions for any type of personnel including faculty.</p>
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and	Due to the low institutional enrollment, the college has sufficient numbers and continuity of faculty members to carry out both classroom and non-classroom roles of faculty. Currently fifteen faculty (two national searches are ongoing) and 67 adjunct faculty with a broad range of expertise in their fields, oversee the curriculum and expectations for student performance, and assessment of

establishment of academic credentials for instructional staff.	student learning. They are all credentialed and continuously supervised and observed by the dean of Academic Affairs, the School Chairs and Program directors.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.	All full-time resident and adjunct faculty members are appropriately qualified. The 2021 Faculty Handbook, the Faculty Credentialing policy, and the program reviews for assessment purposes are forms of detecting any irregularity in the qualification of faculty. The institution does not offer dual credit, contractual and or consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.	The 2017 Faculty Manual and 2021 Faculty Handbook include the faculty evaluation mechanisms to ensure quality instruction and proper faculty promotion and retention procedures. The Dean of Academic Affairs evaluates School Chairs. The Program Directors are evaluated by the Dean and School Chairs. It is important to clarify that faculty, full-time or adjunct, are teaching employees. Although a resident full-time faculty can be perceived as an administrator, they have a teaching load of 2 courses per academic term of 8 weeks, five times a year. Another element of the evaluation of faculty is the EvaluationKit tool used by students to evaluate course and instructor at the end of each academic term. Data from the EvaluationKit is used by faculty for improvement of their teaching delivery and classroom management techniques in an online environment.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.	In 2020, as a product of the pandemic emergency, the Office of Academic Effectiveness was created with the purpose of ensuring academic quality of the institution. The office has three branches: instructional technology, curriculum development and assessment and professional development. The Director of Faculty Development, Performance, and Assessment is responsible for conducting needs assessment for professional development of all faculty and developing and implementing institutional research to evaluate the college's effectiveness. The Director also chairs the Institutional Assessment Committee. For two consecutive years, virtual and in-person professional development trainings, seminars, lectures, forums, panels among others, have supported instructors in their disciplines and in their teaching roles (attached professional development outcomes). At the same time, the director of instructional technology trained and developed incoming full-time and adjunct faculty. As the institution adopted new technologies, the director of instructional technology delivered virtual trainings to ensure proper

	<p>implementation of the new technology tools to be used in the delivery of instruction across campus. The Office of Academic Affairs continue planning and implementing the yearly Faculty Institute Day in August that brings full-time and adjunct faculty together for a day of information, best practices, and administrative knowledge. In addition, in January 2022, all faculty was required to attend a 7-week online teaching seminar built by modules to be certified as online teachers. Faculty are also exposed to monthly virtual lecture series, and internal trainings on issues related to human resources and personnel (i.e., sexual harassment, active shooting, conflict management)</p>
6. Instructors are accessible for student inquiry.	<p>Yes, full-time and adjunct faculty have online office hours. Those hours are included in the course syllabus and the compliance of that time is monitored by Program Directors along with the Learning Facilitator, an enhancement from the academic advisor figure that evolved during 2020 COVID pandemic and was institutionalized in 2021. The LF works closely with teaching faculty by specialization.</p>
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities are appropriately qualified, trained and supported in their professional development.	<p>The student support services are properly managed by qualified professionals with the right credentials in their field of specializations. The director of Student Success Center has a doctoral degree in educational leadership. Under her leadership, there are several programs supporting students' life. The library, tutoring program, Writing Across Curriculum (WAC) program, student governance, are some of the programs under her direct supervision. Most cocurricular activities are designed by Dr. Shekeita Webb, the Director of Student Success Center. Another example is the Director of Office of Admission, a PhD holder with many years of experience in the field of admission, enrollment and recruitment. The Dean of Student Services is an experienced medical doctor with a master degree in education who has hold the position for more than 10 years. The Learning Facilitators fall under this student services' structure. There are 8 LF who are master and bachelor degrees holders to attend a population of bachelor and associate degree students. The Financial Aid Office is managed by accounting and student affairs specialists that use their specialized skills to handle the non-traditional, low-income, Hispanic, bilingual Pell grant population that St. Augustine proudly serves.</p>

The table below contains the list of attachments by question that are used as evidence to support the responses given.

Questions	Attachments
1. A List of all degree programs that indicates the programs that have at least one full-time faculty member and those that have less than one full-time faculty member.	2017 Faculty Manual 2021 Faculty Handbook (<i>pending approval by Academic Affairs, Academic Council and Faculty Council</i>) 2022 Faculty Credentialing Policy Full-Time Faculty Resumes
2. A narrative detailing how the institution is ensuring there is enough faculty expertise to offer the degree program listed.	School Chair Job description sample 2021 Faculty Handbook (<i>pending approval by Academic Affairs, Academic Council and Faculty Council</i>) 2022 Faculty Credentialing
3. A narrative detailing how the institution is in compliance with Core Component 3.C.	Mission Statement Sample of EvaluationKit Faculty Evaluation Form 2021 Faculty Handbook (<i>pending approval by Academic Affairs, Faculty Council, and Academic Council</i>) Institutional Assessment Guide Program Review Guide Professional Development Document Diversity, Equity and inclusion Training Module

ATTACHMENTS BY QUESTION

Questions	Attachments
1. A List of all degree programs that indicates the programs that have at least one full-time faculty member and those that have less than one full-time faculty member.	2017 Faculty Manual 2021 Faculty Handbook (<i>pending approval by Academic Affairs, Academic Council and Faculty Council</i>) 2022 Faculty Credentialing Policy Full-Time Faculty Resumes
2. A narrative detailing how the institution is ensuring there is enough faculty expertise to offer the degree program listed.	School Chair Job description sample 2021 Faculty Handbook (<i>pending approval by Academic Affairs, Academic Council and Faculty Council</i>) 2022 Faculty Credentialing
3. A narrative detailing how the institution is in compliance with Core Component 3.C.	Mission Statement Sample of EvaluationKit Faculty Evaluation Form Faculty Classroom Observation 2021 Faculty Handbook (<i>pending approval by Academic Affairs, Faculty Council, and Academic Council</i>) Institutional Assessment Guide Program Review Guide Professional Development Document Diversity, Equity and inclusion Training Module

Resident Faculty Manual



St Augustine College
1333-45 W. Argyle Street * Chicago, IL 60640-3593
Phone: (773)878-8756 * Fax: (773) 878-0937
www.staugustine.edu

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

Table of Contents

Introduction	5
I. The Organization of St. Augustine College	5
Section 1. St. Augustine College Board of Trustees	5
Section 2. The President	5
Section 3. The President's Cabinet.....	6
Section 4. Academic Affairs Committee Structure	6
Academic Council.....	6
Assessment and Personnel Committees	7
Section 5. Department Chairs	7
Section 6. Coordinators and Program Directors (field and clinical)	7
Section 7. Resident Faculty.....	8
Section 8. Adjunct Faculty.....	8
II. Expectations of Faculty	9
Section 1. Academic Responsibilities	9
Section 2. Professional Conduct.....	9
Section 3. Sexual Harassment	10
Section 4. Ethical Conduct.....	11
Nepotism.....	11
Conflict of Interest	11
Section 5. Academic Freedom	11
Section 6. St. Augustine Communications	12
Section 7. Institute Days, Faculty Meetings, and Workshops	12
Section 8. Class Meetings	13
Section 9. Classes, Office Hours, Grading and Recordkeeping.....	13
Section 10. Class Off-campus or at Another Site.....	15
III. Resident Faculty Responsibilities	15
Section 1. Academic Responsibilities	16
Section 2. Service Responsibilities.....	16
Section 3. Special Projects	17
Section 4. Professional Development	17
IV. Faculty Appointments, Rank and Promotion	18
Section 1. Appointment of Resident Faculty	18
Section 2. Special Appointments.....	19
Section 3. Faculty Ranks	19
Instructor:.....	19
Assistant Professor:.....	20
Associate Professor:	20
Full Professor:.....	20
Section 4. Faculty Evaluation, Notification, and Contracts.....	21
Calendar for Resident Faculty working with ten month contract	22
Section 5. Resident Faculty Promotion	23

V. Faculty Workloads	23
Section 1. Resident Faculty Workload	23
Section 2. Academic Advising	24
Section 3. Assignment of Faculty to Externally-Funded Projects	24
VI. Resident Faculty Evaluation	24
Section 1. Purposes of Evaluation	24
Section 2. Self-Evaluation	24
Section 3. Portfolios for Evaluation and for Rank Promotion	25
Section 4. Probation or Dismissal for Resident Faculty	26
VII. Evaluation of the Chairs and the Vice President of Academic Affairs	26
Section 1. Evaluation of Chairs	26
Section 2. Evaluation of the Vice President of Academic Affairs	26
VIII. Resident Faculty Grievance Procedure.....	26
Section 1. Grievance and Dismissal Proceedings	27
Section 2. Hearing Committee	27
Section 3. Final Decision	28
IX. Faculty Benefits	28
X. Time Away From Work.....	32
XI. Legal and Policy Obligations of the Faculty	39
Code of Student Conduct	39
St. Augustine College Credit Hour Policy	39
Request for Information from External Parties/Organization	40
Confidentiality Requirements of Faculty	40
Family Educational Rights and Privacy Act of 1974 (FERPA).....	41
FERPA Annual Notice – Possible Federal and State Data Collection & Use	41
The Solomon Amendment (10 U.S.C. §983, effective January 2000)	42
Non-Discrimination Policy	42
Title IX.....	43
Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973	43
Harassment Policy	43
Mandated Reporters of Child Abuse and Neglect.....	44
Campus Weapons Policy	44
Campus Security Act of 1990 (Known also as the Jeanne Clery Act)	45
Emergency Situations	45
Policy on Controlled Substances and Alcohol Abuse	48
Policy on Access and Acceptable Use of College Computing, Networking, and Information Resources	49
Guidelines for the use of the Internet (SACNET) at St. Augustine College	50
Copyright Policy.....	51
ACADEMIC CALENDAR 2016-17	52
Attachment A: Faculty Responsibilities Form	53
Attachment B: Writing S.M.A.R.T. Goals	60
Attachment C: Suggested Outline for Faculty Portfolio	61

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, Vice President of Student Affairs, Vice President of Academic Affairs, Vice President for Finance, Vice President for Institutional Advancement, Vice President for Work Force Development, Vice President for Enrollment Management, 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 Vice President of Academic Affairs, 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 Vice President of Academic Affairs, 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 Vice President of Academic Affairs. Faculty may propose initiatives for committee work as well. The President of the College may also create a committee.

Academic Council

The Academic Affairs system consists of the Academic Council, comprised of the Vice President of Academic Affairs, the department chairs and two faculty members one of which is elected by the Faculty Council and the other is the Faculty Council President. There are also numerous other standing and adhoc committees to accomplish the work of Academic Affairs. Each committee has meetings scheduled monthly. Academic Affairs committees are normally created within the Office of Academic Affairs through the Vice President of Academic Affairs. 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 Vice President of Academic Affairs 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 Vice President of Academic Affairs, 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 Vice President of Academic Affairs or her 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 Vice President of Academic Affairs.

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 Vice President of Academic Affairs 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 Vice President of Academic Affairs 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 Vice President of Academic Affairs 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 Vice President of Academic Affairs 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 Vice President of Academic Affairs.

August, 2017

President of Academic Affairs 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. 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 Vice President of Academic Affairs, 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 5th 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 Vice President of Academic Affairs.

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 Vice President of Academic Affairs 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).¹ 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.

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

- Work with the Department Chair and/or Vice President of Academic Affairs 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.
- 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, Vice President of Academic Affairs, 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 Vice President of Academic Affairs 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 Vice President of Academic Affairs 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, Vice President of Academic Affairs, 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 Vice President of Academic Affairs, 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 Vice President for Academic Affairs, the position description is then written by the department chair, approved by the Vice President of Academic Affairs, 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 Vice President of Academic Affairs or her 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 Vice President of Academic Affairs 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 Vice President of Academic Affairs. If the candidate is considered appropriate for the position, the Vice President of Academic Affairs 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 Ranks²

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 training in a tested specialized skill in the content area/field in which one is expected to teach.

For all teaching faculty required to have a Master's degree or higher, at least 18 credits at the Master's level or higher **MUST** be in the discipline to be eligible to teach. An exception for faculty ranked as Instructor is described above.³

2. Professional references.
3. Recommendation of the chair of the department and the Vice President of Academic Affairs, and approval of the President of the College.

² The policies and procedures for rank promotion at St. Augustine College are scheduled for review by a Rank Promotion Committee appointed by the Vice President of Academic Affairs for the FY 2016-2017 academic year.

³ An audit of Resident Faculty Files was conducted in May 2016. A parallel audit of Adjunct Faculty Files was conducted in January 2017. All faculty who were found to be out of compliance were given the opportunity to develop a plan to acquire the 18 hours of course work at the Masters Level or higher necessary to teach the related courses. Plans are in place to ensure all faculty have appropriate credentials by January 2019.

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 Vice President of Academic Affairs, 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.

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 Vice President of Academic Affairs 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 Vice President of Academic Affairs, 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 needs, BA or AAS	BA/AAS must have 2 years professional experience & specialized skill or credential to meet unique SAC needs	Professional references

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*

Timetable **Month of evaluation** **Notice given of** **Effective date for**
For contract **intent to renew** **renewal**
or dismiss**

First Year of a 1 yr. contract	March	April 2 or earlier	Intent to offer contract is to be emailed no later than 5/15**
Probationary 2 nd yr.	On-going	April 2 or earlier	
Year 2 , 1 st . yr. of 2 yr. contract	no evaluation unless VP of AA, chair, or faculty member requests		
Year 3 , 2 nd yr. of 2 yr. contract	February 15	April 2 or earlier	Intent to offer contract is to be emailed no later than 5/15***
Year 4 , 1 st yr. of 3 yr. contract	No evaluation unless VP of AA, chair, or faculty member requests		
Year 5 , 2 nd yr. of 3 yr. contract	No evaluation unless VP of AA, chair, or faculty member requests		
Year 6 , 3 rd 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 Vice President of Academic Affairs, 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 15th addressed to the department chair and Vice President of Academic Affairs. The applicant will be notified no later than May 31 by the chair/Vice President of Academic Affairs if he/she meets minimum eligibility requirements for promotion to the next rank.
2. The portfolio is due on or before September 15th, 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 Vice President of Academic Affairs 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 Vice President of Academic Affairs or a member of the committee designated by her.

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 Vice President of Academic Affairs. The Vice President of Academic Affairs 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, VP of AA) 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 Vice President of Academic Affairs 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 Vice President of Academic Affairs. 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
August, 2017

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 Vice President of Academic Affairs.

After a review of the faculty member's performance and the department chair's evaluation, the Vice President of Academic Affairs 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 Vice President of Academic Affairs' 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 Vice President of Academic Affairs

Section 1. Evaluation of Chairs

The Vice President of Academic Affairs 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 Vice President of Academic Affairs

The Vice President of Academic Affairs is evaluated by the President. Resident faculty may be asked to advise the President on the Vice President of Academic Affairs's annual performance review. Evaluation of the Vice President of Academic Affairs 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 Vice President of Academic Affairs. 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 Vice President of Academic Affairs (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 Vice President of Academic Affairs 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 Benefits⁴

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.

⁴ 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 Work⁵

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 Vice President of Academic Affairs 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 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

⁵ 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.

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 Vice President of Academic Affairs 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.

August, 2017

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 Vice President of Academic Affairs.

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 Vice President of Enrollment or Vice President of 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 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 August, 2017

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 Vice President of Student Affairs serves as the College ADA compliance officer. The Vice President of Student Affairs 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 Vice President for Student Affairs 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 1st 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, 2017

- 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 sorted 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://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, 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.

ACADEMIC CALENDAR 2017-18

Fall Semester (2017-18)

Registration	August 7-26	Mon.-Sat.
Registration, Respiratory Therapy	August 10	Thursday
New Adjunct Faculty Orientation	August 26	Saturday
Student Orientation	August 26	Saturday
Classes Begin	August 28	Monday
Late Registration	August 28 – Sep 2	Mon.-Sat.
Labor Day College Closed	September 4	Monday
Last Day to Change Courses	September 9	Saturday
Last Day to Drop Courses Without a Grade and Receive 100% Refund	September 10	Saturday
Constitution Day, College Open	September 18	Saturday
Midterm Week	October 16-22	Mon.-Sat.
Pre-registration for Spring 2016-17	Nov 6-Dec.15	Mon. –Wed.
Last Day to Withdraw with “AW/SW”	November 27	Monday
Thanksgiving Recess, College Closed	November 23-26	Thur.-Sat.
Final Exams	December 11-17	Mon.-Sat.
Semester Closes and Graduation Date	December 20	Wednesday
Winter Break, College Closed	Dec. 23-Jan. 1	Sat.-Monday

Spring Semester (2016-17)

College Opens	January 2	Tuesday
Registration	January 2-20	Tues.-Sat.
Registration, Respiratory Therapy	January 4	Thursday
New Adjunct Faculty Orientation	January 20	Saturday
Student Orientation	January 20	Saturday
Classes Begin	January 22	Monday
Late Registration	January 22-27	Mon.-Sat.
Last Day to Change Courses	February 3	Saturday
Last Day to Drop Courses Without a Grade and Receive 100% Refund	February 10	Saturday
Midterm Exams	March 12-18	Mon.-Sat.
Spring Break (No classes, offices open)	April 26-April 29	Mon-Sat.
Easter Recess, College Closed	March 30- Apr 1	Fri-Sat.
Pre-registration for Summer 2016-17	April 2- May18	Mon.-Fri
Pre-registration for Fall 2017-18	April 2-July 13	Mon.-Fri.
Last Day to Withdraw with “AW/SW”	April 30	Monday
Final Exams Week	May 14-20	Mon.-Sat.
Commencement Ceremony	May 19	Saturday
Memorial Day, College Closed	May 28	Monday
Semester Closes and Graduation Date	May 23	Wednesday

Summer Term (2016-17)

Registration	May 21-May 25	Mon.-Fri.
Classes Begin	May 29	Tuesday
Independence Day Holiday- College Closed	July 4	Tuesday
Last Day to Withdraw with a “AW/SW”	July 15	Friday
Final Exams	July 19-23	Mon., Tues.
Term Closes and Official Graduation Date	July 26	Thursday

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 Vice President of Academic Affairs 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 Vice President of Academic Affairs. 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 _____

Vice President of Academic Affairs _____ 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.



St. Augustine

COLLEGE

Faculty Handbook
2022-2027

Table of Contents

Prologue	6
Mission, Vision, and History	7
Strategic Plan	9
Institutional Organizational Chart	9
Teaching and Learning Philosophy: The Latino Educational Model	12
A. The Pillars: High-touch, High-tech, High-support	12
B. The Overarching Foundations: Excellence, Innovation, Knowledge	12
C. Operational Functions of the Three Pillars	13

Chapter I: Academic Organization and Administration

A. The Board of Trustees	16
B. The President	16
C. The President's Cabinet	16
D. Office of Academic Affairs	16
E. Schools and Academic Programs	17
F. Dean of Academic Affairs	19
G. Office of Student Services	20
H. Dean of Student Services	20
I. Office of Academic Effectiveness	22

Chapter II: Institutional Committees

A. Institutional Assessment Committee	23
B. Institutional Teaching and Learning Advisory Committee	23
C. Institutional Persistence, Retention & Graduation Committee	24
D. Institutional Faculty Personnel Committee	25
E. Institutional Review Board (IRB)	26
F. Cabinet Planning Committee	26
G. Ad-hoc Committees (Hearing Committee, Taskforces, etc.)	27

Chapter III: Academic Committees

A. Faculty Council	27
B. Academic Council	28
C. General Education Committee	29
D. Academic Affairs Teaching and Learning Committee	30
E. Search and Screen Committee	30

Chapter IV: Faculty and Program Administration

A. Guidelines for Faculty Qualifications	39
B. School Chairs	41
1. Definition	41
2. Qualifications	42

3.	<u>Expectations</u>	43
4.	<u>School Chair Teaching Workload</u>	43
C.	<u>Program Directors</u>	43
1.	<u>Definition</u>	43
2.	<u>Qualifications</u>	43
3.	<u>Expectations</u>	44
4.	<u>Appointment Process</u>	45
5.	<u>Program Director Teaching Workload</u>	47
D.	<u>Resident Faculty</u>	47
1.	<u>Definition</u>	47
2.	<u>Qualifications</u>	47
3.	<u>Expectations</u>	47
4.	<u>Appointment Process</u>	48
5.	<u>Resident Faculty Teaching Workload</u>	50
E.	<u>Part-Time Instructional Faculty</u>	50
1.	<u>Definition</u>	50
2.	<u>Qualifications</u>	50
3.	<u>Expectations</u>	51
4.	<u>Appointment Process</u>	51
5.	<u>Part-Time Instructional Faculty Teaching Workload</u>	53
F.	<u>Part-Time Academic Administrators</u>	53
1.	<u>Definition</u>	53
2.	<u>Qualifications</u>	53
3.	<u>Expectations</u>	54
4.	<u>Part-Time Academic Administrator Teaching Workload</u>	54
G.	<u>Adjunct Faculty</u>	55
1.	<u>Definition</u>	55
2.	<u>Qualifications</u>	55
3.	<u>Teaching Duties and Responsibilities</u>	55
4.	<u>Appointment Process</u>	56
5.	<u>Adjunct Faculty Teaching Workload</u>	56
H.	<u>Visiting Professors</u>	57
1.	<u>Definition</u>	57
2.	<u>Qualifications</u>	57
3.	<u>Expectations</u>	57
4.	<u>Appointment Process</u>	57
5.	<u>Type of Appointments</u>	58
I.	<u>Instructional Assistants</u>	59
1.	<u>Definition</u>	59
2.	<u>Qualifications</u>	59
3.	<u>Expectations</u>	59
4.	<u>Appointment Process</u>	60
5.	<u>Orientation and Training</u>	60

Chapter V: Faculty Evaluation Process: Retention and Promotion

A. Resident Faculty, Program Director, and Part-Time Instructional Faculty Evaluation Process	
1. Retention Process.....	63
2. Teaching and Primary Duties.....	64
3. Research and Creative Duties	67
4. Service Activities.....	71
5. Building the Faculty Portfolio in Paycor	76
6. Annual Retention Schedule for Faculty.....	79

Chapter VI: Faculty Evaluation Process: Retention

A. Part-Time Academic Administrative Faculty	81
B. Adjunct Faculty	81
C. Visiting Professors	84
D. Instructional Assistants	84

Chapter VII: Academic Rights

A. Shared Governance.....	86
B. Academic Freedom	88
C. Disclosure of Outside Commitments.....	89
D. Research Compliance/Institution Review Board.....	89
E. Assignment of Faculty to Externally-Funded Projects	90
F. Faculty Recognition Awards	91

Chapter VIII: Management of Teaching and Learning

A. Syllabi Requirements	93
B. HyFlex Instructional Model	93
C. Faculty Institute Days.....	93
D. Professional Development	94
E. Faculty Meetings	95
F. Class Meetings.....	95
G. Office Hours, Grading, and Recordkeeping.....	96
H. Student Performance Notices and Lack of Progress Reporting.....	96
I. Incomplete Grades	97
J. Language of Instruction.....	97
K. Off-Campus Classes.....	98
L. Curriculum Design Framework	98
M. Curriculum Sequences.....	99
N. Distance Learning Standards	99
O. Videoconferencing.....	100
P. Learning Management System	101
Q. EvaluationKit	101
R. Class Recordings	101
S. Digital Books	101
T. Test Security.....	101

Chapter IX: Faculty Compensation

A. <u>Compensation</u>	103
1. <u>Summer Courses</u>	103
2. <u>Overload Pay</u>	103
3. <u>Special Projects</u>	103
4. <u>Sabbatical Leave</u>	104

Chapter X: Faculty Conduct and Discipline

A. <u>Faculty Conduct</u>.....	107
B. <u>Faculty Grievance Procedure</u>.....	108
C. <u>Termination Due to Financial Exigency</u>	109

Chapter XI: Department of Human Resources Employee Handbook 113

Chapter XII: Appendix

A. <u>Master Syllabus Template</u>.....	171
B. <u>Distance Learning Standards</u>.....	179
C. <u>Latino Educational Model</u>	179
D. <u>Institutional Assessment Plan</u>.....	179
E. <u>Internship Guidelines</u>	179

Prologue

The Faculty Handbook of St. Augustine College describes the policies and procedures related to the responsibilities, roles, rights and values of the faculty members at St. Augustine College as they related to the primary and universal mission of higher education institutions of teaching, research, and service.

The handbook contains information about the academic organization and administration that govern the college, the institutional committees to operationalize teaching and learning practices, the description of Schools and academic programs, the evaluation process of faculty performance, and the faculty's academic rights and responsibilities. The Faculty Handbook also provides guidance on faculty compensation and fully norms the conduct and discipline of faculty academic behaviors.

The objective of the Faculty Handbook is to foster an academic environment that is conducive to excellence on teaching, advancement on knowledge, and culturally sensitive innovations. The uniqueness of the faculty community of St. Augustine College, a Hispanic serving institution, resides on the integrity and intellect required for substantive contributions to society and particularly those in high need and underrepresentation. The document infuses accountability, fairness, efficiency, and openness based on the cultural values the institution professes.

It is expected every faculty to read this handbook carefully, as it is a valuable source of information and understanding your academic job and the college. The policies and procedures outlined in this Faculty Handbook are replacing the 2017 Faculty Manual. As in any higher education institution, policies and procedures require changes from time to time. St. Augustine College retains the right to make decisions involving academic and administrative faculty as needed in order to fulfill its mission and to preserve the vision and history of equitable practices. This Faculty Handbook supersedes and replaces any and all prior faculty manuals and any inconsistent verbal or written policy statements related to academic and administrative regulations on faculty performance of their teaching, research and service duties.

The college reserves the right to revise, delete, and add to the provisions of this faculty handbook at any time without further notice. All such revisions, deletions or additions to the handbook must be in writing and signed by the President of the college. No oral statements or representations may change the provisions of this faculty handbook.

Mission, Vision, and History

St. Augustine College Mission (pending approval)

St. Augustine College, a Hispanic Serving Institution founded in 1980, promotes equitable changes in a global society by providing academic excellence, advancement of knowledge, and creative innovations to equip our graduates with a strong educational foundation, integrity, genuineness, and compassion. Our multiculturally supportive and bilingual institution of higher learning is dedicated to strengthening personal identities and reinforcing cultural interaction for Latinos and individuals of diverse groups and faiths.

Mission Fulfillment

Fulfillment of our mission is evidenced by the fact that in 2019-20, 81% of St. Augustine College students were low-income Hispanic/Latinos. 99% were Illinois residents. St. Augustine College's most distinctive feature has always been its intense focus on delivering bilingual College level instruction and workforce education in culturally appropriate settings. St. Augustine College's academic programs and its student support services, especially the college's digital/ technology services (including free technology hardware rentals for all St. Augustine College students), reflect the college's ongoing commitment to advancing low-income students and continue to be recognized for its effectiveness by our peers. St. Augustine College is a two-time current subrecipient of the NSF Louis Stokes STEM Pathways and Research grant and a current recipient of a National Endowment of the Humanities grant award. The administration has a combined 40+ years of experience managing pass through federal workforce development and federal TRIO student success grants.

In 2013, HACU recognized St. Augustine College with the Outstanding Hispanic-Serving Institution Award. In 2016, St. Augustine College was awarded the *Excelencia* in Education for its Bachelor degree of Social Work program. In 2018, St. Augustine College was named by Latino Leaders Magazine for a second time as one of the best Colleges in the United States for Latinos. St. Augustine College's 2019 IPEDS Undergraduate Student Profile is further evidence of our model's effectiveness: 86.9% of students agreed that St. Augustine College met their educational needs and 89.3% of students agreed that St. Augustine College was helping them achieve their life goals. A 2017 New York Times study found that St. Augustine College ranked #1 out of 103 Colleges in Illinois and 61 out of 2,137 Colleges in raising their graduates' incomes by two levels.

St. Augustine College Vision

To provide affordable, well rounded and quality education to Latino scholars and underrepresented groups by equipping and empowering them with academic excellence, advanced knowledge, and intentional innovations in their chosen fields and disciplines.

The History of St. Augustine College

St. Augustine College was founded in 1980, under the auspices of the Episcopal Diocese as an independent, bilingual institution of higher education to make the American system of higher education accessible to a diverse student population, with emphasis on those of Hispanic descent. St. Augustine College is a federally-designated private, nonprofit four-year Hispanic Serving Institution (HSI) located in

Chicago's Uptown neighborhood as the U.S. Midwest's first institution of higher learning focused on providing low-income, bilingual Hispanic adults access to higher education.

Today, the college serves the academic education and workforce training needs of over 4,200 adult students annually, the majority of whom are Spanish-language dominant Pell-eligible and underrepresented in institutions of higher education.

St. Augustine College has graduated over 10,400 bilingual, bicultural students since 1980. Last year, 233 students graduated with degrees and certificates. In 2019-2020, 938 students were enrolled full time (12+ credit hours) and 338 students were enrolled part-time.

St. Augustine College has a Carnegie classification as a Baccalaureate/Associate Mixed, Private Not-for-Profit, 4-Year Institution and is accredited by the Higher Learning Commission. In 2019-2020, St. Augustine College has 3% growth in overall new and returning students from prior year.

St. Augustine College strives to be the best student-centered, transformative bilingual (Spanish-English) learning community in the United States, where students realize their promise, faculty advance knowledge, staff achieve excellence, and alumni become global leaders. The three most popular majors at St. Augustine are Business Administration, Early Childhood Education, and Social Work.

Site Locations

Main Campus

Located on the North Side of Chicago, in the area known as Uptown, the college's main campus is easily accessible by either car or public transportation. The three-acre campus is a landmark designated by the City of Chicago's Landmark Commission. In 1907, the American film industry was born in the then Essanay Studios where notable silent screen stars such as Charlie Chaplin recorded iconic movies. The campus consists of two buildings (East and West), a chapel, a parking lot, and mini-plaza creating a safe, self-contained environment. An overhead bridge connects the two buildings. The West Building is dedicated to student learning and student life. In this building, students attend classes, visit with their professors, see their Learning facilitators, conduct research in the Library, enjoy lunch in the cafeteria, and socialize with classmates in the atrium. In addition to classrooms and computer and science laboratories, the West Building houses St. Augustine Hall with a seating capacity of five hundred. Most of the offices and classrooms are located in the West Building; the Culinary Arts program is located in the East Building along with an instructional kitchen.

South Side Location

The South Side location is in the heart of Little Village at 2610 W. 25th Place. The facility has twelve classrooms, three computer laboratories with a capacity for 22 students per lab, and the Resources and Study Room, which includes print and non-print materials. A modern kitchen and lunchroom are located on the garden level with a capacity of 108 persons. Public transportation is available one block away.

Strategic Plan (pending approval)

St. Augustine College seeks to become a sustainability, thriving institution by building a stronger culture aligned with the Latino Educational Model foundations of excellence, innovation, and creation of knowledge. The institution has developed six strategic priorities that guide its decision-making process:

Strategic Priority 1:	Financial stability and sustainability
Strategic Priority 2:	Effective staff and faculty recruitment, development, and growth
Strategic Priority 3:	Dynamic organizational growth
Strategic Priority 4:	Improving public profile of St. Augustine College
Strategic Priority 5:	Efficient internal processes
Strategic Priority 6:	Improved infrastructure

Institutional Organizational Chart

Board of Trustees			
Trustees oversee all functions of the college.			
Marlene Mussman President	Elizabeth Alvarado	Beatriz Martorello	Ricardo Mendoza
Jose R. Sanchez	Clayton L. Thomason	Carlos Velazquez Meixueiro	Leah Wallace
Executive Office of the President			
President of the college Dr. Reyes Gonzalez Oversees all policies, procedures, operations for departments, programs, employees and the student body.			
Office of Academic Effectiveness			
Executive Director of the Office of Academic Effectiveness Oversees all policies and operations for the Office of Academic Effectiveness.			
Director of Curriculum Development Oversees the evaluations and development of program curriculum and program operations, serves on advisory committees.	Director of Faculty Development, Performance, and Assessment Oversees the professional development of faculty and staff.	Director of Training and Technology Oversees the technology training of faculty and manages webinars, lecture series, and related programs.	Accreditation Consultant Works with staff of the Offices of Academic Effectiveness and Academic Affairs on program evaluations and academic effectiveness.
Office of Academic Affairs			
Dean of Academic Affairs Oversees policies, procedures and operations of three academic Schools: (1) Education; (2) Healthcare and Social Sciences (3) STEAM (<i>Sciences; Technology, Engineering, Arts, and, Mathematics</i>)			
Administrative Assistant to the Dean of Academic Affairs Oversees administrative assistant tasks in the Office of the Dean of Academic Affairs	Director of Adult Education and English as a Second Language (ESL) Programs Oversees procedures and operation of the Adult Education and ESL Programs		
Work Study Assistant Undertakes work study tasks in the Office of the Dean of Academic Affairs	Adult Education and ESL Resident and Adjunct faculty		

B. School of Education				
Acting Chair of the School of Education Oversees operation of the Early Childhood and Languages and Humanities Programs				
Program Director of Early Childhood Oversees operation of the Early Childhood Program		Program Director of Languages and Humanities Oversees operation of the Languages and Humanities Programs		
School of Education Resident and Adjunct faculty				
C. School of Healthcare and Social Sciences				
Acting Chair of the School of Healthcare and Social Sciences Oversees policies, procedures and operation of the Healthcare and Social Sciences Programs				
Program Director of the Respiratory Therapy Program Oversees policies, procedures and operation of the Respiratory Therapy Program	Program Director of the Social Work Program Oversees policies, procedures and operation of the Social Work Program		Program Director of Psychology Oversees policies, procedures and operation of the Psychology Program	
School of Healthcare and Social Sciences Faculty				
D. School of Science, Technology, Engineering, Arts, and Mathematics (STEAM)				
Acting Chair of the School of STEAM Oversees all policies and procedures for the School of STEAM				
Program Director of Business Administration Oversees operation of the Business Administration Program	Program Director of Hospitality and Culinary Arts Oversees operation of the Hospitality and Culinary Arts Programs	Program Director of Computer Information Systems (CIS) Program Oversees operation of the CIS Program	Coordinator of the Mathematics Program Oversees operation of the Mathematics Program	Coordinator of the Science Program Oversees operation of the Science Program
School of STEAM Resident and Adjunct faculty				
Institute for Workforce Education (IWE)				
Vice President of the Institute of Workforce Education (IWE) Oversees all IWE certification and Adult ESL programs, staff, and instructors				
Workforce Staff and Instructors				
Office of Student Services				
Dean of Student Services Oversees all procedures, policies and operation of the Office of Student Services including the Career and Transfer Center, the Library and Tutoring Center, the Learning facilitators the Office of the Registrar				
Program Director of the The Career and Transfer Center Oversees operation of Transfer Center	Director of the Library and Tutoring Center Oversees operation of Library and Tutoring Center	Learning Facilitators Oversee student tutoring		Office of the Registrar Acting Registrar Oversees operation of Office of the Registrar
	Librarians	Learning Facilitator		
Office of the Chief Financial Officer/Chief Operating Officer				
Chief Financial Officer/Chief Operating Officer Oversees all financial and business procedures, policies, operation, budgets, and proposals for innovations.				
Associate Bursar Oversees operation of student finances	Interim Director of Information Technology Oversees IT operations	Accounting Manager Oversees accounting operations	Department of Human Resources (HR) Manager Oversees HR operations.	
Bursar's Staff (2)	IT Staff	Accounting Staff	HR Staff and	

Manage student finance matters	Manage IT operations	Manage operations	Work Study Student Manage HR operations
Office of Operations Workforce, Development and Facilities			
Director of Operations Workforce, Development and Facilities Oversees all operating procedures and activities for the college facilities.			
Workforce staff			
Office of Financial Aid			
Director of Financial Aid Oversees policies and procedures for the procurement and distribution of student financial aid.			
Financial Aid Staff			
The Office of Institutional Advancement			
Director of Institutional Advancement Oversees all policies and operating procedures for the Office of Institutional Advancement.			
Office of Institutional Advancement Staff			
Office of Marketing and Communications			
Executive Director of Marketing and Communications, Oversees all policies and procedures for marketing and communications.			
Associate Director of Content Strategy Oversees advertising, social media, communications, etc.			
Office of Admission			
Director of Admissions Oversees development of policies, procedures and operations for student admissions and retention.			
Director of Enrollment Oversees procedures for student admissions and retention			
Admissions Team			
Site Directors			
West Chicago Campus Oversees all operations of the West Chicago Campus.		South Chicago Campus Oversees all operations of the South Chicago Campus.	
Aurora Campus Oversees all operations of the Aurora Campus.		Southeast Chicago Campus Oversees all operations of the Southeast Chicago Campus.	

Teaching and Learning Philosophy

Latino Educational Model

The Pillars: High-touch, High-tech, High-support

The Latino Educational Model represents the foundation of the teaching and learning philosophy of St. Augustine College. The model was designed in March 2020 by St. Augustine College faculty and administrators as one of the many responses to the world-wide unprecedented devastation of COVID-19. The St. Augustine College community developed an innovative Latino Education Model that allows the college to deliver affordable, high-quality education to our students so that they are prepared to enter the workforce in high paying, in-demand jobs. Existing research on different educational programs, products, practices from which Latinos, especially first-generation populations, can benefit underpins the Latino Education Model.

In the search of excellence, knowledge and innovation, St. Augustine College faculty made a concerted effort to deliver education in the mediums needed by the Latino community. The Latino Educational Model can be defined as a culturally specialized educational approach for the Latino student that considers their unique context, reflects understanding of their life circumstances, and brings them tailor-made solutions that meet the demands of their life and educational goals. This model contains three emblematic foundations to support three pillars. The foundations of excellence, innovation and knowledge set the parameters of functionality and operation of the three pillars, which include high-touch, high-support, and high-tech. Each pillar embodies excellence, knowledge, and innovation.

The Latino Education Model's interventions and practices address challenges that impede the secondary educational success of adult Latino learners. They are based on reviews of research, the experiences of practitioners, and the opinions of nationally recognized experts. The model supports the delivery methods of new programs designed to allow students to consume education in the best way for them: in person, remotely, or in a recorded format. The model is based on robust research that, when implemented, reduced tuition, created stackable certificates, led to eight-week semesters, and provided year-round course availability as best practices for bilingual adult college students seeking to secure employment upon graduation.

To that end, education delivery at St. Augustine is multi-channel, multi-location hybrid operation consisting of three simultaneous modalities: (1) multi-location face-to-face; (2) synchronous; and (3) asynchronous education. Delivery is implemented with high levels of technology, intensive group and individual academic supports, tutoring, mentoring, and career placement services that Latino adults, especially first-generation, require to be successful.

The Overarching Foundations of the Latino Educational Model

Overarching Theme I: Excellence

St. Augustine College seeks not only to bring students education in a format and method that is realistic and accessible; it also aims to provide students with an experience of excellence in academia. Excellence integrates diversity and quality efforts into the core of institutional operations to demonstrate the educational advantages and value of diversity. In the search of excellence, St. Augustine College exposes

the Latino student to social justice and awareness, sophisticated knowledge, and compassionate human consideration.

Overarching Theme II: Innovation

St. Augustine College seeks to offer students modern technology as well as a new framework for learning. Introducing models and innovations for the future and guided by the adage “never letting a crisis go to waste,” the college has intentionally embarked on furthering innovation. Technological interventions include more flexible learning formats, such as asynchronous and synchronous options, offering 8-week terms instead of 16-week semesters, and conducting regular inventory of the current needs of the students and economy.

Overarching Theme III: Knowledge

St. Augustine College seeks to transform Latino lives through the acquisition and expansion of knowledge. St. Augustine College students build knowledge through their own reflections, experiences, and genuine cooperation with others. They expand knowledge as they are exposed to domestic and international information, challenges, and innovations to achieve a better life through meaningful and relevant education.

The Operational Functions of the Three Pillars

The Latino Educational Model is operationalized by implementing the three pillars of high-touch, high-tech, and high-support that intrinsically interconnect the quality of education that the Latino student receives at St. Augustine College while also preserving culture through values, language, and representation (high-touch). Guidance and assistance reinforce a social system that is approachable, accommodating, caring, and effective (high-support). The last pillar of the Latino Educational Model, high-tech, provides affordable, accessible use of technology.

Pillar I: High-touch

The high-touch pillar refers to providing students with a culturally affirming atmosphere, Latino representation, and bilingual environment among faculty and students. This increases opportunities to connect with culturally similar individuals, helps students feel more connected to their culture, and seeks to eliminate experiences of discrimination Latino students may have experienced at other institutions. The implementation of the high-touch pillar can be perceived through marketing outreach efforts into the local Latino community and the collegiate cultural spaces where students gather together. The high-touch pillar makes it possible to create community and the bilingual accommodations, technically and pedagogically, required to serve students who speak a common language.

Pillar II: High-support

The high-support pillar describes a more flexible, accommodating approach for Latino non-traditional students who may benefit from additional connection, guidance, affordable tuition, accessibility, and assistance during the transition to undergraduate life and throughout their undergraduate careers. It seeks to recognize the multi-layered impact of poverty and the educational disparities affecting the lived experiences of Latino students, considers their current life circumstances, cultural context, past educational experiences, gaps in learning, and provides them with solutions that reflect these

understandings. The implementation of the high-support pillar is observed in specific interventions designed to meet the needs of its student populations. Some of those interventions include Learning facilitators, developmental courses, tutoring, accelerated learning, certificate programs, affordable tuition, and writing across the curriculum.

Pillar III: High-tech

The high-tech pillar is defined by access to more affordable, accessible, and flexible modalities of learning that employ modern technological tools. The Latino Educational Model seeks to employ high-tech interventions for students to demonstrate an understanding of their financial constraints and significant responsibilities, while also preparing them to enter the workforce with a strong command of modern technology. The implementation of the high-tech pillar is exhibited in new remote synchronous and asynchronous learning modalities, digital books, supplemental instruction (ALEKS), and training opportunities for faculty and students alike.

For a full description of the Latino Educational Model and its tenets, see Appendix C.



Chapter I: Academic Organization and Administration

A. The 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 a Hispanic-Serving Institution (HSI) rooted in a bilingual environment, dedicated to strengthening ethnic identity, reinforcing cultural interaction, while infusing equitable social changes in society by providing academic excellence, advancement of knowledge, and culturally sensitive and intensive innovations to equip and empower Latino and other diverse groups with integrity, genuineness, and compassion. (Pending Approval)

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.

B. The President

The President of the college is the leader and chief administrative and executive 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 officers in leadership roles of the college.

C. The President's Cabinet

The President's Cabinet is the principal organizational planning body of the institution. 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:

- President
- Dean of Academic Affairs
- Dean of Student Services
- Chief Operation Officer
- Chief Finance Officer
- Vice President for Workforce Development
- Director of Institutional Advancement
- Executive Director of Academic Effectiveness
- Executive Director for Marketing and Communication

D. The Office of Academic Affairs

The Office of Academic Affairs is the institutional office that oversees a variety of academic programs, research initiatives, teaching and learning practices at the college. The OAA oversees policies, procedures and operations of three academic schools: Education, STEAM, and Healthcare and Social Sciences.

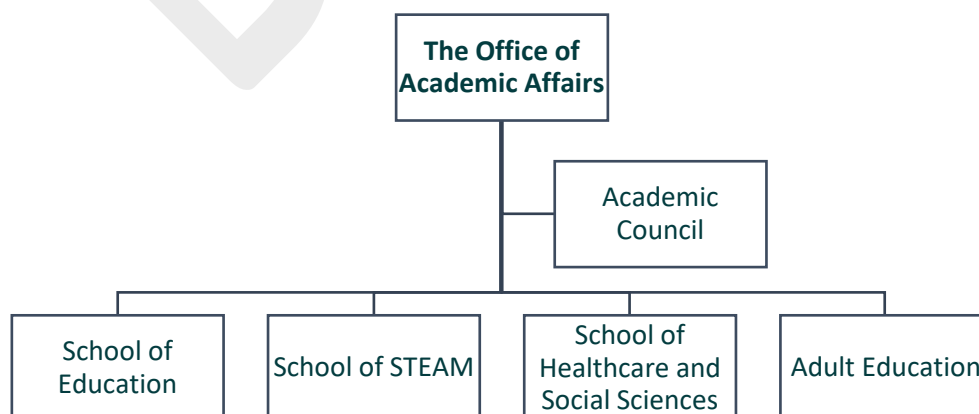
Academic Affairs Organizational Chart

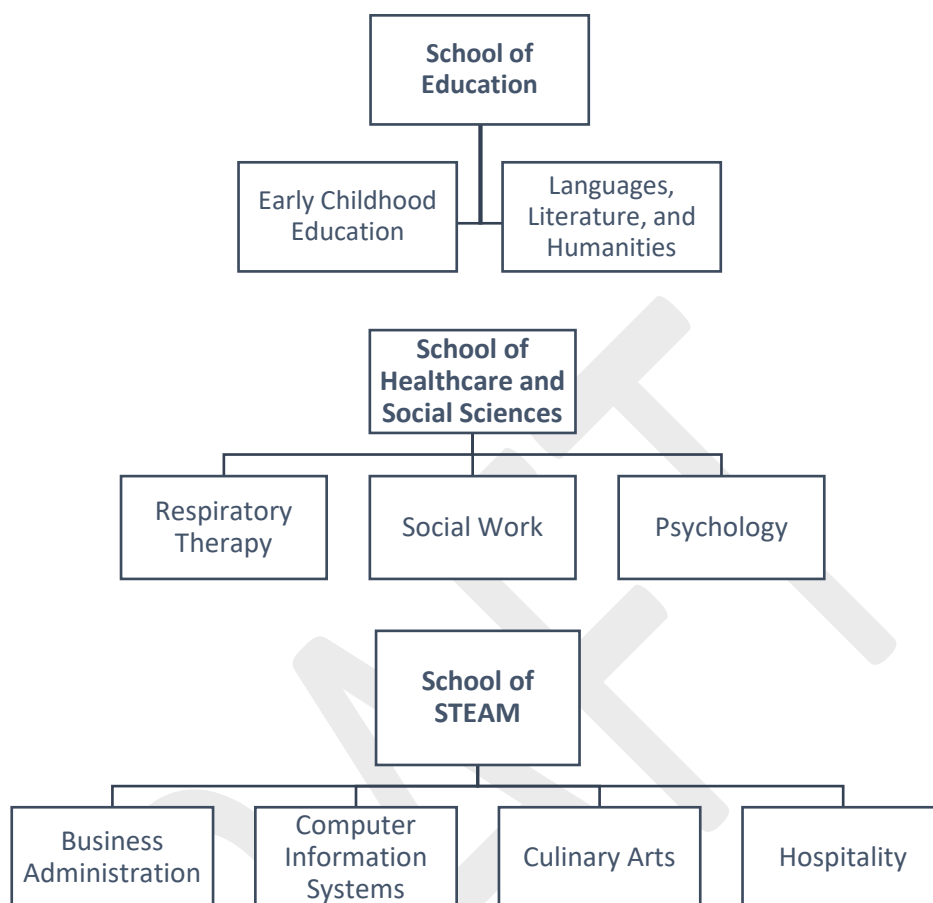
Office of the Dean of Academic Affairs	
Dean of Academic Affairs Oversees policies, procedures and operations of three academic Schools: (1) Education; (2) Healthcare and Social Sciences (3) STEAM (<i>Social Sciences; Technology, Engineering, Arts, and Mathematics</i>)	
Administrative Assistant to the Dean of Academic Affairs Oversees administrative assistant tasks in the Office of the Dean of Academic Affairs	Director of Adult Education and English as a Second Language (ESL) Programs Oversees procedures and operation of the Adult Education and ESL Programs
Work Study Assistant Undertakes work study tasks in the Office of the Dean of Academic Affairs	Adult Education and ESL Resident and Adjunct faculty
School of Education	
Acting Chair of the School of Education Oversees operation of the Early Childhood and Languages and Humanities Programs	
Program Director of Early Childhood Oversees operation of the	Program Director of Languages and Humanities

Early Childhood Program		Oversees operation of the Languages and Humanities Programs		
School of Education Resident and Adjunct faculty				
School of Healthcare and Social Sciences				
Acting Chair of the School of Healthcare and Social Sciences Oversees policies, procedures and operation of the Healthcare and Social Sciences Programs				
Program Director of the Respiratory Therapy Program Oversees policies, procedures and operation of the Respiratory Therapy Program	Program Director of the Social Work Program Oversees policies, procedures and operation of the Social Work Program		Program Director of Psychology Oversees policies, procedures and operation of the Psychology Program	
School of Healthcare and Social Sciences Faculty (6)				
School of Science, Technology, Engineering, Arts, and Mathematics (STEAM)				
Acting Chair of the School of STEAM Oversees all policies and procedures for the School of STEAM				
Program Director of Business Administration Oversees operation of the Business Administration Program	Program Director of Hospitality and Culinary Arts Oversees operation of the Hospitality and Culinary Arts Programs	Program Director of Computer Information Systems (CIS) Program Oversees operation of the CIS Program	Coordinator of the Mathematics Program Oversees of operation of the Mathematics Program	Coordinator of the Science Program Oversees operation of the Science Program
School of STEAM Resident and Adjunct faculty				

E. Schools and Academic Programs

All programs are housed within one of three Schools: School of Education, School of STEAM, or the School of Healthcare and Social Sciences. Schools are led by a school chair, and each academic program has a program director. The School of Education houses the Early Childhood Education Program and Languages, Literature, and Humanities. STEAM houses Computer Information Systems, Business Administration, Hospitality, and Culinary Arts. The School of Healthcare and Social Sciences houses Social Work, Psychology, and Respiratory Therapy.





Degrees Offered at St. Augustine College

Degree	Majors	Credits	Concentrations
Bachelor of Arts (BA)	Business Administration	120	Department of Human Resources
			Small Business Operations
	Psychology	120	General
	Hospitality Management	120	General
Bachelor of Science (BS)	Computer Information Systems	120	Database Systems Management
			Network Systems Administrator
			Web Based Applications
Bachelor of Social Work (BSW)	Social Work	128	General
Associate of Arts (AA)	Business Administration	60	General
	Liberal Arts and Science	60	Interdisciplinary
			Psychology

			Social Service
			Child Development
			Spanish
			Computer Information Systems
			Criminal Justice
Associate of Applied Science (AAS)	Accounting	60	General
	Administrative Assistant	60	Office Technology
			Accounting Assistant
			Medical Office Technology
	Business Management	60	General
	Computer Information Systems	60	Applications Programmer
			Systems Support
	Culinary Arts	60	General
	Early Childhood Education	64	General
	Respiratory Therapy	74	General
Associate of General Studies (AGS)		60	General
Basic Certificate		30	Mental Healthcare Assistant Accounting Information Processing for Analysis and Reporting Network Support Business Management
Advanced Certificate		90	Advanced Paraprofessional-Domestic Violence

F. Dean of Academic Affairs

The Dean of Academic Affairs is the leader of the academic life of the institution. The dean is responsible for the overall direction of programs within their units. The academic unit leader is also responsible for ensuring academic quality of all Schools, programs, committees, and services within the Academic Affairs unit through the appropriation and allocation and management of necessary resources, through the oversight of hiring and evaluation activities, proposal of new programs, continuous revision of existing programs, appropriate initiatives for external funding, and evaluation of the quality of personnel, programs, and related services.

Responsibilities of the Dean of Academic Affairs:

- To verify the adequacy of classroom instruction delivery
- To monitor academic integrity
- To represent the State of Illinois Board of Higher Education to confer degrees to graduating students.
- To involve in the recruitment of students, admission and academic progress
- To search, recruit, select, and hire resident and part-time academic faculty members according to the Faculty Handbook procedures and Department of Human Resources policies

- To promote and monitors ethical conduct in all aspects of the research process
- To establish and maintain a culture of compliance and integrity among faculty, staff, and students
- To provide direction and resources for the professional development of faculty members
- To monitor and enforce the application of faculty evaluation process and procedures for retention and promotion
- To enforce the implementation of federal, state, and local academic and administrative policies and regulations
- To work closely with the Faculty Council and the Office of Academic Effectiveness to maintain accountability, resolve any significant issues of noncompliance, and reduce the risk of future occurrences
- To serve as the chair of the Academic Council
- To allocate space to schools, academic programs and centers within the school based on instructional needs and academic program priorities

G. The Office of Student Services

The Office of Student Services is responsible for providing leadership and management for the student services, coordinating student-related programs, planning social programs for students as well as responding to students' needs, and creating and encouraging teamwork and collaboration with all academic units within the St. Augustine College community.

H. Dean of Student Services

The Dean of Student Services is a member of the President's cabinet, a higher education administrator, responsible for the coordination of student-related programs at St. Augustine College. The Dean helps identify and respond to students' needs, direct admissions, maintain a productive learning environment, collaborate with different departments, create mechanisms of teaching and learning to detect persistence and retention issues, and plan social extra-curriculum programs for students.

General Responsibilities

The Dean of Student Services serves as a primary administrative contact and advocate for students in all degree seeking programs by working directly with students to provide services and programs that enhance student life and the SAC community. The Dean of Student Services also leads the persistence and retention efforts of the institution. As such, the items below are considered to be essential functions of the Dean of Student Services:

- Direct, coordinate, and evaluate the activities of Learning Facilitators engaged in student support and persistence
- Oversee delivery of student orientation and onboarding programs, including the SAC 101 course. Update and enhance curriculum based on outcomes and feedback from stakeholders.
- Create dashboards that highlight metrics and statistics relevant to indicators and predictors of student success. Work with stakeholders to create and implement plans to overcome deficits.
- Review registration statistics, and consult with faculty officials to develop registration strategies to enhance persistence and create expedient pathways to graduation

- Serve as ADA Compliance Officer for students who need special accommodations
- Review student misconduct reports requiring disciplinary action, and counsel students regarding such reports
- Maintain disciplinary records and serve as advisor to campus disciplinary hearing committees. Address grievances resolution and Title IX complaints inclusive of sexual harassment
- Assist Learning Facilitators in resourcing needed tutoring, financial aid, additional vocational training support, transfer and career services, and other customized services to students
- Provide statistical reports needed for accreditation and government reporting
- Provide consultation and support to all departments in what pertains to students and student services
- Serve as Administrator for student complaints and grade appeals
- Serve as the Principal Designated School Officer (PDSO) for the international students' system (SEVIS)
- Supervise Registrar's Office, Library, Career and Transfer Center, and the overall functioning of the Sites
- Supervise the organization of events such as commencement ceremonies and in general all events with student participation
- Advise the President in everything that pertains to students and services to students and participate in administrative meetings and committees as deemed necessary by the President

I. The Office of the Academic Effectiveness

The Office of Academic Effectiveness (OAE) was created in April 2020. The quality assurance of the institution is the main function of this academic-administrative unit.

Goals of the Office of Academic Effectiveness

1. To assure a culture of quality, continuous institutional improvement, systematic assessment, and sustained excellence across academic programs consistent with local and international standards,
2. To ensure quality processes of teaching and learning,
3. To systematically evaluate the effectiveness of all aspects of college operations, and
4. To monitor a cyclical process and function to ensure policy and accreditation compliance.

Executive Director of Academic Effectiveness

The leader and manager of the OAE is the Executive Director of Academic Effectiveness who is responsible for planning, organizing, coordinating, administering, developing, implementing, and leading academic quality assurance in teaching, curriculum, assessment, evaluation and reporting. The Executive Director of the OAE also serves as an expert for innovative education initiatives, design, and learning formats that address the specific learning needs of the St. Augustine student.

Responsibilities of the Executive Director of Academic Effectiveness

- Develop the strategy for St. Augustine College course delivery and learning. Lead educational design and development inclusive of emerging learning technologies and techniques including blended, e-learning, podcasts, webinars, and livestreaming
- Coordinate the identification of research-based, best-of-class pedagogy for each area of study and develop a professional development program for faculty
- Conduct needs assessment of learning and teaching environments, lead the recruitment of qualified content experts, and promote diversity in programming
- Recruit and secure contracts for subject matter and industry experts
- Coordinate the development of program goals, objectives, policies, and standards for quality assurance; coordinate the institutional research needed to evaluate the college's effectiveness
- Direct the design and execution of plans for maintaining accreditation status for the college, as well as program specific accreditations, certifications, and licensures; provide guidance to instruction administrators concerning accreditation matters.
- Develop and/or assist with the development of policies and procedures
- Coordinate the submission of external reports to HLC, DOE, IBHE and other reports required of similar higher education institutions
- Provide fiscal analysis, financial forecasting and budget management in education delivery and assessment.

The Offices of Academic Effectiveness

- The Office of Faculty Development, Performance, and Assessment
- The Office of Training and Technology
- The Office of Curriculum Programs

The Directors of the Office of Academic Effectiveness

The Director of Faculty Development, Performance, and Assessment is responsible for conducting needs assessment for professional development of all faculty and developing and implementing institutional research to evaluate the college's effectiveness. The Director also serves on or chairs the Institutional Assessment Committee.

The Director of Training and Technology is responsible for coordinating the implementation and utilization of technology, including online assessment and analytics, overseeing the effective implementation of the institution's Learning Management System, Canvas, and providing staff training in any new adoptions of technological features and functionalities.

The Director of Curriculum is responsible for designing, developing, implementing, and evaluating the curriculum of all academic programs to ensure academic quality and innovation.

Chapter II: Institutional Committees

A. Institutional Assessment Committee

The Institutional Assessment Committee is a standing committee of St. Augustine College, charged with developing and overseeing a continuous, systematic plan for the assessment of student learning outcomes of the college's bachelor's degrees, associate degrees, and certificates. The committee is responsible for providing feedback and support to academic and non-academic departments by reviewing assessment reports and disseminating information about exemplary assessment practices.

Duties and Responsibilities

- To advise the Academic Council and Faculty Council on matters related to assessment
- To communicate regularly with faculty and administrative assessment leadership to promote faculty ownership of the review process
- To provide ongoing support and feedback to academic programs and schools throughout the review cycle by reviewing assessment reports, plans, and timelines
- To facilitate assessment programs at the school and course level as well as assess student achievement within the framework of the five institutional outcomes
- To coordinate assessment efforts with other standing committees of St. Augustine College including the Retention and Persistence Committee and the General Education Committee
- To maintain current records of assessment activities in an accessible and transparent format
- To coordinate assessment events regarding the sharing of assessment strategies and results
- To coordinate the development of accreditation reports concerning student learning outcomes
- To disseminate information about best practices in assessment models and strategy
- To develop appropriate faculty development activities related to program and student assessment

B. Institutional Teaching and Learning Advisory Committee

The Institutional Teaching and Learning Committee (ITLC), appointed by the President of the College, provides leadership to help faculty improve their teaching, to help students improve their learning, and to develop opportunities for conversation and reflection among faculty, students, and staff around topics of teaching and learning. The purpose of ITLC is to develop and support effective synchronous and asynchronous teaching and learning activities across the curriculum and to keep teaching and learning at the center of the college's collective thinking of excellence, innovation, and creation of knowledge.

The ITLC is formed by academic administrators including the President and Chair of the committee. Other committee members are: Dean of Academic Affairs, Dean of Student Services, Executive Director of Academic Effectiveness, Director of Curriculum Programs, and internal invited guests depending on the topic discussed in the agenda.

The ITLC aims to facilitate the creation of a culture of critical reflection on teaching and learning by responding to the needs expressed by all constituencies of the college. Since the committee is composed of representatives from all three groups, the process of learning is viewed as one that we all share and

that by its very nature transcends the boundaries of the classroom and the campus to include everything that we experience.

Duties and Responsibilities

- Develop and promote new programs designed to enhance learning-centered teaching
- Encourage the college to support, acknowledge, and value the Faculty Recognition Awards for teaching, research, and service
- Survey the faculty to ascertain teaching needs, interests, and concerns
- Create programs to encourage and reward high quality teaching and learning
- Examine curricular and course structures – in light of teaching and learning issues – and create pedagogical and course design initiatives to enhance teaching development and student learning
- Support curriculum evaluation of programs and courses in order to comply with accrediting agencies obligations and for the improvement of faculty and success of students
- Propose methods to enhance and improve the student learning experience, including the physical and virtual environment
- Serve as the planning committee for the annual Teaching and Learning Symposium, each academic year with a half-day devoted to dimensions of teaching and learning informed by recent scholarship and practice
- Teaching and Learning Workshop for new faculty, a multi-day workshop of microteaching activities informed by recent scholarship and practice
- Work together with the Institutional Assessment Committee to verify that program reviews and assessments are conducted with fidelity and integrity
- Renovate and supervise new classroom adoption of online assessments, e-classroom technologies, and professional development in order to enhance the use of technologies by faculty and students
- Work together with the Retention and Persistence Committee to create systematic interventions that improve student motivation and increase persistence and graduation rates

C. Institutional Persistence, Retention, and Graduation Committee

The Persistence and Retention Committee is a standing committee of St. Augustine College, appointed by the President and charged with analyzing retention and persistence data on a regular basis and proposing specific actions aimed at increasing retention and persistence. Additionally, the Institutional Persistence and Retention Committee will provide support to the Dean of Student Services and, at the same time, evaluate retention initiatives at the college level.

Duties and Responsibilities

- Advising the Dean of Student Services, and moreover the college administration, on matters related to retention, persistence and graduation
- Determining, creating, and maintaining the data needed to establish a retention and persistence dashboard

- Coordinating efforts with other standing committees of the college as their contributions are required or desirable to achieve its expected outcomes
- Maintaining current records of its activities, meetings, and individual or collective work
- Discussing retention and persistence tendencies and suggesting corrections and improvements aimed at maximizing outcomes
- Exploring best practices in retention and persistence and recommend adoption when pertinent
- Identifying areas and activities in need of improvement and making recommendations as needed

D. Institutional Faculty Personnel Committee

The Dean of the Office of Academic Affairs appoints the members of the Institutional Faculty Personnel Committee (IFPC). The committee members include a school chair, a program director representative from each school, and a resident or part-time instructional faculty member of another school or program not represented by the school chair or program directors.

Duties and Responsibilities

Program Director, Resident, and Part-time Instructional Faculty Evaluation

- Customizing the annual faculty evaluation calendar for program directors, resident and part-time instructional faculty (See Retention Annual Review Table, pg.X)
- Setting up the Paycor training for members of the IFPC in collaboration with Department of Department of Human Resources Development that includes the development of the electronic portfolio review
- Informing the Dean of Academic Affairs on the deadline dates for faculty to upload their evaluation information and data into the Paycor electronic performance review portfolio.
- Verifying eligibility for retention and promotion of program directors, resident, and part-time instructional faculty
- Reviewing individual electronic performance review portfolio to provide individual evaluation for each eligible faculty for retention or promotion
- Deciding on the retention and promotion of program director, resident and part-time instructional faculty based on the evaluation procedures stipulated by the Faculty Handbook.
- Acting upon retention and promotion policies and faculty grievances

Adjunct faculty Evaluation

- Verifying eligibility for evaluation of adjunct faculty for contractual renewal
- Reviewing individual adjunct faculty's electronic performance review portfolio to determine the renewal of the teaching contract

- Making final recommendations on the renewal of the annual contract of the adjunct faculty based on the classroom observations by school chair and program director, results of student evaluations, and professional development engagement

Other Duties

- To provide recommendations to the Office of Academic Effectiveness on the updating of the Faculty Handbook. Significant changes in this document is to be known by the Faculty Council and decided by the President's Cabinet
- To work with the Director of Faculty Development, Performance and Assessment on designing and delivering topics ranging from overall strategies for faculty success at St. Augustine College to a detailed outline of the retention and promotion process at St. Augustine College
- To provide recommendations to the Department of Human Resources on the updating of the Department of Human Resources Employee Handbook
- To overview, review, select, and decide on the annual Faculty Recognition Award

E. Institutional Review Board

The Institutional Review Board (IRB) is an administrative body appointed by the President and established by St. Augustine College under the supervision of the Office of Academic Affairs, to assure compliance defined by the Code of Federal Regulations (45 CFR Part 46) established by the Department of Health and Human Services which provides guidance in protecting the rights and welfare of human subjects involved in research.

The roles of the IRB include:

- Set research expectations for college-based research involving human subjects
- Review all research proposed through the college
- House information on all St. Augustine College research projects and evaluations
- Hold meetings as needed

F. Cabinet Planning Committee

The Cabinet Planning Committee is appointed by the President and is formed by the members of the institution leadership team including deans, the Vice President of IWE, and executive directors. The committee operates under the discretion of the President who determines the agenda and reserves the right to make final decisions. The members of the cabinet may propose items for the weekly agenda depending on urgency. The committee charge is found below. The list is not exhaustive.

- To envision a St. Augustine College thriving in the 21st Century
- To carefully examine the current financial situation of the college
- To conceptualize and propose initiatives aligned with the Latino Educational Model

- To develop strategies that capitalize on St. Augustine College's distinguishing characteristics and strengths, resulting in more robust student enrollment, financial health, and a clear and vibrant institutional identity
- To recommend the best institutional structure to achieve St. Augustine goals of excellence, innovation and creation of knowledge between 2021-2026
- To make decisions on the modernization of the college through technology to respond to community demands
- To design the strategic plan into small six strategic priorities that are measurable and sustainable
- To develop, in concert with the cabinet, measurable annual goals
- To arrive at decisions based on data collection and analysis that will change the nature of the institutional environment and student expectations

G. Ad-hoc Committees

Depending on the needs of the college, ad-hoc committees and taskforces may be created. These special committees are temporary and established in order to address a specific issue or project. Members of ad-hoc committees and taskforces are appointed by the Dean of Academic Affairs or the President. At the resolution of the issue or completion of the project, the committee is then disbanded. Examples of ad-hoc committees at St. Augustine can include, but are not limited to:

- Interview panels
- Curriculum review taskforces
- Strategic planning taskforces
- Grievance hearing committees
- Program or course creation committees

Participation ad-hoc committees or taskforces is recognized in the annual retention process as a component of a faculty's service expectations.

Chapter III: Academic Committees

A. Faculty Council

The Faculty Council is a legislative and deliberative body through which faculty share in the governance of St. Augustine College.

- The Executive Committee of the Faculty Council is made up of the three elected officers: President, Vice-President, and Recorder.
- The “faculty body” is defined as active faculty who are teaching during the current academic term or within the previous three academic terms of eight weeks each. The “faculty body” may also be defined as faculty who serves the college in any faculty teaching capacity, e.g., grant funded teaching or research position. The “faculty body” may temporarily exclude someone serving in an interim dean, school chair or program director position for the time they serve in this role.

The expressed responsibilities of the Faculty Council are:

- To represent the academic interests and welfare of the faculty of the college community; provide a dedicated venue for the faculty body to discuss, communicate and collaborate across academic programs, build consensus on, and make recommendations on academic matters of importance.
- To facilitate collective engagement from faculty across academic units to amplify diverse perspectives and shared opinions of the faculty body in the improvement of teaching and learning of St. Augustine College.
- To advocate for equitable and inclusive faculty participation in campus initiatives by raising awareness and sharing opportunities, facilitating, and organizing with faculty from all academic programs and units.
- To work together with the Dean of Academic Affairs and St. Augustine College Cabinet in the fulfillment of the college’s mission for the overall academic and administrative improvements of St. Augustine College.
- To build and maintain a collaborative relationship based on trust between the Dean of Academic Affairs as a representative of the college administration, including the Academic Council, and the faculty of the college including adjunct and Resident faculty.
- To make recommendations on issues that affect all Schools and academic units. Examples may include admission and retention of students, student attendance, curriculum, awarding of college credit and granting of degrees, programmatic changes, faculty evaluation, noncurricular academic issues; and budget and resource policies and procedures.
- Formal debate by the council on one of these issues does not normally take place in the council until the executive committee reviews data and time needed to discuss the issue productively and approves it for a respective Faculty Council agenda.

- Faculty Council recommendations, with the exception of amendments to these Bylaws, will have legislative effect after approval by the Dean of Academic Affairs as the representative of the college administration. If the Dean of Academic Affairs as a representative of the administration is not in agreement with a recommendation by the Faculty Council the Dean of Academic Affairs shall consult with the executive committee of the Faculty Council before making a final decision. The executive committee of the council may also request further administrative input in this event.

B. Academic Council

The Academic Council regulates the academic life of the institution. The Dean of the Academic Affairs is the Chair of the Academic Council. The principal functions of the Academic Council are to decide general academic policies and regulations of the college; to approve major curriculum programmatic changes; to sanction changes in the requirements for admission to or graduation from schools and academic programs; to assure the coherence of curriculum; to approve new programs and courses; to write new academic policies; to assist on accreditation issues; to authorize the establishment, major modification, or discontinuance of any academic unit, program, degree within the college that would bring substantial curricular, financial, or organizational implications to the college.

Membership on the Academic Council consists of the Dean of Academic Affairs, school chairs, one resident and one part-time instructional faculty representative, and the President of the Faculty Council. A committee is normally created within the Office of Academic Affairs. Faculty may propose initiatives for committee work, as well. Each academic school and program has its own process for assessing curriculum needs and initiating changes. Individuals must consult with other academic programs when considering changes in process, content, or administration. These matters must then be presented and approved by the Academic Council in order to be submitted to the President's Cabinet, when appropriate.

Discussion and decisions related to academic policy issues that include all Schools and several academic programs may be initiated by the Dean of Academic Affairs, a school chair, or a program director. All faculty have a voice in the Academic Council through their respective school chairs and program directors.

When the Academic Council seeks to approve new programs or investigates major issues related to Academic Affairs, the Faculty Council is informed of these actions through the President of the Faculty Council, who is also a member of the Academic Council.

C. General Education Committee

The General Education Committee is a standing committee of St. Augustine College, responsible for providing feedback and support to academic and non-academic departments by reviewing the general education program mission statement, and its goals, all general education courses, and data related to the achievement of general education learning outcomes.

Duties and Responsibilities

- To advise the Academic Council and Faculty Council on matters related to the program
- To communicate regularly with faculty and administrative assessment leadership to promote faculty ownership of the review process
- To provide ongoing support and feedback to academic departments and schools throughout the review cycle by reviewing assessment reports, plans, and timelines
- To facilitate assessment programs at the school and course level as well as assess student achievement within the framework of the five institutional outcomes
- To coordinate assessment efforts with other standing committees of St. Augustine College including the Retention and Persistence Committee and the Institutional Assessment Committee
- To maintain current records of committee activities in an accessible and transparent format
- To coordinate events regarding the sharing of committee outcomes and results
- To coordinate the development of accreditation reports concerning student learning outcomes
- To disseminate information about best practices in assessment models and strategy
- To develop appropriate faculty development activities related to program and student assessment

D. Academic Affairs Teaching and Learning Committee

The Academic Affairs Teaching and Learning Committee addresses systemic and pedagogical issues for enhanced instructional strategies and faculty development to support learning outcomes in every course, including:

- The planning and hosting of both Faculty Institute and Faculty Colloquia twice a year
- Digital Instructional Resource Initiative (e-book/digital resources evaluation, recommendations, pilot) to establish the goals and criteria for adoption, evaluate options against the goals and criteria, and recommend program features for a full college program
- Collaborate in the continued development and designation of Faculty Recognition Awards
- Other academic items directed to the committee by the Academic Dean

E. Search and Screen Committee- Hiring of Instructional Faculty

Hiring Process



The Search and Screening Committee fulfills both functions and plays a vital role in the hiring process of St. Augustine College's faculty and academic administrators. The Dean of Academic Affairs appoints the Chair and members of the Search and Screen Committee. The committee's role is to actively search for qualified candidates and to evaluate the applicants according to the stated job requirements and criteria. The committee provides a variety of values and perspectives that reflect the Latino Educational Model embraced by the institution, thereby enriching the decision-making process. More importantly, the Search and Screen Committee aims to attract a diverse talent pool from which to identify qualified candidates who are suited to position requirements and to the strategic goals of the Office of the Academic Affairs and the College. The committee is guided by inclusive excellence, fairness and equity, and confidentiality.

Appointment of the Committee

When the nature of the position is academic (i.e. resident faculty, program director, part-time instructional faculty, school chair), the Search and Screen Committee is appointed by the Dean of

Academic Affairs. If the position is related to an academic-administrative position (e.g. Academic Effectiveness Director), the unit director is authorized to make the appropriate committee appointment decision. The Chair of the Search and Screen Committee will be identified by the appointed committee members and approved by the Dean of Academic Affairs.

- The charge of the committee is to identify the strengths and weaknesses of all the top candidates who would be acceptable for the position.
- The committee should be reasonably representative of the hiring unit. To ensure expert and diverse feedback, the Search and Screen Committee consists of a minimum of three to five members. The committee may include: school chair or designee, program director, resident faculty, an adjunct faculty, as well as one subject-matter expert from outside of Academic Affairs.
- Optimally, the committee will include representation of minority group members. Members of the committee should be thoughtfully chosen for their expertise in the field and experience working constructively on a committee, as well as their capacity to promote inclusive excellence through the hiring process.
- All members of the committee must be provided the opportunity to participate fully in the search and screening activities; all votes have equal weight.

Committee Preparation

Once the Search and Screen Committee is selected and appointed, the hiring agent invites all committee members to an informational meeting that marks the initiation of the process.

- After the initiation meeting, a representative from the Department of Human Resources provides information to the Search and Screen Committee regarding recruitment, selection, and hiring processes as well as the Paycor system. The committee is introduced to the legal aspects of the search and screen process and the potential consequences the institution may face if it fails to meet its legal obligations. The committee is also briefed on conducting an equitable search that incorporates the principles of excellence, fairness, equity, and confidentiality.
- The appointed committee chair is the liaison between the hiring agent (i.e. Academic Affairs) and the committee.
- The committee is responsible for keeping proper documentation of the search (e.g. meeting agendas and minutes, measurement tools, rubrics, etc.)
- The committee meets to revise and insert discipline-specific content and/or requirements into the job description, if necessary. Based on the description, the committee drafts the announcement that will be submitted to the Department of Human Resources final approval and posting in the Paycor system as well as other online outlets.
- All essential elements of the position announcement must be included in every advertisement or request for applications. Essential elements include: position title, basic position description, minimum qualifications and selection criteria, application procedure, screening date, and Equal Employment Opportunity (EEO) statement.

Responsibilities of the Committee

Without exception, the committee will share with college administration the responsibility for complying with the requirements of the college's Equal Employment Opportunity and non-discrimination policies. This compliance obligation applies to all phases of the hiring process including, but not limited to, the establishing of qualifications, evaluation of each applicant's relative merit, interviewing, and record keeping.

- To ensure that the position posted is accurate and informative, the committee ensures inclusive, welcoming, and unbiased language, and includes reference to any policy related to equity-seeking groups.
- Unless there are extraordinary circumstances, the committee should not review applications until the close of the application period or announced screening date.

Committee Work

The work of the Search and Screen Committee involves several steps: reviewing and editing the job description, recommending advertising and outreach, constructing the screening rubric for qualifications, developing interview questions and scoring rubric, completing Paycor training on accessing and reviewing applicant materials, screening applicants, shortlisting applicants, coordinating and conducting interviews, checking applicant's references, and submitting the list of strengths and weaknesses for each final candidate to the hiring agent for decisions.

Revision of the Job Description

- The committee revises the faculty job description submitted by the Office of Academic Effectiveness with the information and data provided by the Dean of Academic Affairs.
- The committee carefully revises the job description and ensures that it reflects the basic duties: teaching, research, and service. It also assesses the inclusion of innovative credentials that reflect the changes imposed by the pandemic and adopted by each academic unit in the institution, for example, online teaching and assessment.
- The committee verifies that the Latino Educational Model has been considered in the text of the job description.
- The committee includes discipline-specific requirements or desirable qualifications.

Writing the Ads/Position Announcements

- Ads and position announcements are based on the job description. Once the position is advertised, the committee is committed to screening according to the published qualifications.
- Before a position is advertised, the ad and/or job announcement must be approved by the Department of Human Resources. Upon approval, the Department of Human Resources will place the ads on the appropriate websites as well as on the St. Augustine College job employment page.
- The announcement should include the essential elements: title, basic position description, minimum qualifications, application procedure, screening date, and EEO statement.

- To ensure equal opportunity, it is important that St. Augustine College adheres to the announced position description during the selection phase. Care must be taken to make the announcement flexible enough to cover contingencies that may arise and broad enough to describe all potential candidates.

Position Advertising and Outreach

- Advertising of a position is required in order to make sure that access to information about the vacancy is widely disseminated.
- The committee recommends websites on which the position should be advertised. In any marketing materials, ads merely refer readers to a website for a full job description.
- The chair of the committee submits the final ad/announcement to the Department of Human Resources and explains the advertisement placement plan to Department of Human Resources in order to reach the broadest range of qualified applicants by utilizing diverse recruitment platforms and networks to achieve a larger pool of applicants. Job announcement should be advertised through professional organizations, industry groups, research organizations, business societies, minority-related journals, equity groups, and all institutional social media accounts.
- Faculty searches should be open to international candidates, therefore, positions must be posted for a minimum of two weeks through St. Augustine College's website and Paycor and additional international sites or journals to ensure sufficient time for exposure of the vacancy.
- Only electronic applications will be accepted. External postings must reference the Paycor posting number.
- Search and Screen Committee members are encouraged to use their existing national and international networks to encourage broad and targeted advertising and outreach to diverse groups.
- The chair of the committee may also establish protocols for off-site recruitment (e.g., job placement events, conferences, networking opportunities, etc.).

Constructing Screening Tools

- The Search and Screen Committee shall develop a list of screening/selection criteria and a process for rating all candidates applying for the position before application reviews begin.
- Selection criteria must be closely related to the position description, should be predictive of success, and should be applied consistently and equally to all applicants.
- To document the screening process, a rubric containing the predictors of success with their respective scoring should be constructed.
- Predictors of success may include, but are not limited to:
 - Minimum qualifications as described in the posting (degrees)
 - Level at which the candidate embraces the mission of St. Augustine College
 - Educational background in higher education
 - Teaching experience and effectiveness in remote/HyFlex delivery
 - Evidence of progressive and continuing research, scholarship, and creative activities
 - Curriculum development involvement
 - Evidence of interest in working with a diverse student population at an urban institution

Developing Interview Questions

The interview is generally the first opportunity for the candidate and committee to interact. The job announcement and description should provide guidance on developing questions relevant to the job requirements. When determining appropriate interview questions, the committee members consider legitimate areas of inquiry of the candidate's education, experience, skills, work attitudes, goals, and ambitions. Questions directly or indirectly referring to race, sex, marital status, pregnancy, religion, age, ancestry or national origin, health or disability, sexual orientation, gender identity, gender expression, visa status, or veteran status are improper inquiries.

The committee should develop a set of core questions that will be asked of each candidate. This allows better comparison of the relative merits of individuals to meet the job requirements and limits unconscious bias. To ensure the process does not become automated and impersonal, the committee should leave enough time to ask follow-up questions and to make candidate-specific inquiries.

The committee must develop a measurement tool (a rubric) to weigh the responses given by the candidate. The items of the rubric should mirror the number of questions to be asked to each candidate. Each question/response should be given a score from 0 to 3, with 0 meaning the candidate did not respond the question and 3 signifying an exemplary response including examples and sufficient detail. The measurement tool should contain a blank space to summarize the strengths and weaknesses of the candidate.

Paycor Training

Paycor, also called Perform, is the Department of Human Resources Information System (HRIS) used to maintain and store all employee files, payroll, and employment-related data. Paycor is a valuable tool that is used by job applicants. Interested candidates are instructed in the job announcement to upload their credentials, letter of intent, and curriculum vitae/resume via the Paycor platform.

The Director of the Department of Human Resources provides access to Paycor and meets and/or provides documents that outline personnel policies for recruiting, selection, and hiring. The HR Director also ensures that the committee members are aware of the shared responsibility to comply with the requirements of the college's equal employment opportunities and non-discrimination policies. This compliance obligation applies to all phases of the hiring process, including but not limited to the information existing in Paycor that include qualifications, evaluation of each applicant's relative merit, interviewing, reference checking, and record keeping. The committee will be guided by the Director of Human Resources on receipt of applications and the need to acknowledge each application in a timely manner. The committee will be advised that screening all applications in Paycor mandates equal treatment of all applicants.

Screening Applicants

- The Search and Screen Committee will utilize an equitable and efficient screening process to eliminate applications that are not viable and that do not meet the screening criteria based on

the job announcement and description (e.g., do not meet credential/level of education requirement, etc.).

- To engage in equitable and efficient screening, each committee member will use the screening criteria tool developed by the Search and Screen Committee and based on the job requirements as described in the job announcement.
- The committee will meet to review the viable applicant pool to assess the size and diversity of the pool. If the pool does not include a sufficient proportion of underrepresented candidates, the committee will examine possible contributing factors and determine whether to: (1) extend the timelines of the search process, (2) carry on with the search process and document the rationale for doing so, or (3) restart the process, making the necessary changes.

Interviewing

- The Search and Screen Committee has the discretion to determine whether candidates will be interviewed on campus or remotely.
- The interviewing process is one of reciprocity. Not only is the committee evaluating the candidate, conversely, the candidate is evaluating the committee, the institution, and its environment.
- All shortlisted candidates receive an invitation (written, email, or phone) for the interview. The committee uses the questions previously developed to elicit information necessary for decision-making.
- The committee may also require candidates to perform a task as part of the interview process, such as a short teaching demonstration. It is the sole decision of the Search and Screen Committee to decide the type of interview they would like the candidate to perform.
- The committee may decide to invite additional individuals to the interview process who are not on the Search and Screen Committee. These individuals must be selected according to the degree of specialization of the position.
- At the interview, each committee member should be given the interview rubric tool developed to measure the responses given by the candidate. Through this form, data is collected and feedback is documented for each participant. The committee members should submit the completed interview form to the committee chair no later than two days after the conclusion of the interview along with a group document that summarizes the top candidates' strengths and weaknesses.

Reference Checks

- The most reliable indicator of future performance is past performance. References must be checked after a final list of two or three candidates has been identified. References should be solicited in good faith, in an unbiased manner, given appropriate (not sole) weight, and not used as a pretext for discrimination.
- The Search and Screen Committee conducts the reference check prior to the interview or visit to campus.
- The committee, as a courtesy, should let candidates know that their references are about to be checked.
- The job announcement should solicit the names of a minimum of two references. The committee will inform all shortlisted candidates that their references will be contacted. A live conversation allows committee members more control of the process and allows them to direct the

conversation to topics of interest. At least two committee members should jointly make each reference call. Consistent core job-related questions should be posed to every reference with a record made of the answers.

- Formal or informal references from external sources will not be solicited without the explicit consent of candidates. Unsolicited references or recommendation letters provided by or received about a candidate will not be considered.

List of Strengths and Weaknesses

- The creation of the list of strengths and weaknesses of the shortlisted candidates represents the end of the functions and duties of the Search and Screen Committee.
- Based on the results of the selection criteria rubric, interview rubric tool, and reference check the strengths and weaknesses of the candidates are placed in a side-by-side comparison table in place of a ranking system. The list is written with the input of all committee members along with each member's scoring sheets.
- The list is formally submitted to the Chair of the Search and Screen Committee. With all documentation and attachments, the chair meets the Dean of Academic Affairs to inform on the final work of the committee.
- Recommendations of the committee are provided to the President for final consideration, interview, and approval.
- Once the final candidate is identified, the Department of Human Resources negotiates the final salary with the candidate, formally extends the position, and generates a letter of appointment.

Confidentiality

- Search and Screen Committee members must commit to the confidentiality expectations of the search, both in public meetings and venues related to the search and in casual conversation about the search. Honoring the confidentiality of candidate information and records, interviews and other search related matters is required in perpetuity.
- A commitment to confidentiality will not only demonstrate respect for candidates' privacy, but will ensure that members of the Search and Screen Committee may speak freely during meeting discussions without fear that their comments will be shared outside committee deliberations.
- The Search and Screen Committee should also establish a process for keeping the school's faculty informed of the progress of the search without breaching confidentiality.

Candidate Rejection

Reasons for the rejection of each applicant should be documented and the application status changed. After the selected candidate has formally accepted the position, the Chair of the Search and Screen Committee sends a message thanking other applicants for their interest and informing them they are no longer under consideration for the position. As a courtesy to any candidates who were interviewed by phone or video, the Search and Screen Committee may contact the individual personally to inform them of this decision.

Internal Candidates

In order to ensure and maintain a fair employment practice and unbiased selection process, “internal” on-campus applicants should be treated the same as other applicants during the search. The internal candidate should be provided with the same amount of meeting time and recruiting, selection, and hiring activities, as well as the opportunities, questions and structures of the search and screen process as any other external candidate. The same interview questions must be asked of internal and external candidates. This will not only ensure a fair employment process, but allows the internal candidate the opportunity to articulate their ideas on topics that are not regularly discussed in faculty meetings.

Onboarding

Once the offer has been accepted, the Department of Human Resources generates a St. Augustine College ID and contacts the Office of Information Technology to request St. Augustine College credentials for the new employee. The Office of Information Technology informs the Office of Training and Technology in order to initiate the onboarding process including access to the Canvas Learning Management System and to provide information about IT services, available training, login access, the professional development calendar, and instructions for completing the College Onboarding Training. The School Chair will submit evidence of completion of the to the Office of Academic Affairs and the Department of Department of Human Resources.

The Department of Department of Human Resources informs the Dean of Academic Affairs who provides further orientation prior to the beginning of the term, regarding the responsibilities and duties of the position.

Orientation and Training

After the completion of the St. Augustine College Onboarding Training, the School Chair contacts the new employee to discuss the instructional assignment(s), delivery format, language of instruction, syllabi template, course and instructor evaluation process, digital books, Learning Facilitator contact, Zoom link, office space, administrative support services, dates of program meetings, etc.

The online onboarding program is offered to all new hires and is administered via Paycor. This orientation program is conducted before the beginning of the term and includes the following:

- St. Augustine history and Latino Education Model
- Overview of organizational chart, Schools, and academic programs offered
- Campus resources
- Instructional technology training
- Introduction to policies such as ethics, FERPA, and Title IX

Chapter IV: Academic Administrators and Instructional Faculty

A. Guidelines for Faculty Qualifications

St. Augustine College has adopted the Higher Learning Commission Guidelines “Determining Qualified Faculty Through HLC’s Criteria for Accreditation and Assumed Practices” for defining faculty qualifications. The guidelines explain the importance of institutions employing qualified faculty for the varied and essential roles that faculty members perform. The *Criterion 3* guidelines became effective on September 1, 2020. The *Assumed Practice B* guidelines describing faculty roles and qualifications (B.2.a and B.2b) have been in effect since September, 2017.

The following guidelines apply to all faculty members whose primary responsibility is teaching including school chairs, program directors, resident full-time faculty, part-time instructional, adjunct, visiting professors and temporary faculty.

Criterion 3. *Teaching and Learning: Quality, Resources, and Support*

Core Component 3.C. The faculty and staff needed for effective, high-quality programs and student services

3.C.2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

3.C.3. All instructors are appropriately qualified, including those in dual credit, contractual, and consortia programs.

3.C.5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development

Assumed Practice B. *Teaching and Learning: Quality, Resources, and Support*

B.2. Faculty roles and qualifications

a. Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the

institution defines a minimum threshold of experience and an evaluation process is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses, hold master's degrees or higher in the discipline or subfield*. If a faculty member holds a master's degree or higher in the discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

b. Instructors teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.

**An academic subfield refers to a component of the discipline in which the instruction is delivered. The focus, in the context of HLC accreditation, is on the courses being taught and the general appropriateness of faculty qualifications with reference to such courses. The key consideration is whether a degree in the field or a focus in the specialization held by a faculty member appropriately matches the courses the faculty member would teach in accordance with the conventions of the academic field.*

Faculty Credentials and Qualifications

1. An earned degree that establishes credibility as content expert and competence to teach that content in the classroom.
 - a. Faculty should have completed a program of study in the discipline or subfield in which they teach and/or develop courses.
2. Faculty teaching in undergraduate programs should hold a degree at least one level above that of the program in which they are teaching.
3. If a faculty member holds a master's degree or higher in a discipline other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline in which he or she is teaching.
 - a. If a faculty member has not achieved 18 graduate credit hours in the discipline in which he or she teaches, the institution should explain and justify its decision based on internal policies.
4. Faculty teaching in career and technical education, college-level certificate, and occupational associate's degree programs should hold a bachelor's degree in the field and/or a combination of appropriate education, training, and tested experience.
5. Faculty teaching in graduate programs should hold a doctoral degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.

Faculty Qualifications by Professional Experience in a Field or Discipline

Following directions and instructions by the Higher Learning Commission, Assumed Practice B.2., St. Augustine College may substitute an earned credential for previous experiences and personal expertise (not based on years of teaching experience).

Assumed Practice B.2. allows St. Augustine College to determine that a faculty member is qualified based on experience that the college determines is equivalent to the degree it would otherwise require for a faculty position. This experience should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching. The qualifications for tested experiences should be established for specific disciplines and programs (e.g., culinary arts or any other artistic expressions) and could include skill sets, types of certifications or additional credentials, and experiences.

Tested Experience as a Basis for Determining Minimally Qualified Faculty

St. Augustine College adheres to HLC guidelines for tested experience in lieu of advanced degrees. Tested experience may substitute for an earned credential or portions thereof. Assumed Practice B.2. allows an institution to determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. This experience should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching. (Note: Tested experience is typically not based exclusively on years of teaching experience, although other experiential factors as noted below may be considered on a case-by-case basis.)

The value of using tested experience to determine minimal faculty qualifications depends upon the relevance of the individual faculty member's experience both to the degree level and to the specific content of the courses the faculty member is teaching. An institution that intends to use tested experience as a basis for hiring faculty must have well-defined policies, procedures and documentation that demonstrate when such experience is sufficient to determine that the faculty member has the expertise necessary to teach students in that discipline. In their policies on tested experience as a basis for hiring faculty members, institutions are encouraged to develop faculty hiring qualifications that outline a minimum threshold of experience and a system of evaluation. Tested experience qualifications should be established for specific disciplines and programs and could include skill sets, types of certifications or additional credentials, and experiences. Documented qualifications would ensure consistency and transparency in hiring and Department of Human Resources policies. The faculty hiring qualifications related to tested experience should be reviewed and approved through the faculty governance process at the institution—a step that should be highlighted for peer review teams, as appropriate.

B. School Chairs

Definition

By definition, a school is an academic unit of the Office of Academic Affairs. The school is formed by disciplines and courses that form academic programs related to a specific field. The chief administrative and academic leader of the school is the chair of the school.

The chair is the chief administrative and academic officer of the school that demonstrates leadership in planning, developing, and delivering academic programs across multiple disciplines. The chair contributes to the development of and execution of the school's mission and goals while promoting a collaborative culture of quality within the school. Additionally, the chair is an accountable faculty and administrative leader with vision required to develop and strengthen the school's programs and academic standards. School chairs are appointed by the President with the recommendation of the Dean of Academic Affairs and serve a term at the discretion of the President.

Qualifications

- An earned doctorate from a regionally-accredited institution
- A minimum of five years' full-time experience in higher education instruction with at least 3 years in a leadership role
- Evidence of research in the field and ongoing commitment to professional development
- Success in administration of programs in higher education to include strategic planning, course development and assessment, quality and accreditation processes, supervision of academic faculty/staff, and demonstrated collaboration with colleagues
- Oral and written bilingual skills (English/Spanish) preferred. Experience at Hispanic-Serving Institutions (HSIs) also preferred.
- Solid organizational and time management skills with ability to multi-task and prioritize workload
- High degree of professionalism, integrity and ability to manage sensitive and confidential issues

Expectations

- Leads the implementation of the institution's mission, strategy, curriculum, program outcomes and course objectives through the various programs housed within the school
- Supervises program directors and provides appropriate mentoring, coaching, and feedback regarding performance
- Conducts classroom observations and evaluations of resident, adjunct, and part-time instructional faculty
- Advises in the recruitment, selection and onboarding of qualified faculty
- Collaborates with academic committees to ensure that appropriate goals and projects are implemented
- Advocates for student success including student persistence, retention, and graduation rates
- Participates in the development of action plans to meet and maintain St. Augustine standards

- Partners in the development of annual budgets with the Dean of Academic Affairs
- Serves as resource and policy interpreter for Program directors, faculty, and students
- Initiates leadership in the development and maintenance of new programs and/or program expansion
- Ensures alignment of program activities with the mission, vision, and strategy of the college
- Maintains an instructional course load of eight credits annually
- Actively participates as a member of academic and institution-wide committees
- Completes other duties as assigned by the Dean of Academic Affairs

Search and Screen Committee

The Search and Screening Committee fulfills both functions and plays a vital role in the hiring process of

St. Augustine College faculty and academic administrators. The committee's role is to actively search for qualified School Chair candidates and to evaluate the applicants according to the stated job requirements and criteria. The committee provides a variety of values and perspectives that reflect the Latino Educational Model embraced by the institution, thereby enriching the decision-making process. More importantly, the Search and Screen Committee aims to attract a diverse talent pool from which to identify qualified candidates who are suited to position requirements and the strategic goals of the Office of the Academic Affairs and the college. The committee is guided by inclusive excellence, fairness and equity, and confidentiality (see Search and Screen Guidelines, pg. 30).

School Chair Teaching Workload

Category	Teaching Load	Notes
School Chair	8 credits annually	<ul style="list-style-type: none"> • Part-time chairs are hired for 20 hours per week to be distributed amongst teaching, supervisory, and administrative duties • Chairs are year-round employees

C. Program Directors

Definition

An academic program is defined as courses within a discipline that leads toward a degree at the level of either associate or bachelor's degree degrees. The academic program is housed by an academic school. The administrative-academic leader of the academic program is the program director.

The program director is a resident faculty with administrative duties, responsibilities and obligations related to a program. The program director is the leader in planning, developing, and delivering academic programs. The program director ensures instructional quality while supporting faculty and actively working to strengthen courses, curriculum, and the program. The program director is recognized as a

resident faculty member who is provided limited course release time for administrative duties. As such, program directors have the same expectations of resident faculty in terms of teaching, research, and service. A program director may also request to be recategorized as a resident faculty role in the case that they become unable or unwilling to comply with the expectations incumbent upon program directors.

Qualifications

- A doctorate (preferred) or master's degree in a specific field required
- Minimum three-years' teaching experience at undergraduate or graduate level
- Experience in teaching online and/or using a learning management system
- Previous academic leadership experience and faculty supervisory experience with demonstrated ability to lead, supervise, and direct faculty
- Technology literacy
- Strong interpersonal, organizational, and conflict resolution skills
- Experience in course development and assessment, planning, quality and accreditation processes.
- Ability to interact with all levels, including students, faculty, staff, and administration, and to work effectively in a team environment
- Strong time management skills, proactivity, and ability to self-direct
- Experience working with a diverse population
- Willingness to work a flexible schedule
- Demonstrated scholarship in the field of expertise or related areas
- Oral and written bilingual skills (English/Spanish) preferred

Expectations

- Serves as a role model and mentor to faculty in areas of academic excellence, collaboration, communication, and professionalism
- Conducts Learning Management Systems (LMS) observations and inventories faculty use each term
- Ensures regular academic program meetings and in-service days to facilitate communication and participation in planning, implementing, and evaluating the program and its curriculum
- Monitors and advances student success through program data collection and analysis
- Supervises faculty and provides appropriate mentoring, coaching, and feedback regarding performance
- Advocates for faculty and serves as a liaison of the academic program to school chairs and Academic Affairs
- Conducts virtual and or face-to-face classroom observations according to the type of faculty and their evaluation performance criteria
- Coordinates peer observations and completes an annual individual performance evaluation of faculty
- Participates in interview process of candidates and makes hiring recommendations
- Assigns teaching responsibilities to faculty, ensuring consistent and equitable workloads

- Monitors enrollment and makes recommendations for adjustments in course offerings each term
- Hears and resolves student and/or faculty grievances and grade challenges or escalates, as appropriate
- Ensures curriculum is current and consistently delivered according to the master syllabus in an environment and manner that achieves superior student outcomes
- Determines program goals in alignment with institutional goals and leads the program's continuous quality improvement efforts
- Ensures meaningful assessment of student achievement during and at the end of each course
- Works toward continuous course improvement that meets course objectives
- Maintains an instructional course load of 24 credits annually
- Stays abreast of pedagogical trends and best practices and participates in regular professional development
- Actively participates on academic and college-wide committees
- Demonstrates commitment to the mission of the college
- Completes other duties as assigned by the school chair or Dean of Academic Affairs

Appointment Process

During the hiring process, the Institutional Faculty Personnel Committee will determine the academic rank of the candidate according to the criteria below. A maximum of three years within an academic rank at a previous institution will be considered for rank appointment of a new hire.

Rank	Degree Requirement	Years of Academic or Professional Experience	Other Requirements
Instructor	Terminal or master's degree from an accredited institution in the area of instruction BA or AAS may be considered to meet unique needs	Following directions and instructions by Higher Learning Commission, Assumed Practice B.2., St. Augustine College may substitute an earned credential for previous experiences and personal expertise (not based on years of teaching experience)	Professional references
Assistant Professor	Terminal or master's degree from an accredited institution in the area of instruction	At least 2 years professional experience in conjunction with additional professional development accomplishments such as certifications, licenses,	Professional and peer references Institutional Faculty Personnel Committee recommendation

		publications, or grant(s) awarded	
Associate Professor	Terminal or master's degree from an accredited institution in the area of instruction	<p>Terminal degree and 3 years at Assistant Professor rank or equivalent with additional professional development accomplishments such as certifications, licenses, publications, or grant(s) awarded</p> <p>Master's degree and 3 years at Assistant Professor Rank or equivalent with additional professional development accomplishments such as certifications, licenses, publications, or grant(s) awarded</p>	<p>Professional and peer references</p> <p>Institutional Faculty Personnel Committee recommendation</p> <p>Evidence of research productivity</p>
Full Professor	Terminal degree from an accredited institution in the area of instruction	<p>10 years of teaching or professional equivalent with additional professional development accomplishments such as certifications, licenses, publications, or grant(s) awarded</p> <p>3 years at the Associate Professor rank or equivalent with additional professional development accomplishments such as certifications, licenses, publications, or grant(s) awarded</p> <p>2 complete years at St. Augustine College or earned rank of Professor at another institution</p>	<p>Professional and peer references</p> <p>Institutional Faculty Personnel Committee recommendation</p> <p>Evidence of research productivity</p>

Search and Screen Committee

The Search and Screening Committee fulfills both functions and plays a vital role in the hiring process of St. Augustine College faculty and academic administrators. The committee's role is to actively search for qualified program director candidates and to evaluate the applicants according to the stated job requirements and criteria. The committee provides a variety of values and perspectives that reflect the Latino Educational Model embraced by the institution, thereby enriching the decision-making process. More importantly, the Search and Screen Committee aims to attract a diverse talent pool from which to identify qualified candidates who are suited to position requirements and the strategic goals of the Office of the Academic Affairs and the college. The committee is guided by inclusive excellence, fairness and equity, and confidentiality (see Search and Screen Guidelines, pg. 30).

Program Director Teaching Workload

Category	Teaching Load	Notes
Program Director	24 credits annually	<ul style="list-style-type: none"> Program Directors are full-time year-round employees

D. Resident Faculty

Description

Resident faculty member is a full-time faculty who are salaried and academically ranked. As a professional body, resident faculty have a commitment to improve the level of scholarship and academic performance of the college, their schools, their program and their fields or disciplines. The term full-time denotes teaching, research, and scholarship and service on a 100% workload basis, 24 credit hours annually, and administrative duties and responsibilities assigned depending on the program affiliation.

Qualifications

- Doctoral or master's degree (terminal degree preferred) from an accredited institution in a field relevant to the position
- Oral and written bilingual skills (English, Spanish) preferred
- Understanding of accreditation processes and experience in developing curriculum and assessments
- Minimum of three years' teaching experience at the undergraduate or graduate level
- Experience working with a diverse student population
- Record of teaching, demonstrated research/scholarship, and service in any of the programs of the academic school and or related academic disciplines

Expectations

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. Resident faculty should also complete the Coursera training course *Learning To Teach Online* ([Learning Program | Coursera](#)).

Essential functions include:

- Develop and submit updated course syllabi using the approved template
- Plan and teach assigned courses (32 credits annually)
- 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 St. Augustine College Credit Hour Policy under Class Meetings, pg. 103)
- 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 program and course review to assure that students are achieving the expected learning outcome

Appointment Process

During the hiring process, the Institutional Faculty Personnel Committee will determine the academic rank of the candidate according to the criteria below:

Rank	Degree Requirement	Years of Academic or Professional Experience	Other Requirements
Instructor	Terminal or master's degree from an accredited institution in the area of instruction BA or AAS may be considered to meet unique needs	Following directions and instructions by Higher Learning Commission, Assumed Practice B.2., St. Augustine College may substitute an earned credential for previous experiences and personal expertise (not based on years of teaching experience)	Professional references

Assistant Professor	Terminal or master's degree from an accredited institution in the area of instruction	At least 2 years professional experience in conjunction with additional professional development accomplishments such as certifications, licenses, publications, or grant(s) awarded	Professional and peer references Institutional Faculty Personnel Committee recommendation
Associate Professor	Terminal or master's degree from an accredited institution in the area of instruction	Terminal degree and 3 years at Assistant Professor rank or equivalent with additional professional development accomplishments such as certifications, licenses, publications, or grant(s) awarded Master's degree and 3 years at Assistant Professor Rank or equivalent with additional professional development accomplishments such as certifications, licenses, publications, or grant(s) awarded	Professional and peer references Institutional Faculty Personnel Committee recommendation Evidence of research productivity
Full Professor	Terminal degree from an accredited institution in the area of instruction	10 years of teaching or professional equivalent with additional professional development accomplishments such as certifications, licenses, publications, or grant(s) awarded 3 years at the Associate Professor rank or equivalent with additional professional development accomplishments such as certifications, licenses, publications, or grant(s) awarded	Professional and peer references Institutional Faculty Personnel Committee recommendation Evidence of research productivity

		2 complete years at St. Augustine College or earned rank of Professor at another institution.	
--	--	---	--

Search and Screen Committee

The Search and Screening Committee fulfills both functions and plays a vital role in the hiring process of St. Augustine College faculty and academic administrators. The committee's role is to actively search for qualified resident faculty candidates and to evaluate the applicants according to the stated job requirements and criteria. The committee provides a variety of values and perspectives that reflect the Latino Educational Model embraced by the institution, thereby enriching the decision-making process. More importantly, the Search and Screen Committee aims to attract a diverse talent pool from which to identify qualified candidates who are suited to position requirements and the strategic goals of the Office of the Academic Affairs and the college. The committee is guided by inclusive excellence, fairness and equity, and confidentiality (see the Search and Screen Committee guidelines, pg. 30).

Resident Faculty Teaching Workload

Category	Teaching Load	Notes
Full-time Resident	32 credits annually	<ul style="list-style-type: none"> Full-time faculty should not exceed 48 credits total per calendar year with overloads Maximum course load during any 8-week term is 12 credits Overloads are awarded only in instances of last-minute section additions, independent study, when limited faculty expertise is available, or other extenuating circumstances

E. Part-Time Instructional Faculty

Definition

A part-time instructional faculty is an instructional faculty employed by St. Augustine College for an assignment of equal to or less than 0.5 FTE (50%) time for the principal purposes of teaching, research, and service. An instructional Part-time instructional faculty is required to work 20 hours per week during the academic year, teach 16 credits per academic year (one 4-credit course per term), actively engage in research activities according to time constraints, and provide service to the St. Augustine College community as a member of academic and administrative committees.

The part-time instructional faculty member:

- Is an integral member of the instructional faculty of St. Augustine College who is employed to work 50% or 20 hours per week, which is distributed to include 60% instructional classroom teaching, 20% research involvement, and 20% administrative service duties per academic term

- Has a teaching workload of one course (4 credits/hour) per academic term, a total of sixteen credit/hours per academic year. Optional Summer contracts may be offered based on program needs
- Is eligible for a full-time position, if available, according to the Faculty Handbook guidelines for resident faculty
- Must follow the evaluation procedures used for full-time resident faculty members established in the Faculty Evaluation section of the Faculty Handbook (p. 70).

Qualifications

- Doctoral or master's degree (terminal degree preferred) from an accredited institution in a field relevant to the position
- Oral and written bilingual skills (English, Spanish) preferred
- Understanding of accreditation processes and experience in developing curriculum and assessments
- Minimum of three years' teaching experience at the undergraduate or graduate level
- Experience working with a diverse student population
- Record of teaching, demonstrated research/scholarship, and service in any of the programs of the academic school and or related academic disciplines

Expectations

- Part-time instructional faculty serve in a wide variety of important capacities at St. Augustine College. St. Augustine College aims to increase academic effectiveness, student success, program expansion, and quality by ensuring that 50% of all courses in any given term are taught by academically ranked instructional Part-time instructional faculty.
- The part-time instructional faculty often teach lower-division courses to augment a school and/or program's general education course offering.
- In some programs, part-time instructional faculty perform a critical role in directing independent studies or research, or in serving on appropriate college, school, and program committees.
- The part-time instructional faculty are expected to maintain the institution's high standards for professional conduct and to adhere to the college's academic policies as described in the Faculty Handbook and other applicable institutional documents.
- The college sponsors a variety of programs and services to encourage and assist the professional development of all faculty, including part-time instructional faculty members. It is expected that part-time instructional faculty take advantage of the professional development opportunities, workshops, seminars, and other programs offered by the Office of Academic Effectiveness through the Office of Development, Performance, and Assessment.

Appointment Process

During the hiring process, the Institutional Faculty Personnel Committee will determine the academic rank of the candidate according to the criteria below:

Rank	Degree Requirement	Years of Academic or Professional Experience	Other Requirements
Instructor	Terminal or master's degree from an accredited institution in the area of instruction BA or AAS may be considered to meet unique needs	Following directions and instructions by Higher Learning Commission, Assumed Practice B.2., St. Augustine College may substitute an earned credential for previous experiences and personal expertise (not based on years of teaching experience)	Professional references
Assistant Professor	Terminal or master's degree from an accredited institution in the area of instruction	At least 2 years professional experience in conjunction with additional professional development accomplishments such as certifications, licenses, publications, or grant(s) awarded	Professional and peer references Institutional Faculty Personnel Committee recommendation
Associate Professor	Terminal or master's degree from an accredited institution in the area of instruction	Terminal degree and 3 years at Assistant Professor rank or equivalent with additional professional development accomplishments such as certifications, licenses, publications, or grant(s) awarded Master's degree and 3 years at Assistant Professor Rank or equivalent with additional professional development accomplishments such as certifications, licenses, publications, or grant(s) awarded	Professional and peer references Institutional Faculty Personnel Committee recommendation Evidence of research productivity
Full Professor	Terminal degree from an accredited	10 years of teaching or professional equivalent with additional	Professional and peer references

	institution in the area of instruction	professional development accomplishments such as certifications, licenses, publications, or grant(s) awarded 3 years at the Associate Professor rank or equivalent with additional professional development accomplishments such as certifications, licenses, publications, or grant(s) awarded 2 complete years at St. Augustine College or earned rank of Professor at another institution	Institutional Faculty Personnel Committee recommendation Evidence of research productivity
--	--	--	---

Search and Screen Committee

The Search and Screening Committee fulfills both functions and plays a vital role in the hiring process of St. Augustine College faculty and academic administrators. The committee's role is to actively search for qualified part-time instructional candidates and to evaluate the applicants according to the stated job requirements and criteria. The committee provides a variety of values and perspectives that reflect the Latino Educational Model embraced by the institution, thereby enriching the decision-making process. More importantly, the Search and Screen Committee aims to attract a diverse talent pool from which to identify qualified candidates who are suited to position requirements and the strategic goals of the Office of the Academic Affairs and the college. The committee is guided by inclusive excellence, fairness and equity, and confidentiality (see the Search and Screen Committee policy and guidelines, pg. 30).

Part-Time Instructional Faculty Teaching Workload

Category	Teaching Load	Notes
Part-time Instructional	16 credits per academic year (1 course per term)	<ul style="list-style-type: none"> Part-time instructional faculty are hired for 20 hours per week to be distributed amongst teaching, research and service duties Part-time instructors are academic year employees

C. Part-Time Academic Administrators

Definition

The part-time academic administrator is a college administrator who is employed to work 50% or 20 hours per week, with a teaching load responsibility of two courses per academic year and administratively affiliated to an academic unit. St. Augustine College requires that a part-time academic administrator complies with the evaluation procedures for deans and school chairs established in the faculty evaluation process outlined in the St. Augustine College Faculty Handbook.

Qualifications

- Doctoral or master's degree (terminal degree preferred), in a field relevant to the position, from an accredited institution
- Oral and written bilingual skills (English, Spanish) preferred
- Understanding of appropriate accreditation and experience in developing curriculum and assessment
- Minimum of three years' higher education administrative experience at undergraduate or graduate level
- An academic rank at the level of Associate Professor in previous institutions
- Experience working with a diverse population
- Record of teaching, demonstrated research/scholarship, and service in any of the programs of the academic school and or related academic disciplines

Expectations

- Part-time academic administrators serve in a wide variety of important capacities at St. Augustine College to increase academic effectiveness, student success, program expansion and instructional online quality.
- Part-time academic administrators often teach upper-division courses to augment a department's ability to offer courses in specialized areas, including internship, practicum and clinical supervision.
- In some programs, part-time academic administrators perform a role in directing independent studies or research, or in serving on appropriate college, school, and program committees.
- As members of the faculty, part-time academic administrators are expected to maintain the institution's high standards for professional conduct and to adhere to the college's academic policies as described in the Faculty Handbook and other applicable institutional documents.
- The college sponsors a variety of programs and services to encourage and assist the professional development of all faculty, including part-time academic administrators. It is expected that part-time administrators take advantage of the professional development opportunities, workshops, seminars, and other programs offered by the Office of Academic Effectiveness through the Office of Development, Performance and Assessment.

Search and Screen Committee

The Search and Screening Committee fulfills both functions and plays a vital role in the hiring process of St. Augustine College faculty and academic administrators. The committee's role is to actively search for qualified part-time academic administrators and to evaluate the applicants according to the stated job requirements and criteria. The committee provides a variety of values and perspectives that reflect the Latino Educational Model embraced by the institution, thereby enriching the decision-making process. More importantly, the Search and Screen Committee aims to attract a diverse talent pool from which to identify qualified candidates who are suited to position requirements, and to the strategic goals of the Office of the Academic Affairs and the college. The committee is guided by principles of inclusiveness, fairness and equity, and confidentiality (see the Search and Screen Committee policy and guidelines, pg. 30).

Part-Time Academic Administrator Teaching Workload

Category	Teaching Load	Notes
Part-time administrator	8 credits per academic year	<ul style="list-style-type: none"> Academic-year employee Part-time academic administrators are hired for 20 hours per week to be distributed amongst teaching and administrative duties.

D. Adjunct Faculty

Definition

An adjunct faculty is a person whose professional life and expertise is based outside the St. Augustine College or outside the appointing school within the college. St. Augustine College makes a concerted effort to appoint candidates whose personal and professional philosophies align with the college's strategy, mission, and vision, and who can add value to the courses and programs in which they teach. As a diverse, bilingual institution, the college seeks adjuncts who are representative of the student body, embrace technology, and understand that excellence, innovation, and continuous improvement are the cornerstones of success at St. Augustine College.

Qualifications

- Master's degree or an earned doctoral degree related to the subject they wish to teach from a regionally accredited institution
- Prior teaching or professional experience is preferred
- Appropriate credentials to teach remote or online courses
- High level of expertise in a special field appointed to give instruction
- Advanced organizational skills
- Ability to communicate effectively with a variety of students
- Ability to establish and maintain working relationships with all stakeholders
- Ability to maintain detailed student records

Teaching Duties and Responsibilities of Adjunct faculty

The following elements are expected as outlined in the adjunct faculty contract. Additional responsibilities may be negotiated for the purposes of particular schools, programs, or courses:

- Teach undergraduate students within a specific field of expertise
- Design an online course using the institution's learning management system (Canvas) that aligns with the pre-established course template
- Plan and create pedagogically sound daily lessons and assessments that appropriately integrate technology and align with the outcomes defined on the master course syllabus
- Grade assigned papers, quizzes, and exams
- Teach the course according to the times, modality, and language noted
- Record each class session via Panopto
- Take attendance at all course sessions
- Respond promptly to student e-mails and requests and provide individual assistance, as needed
- Attend one faculty meeting per term. Advance notice of meeting dates will be given.
- Submit midterm and final grades by the deadlines established by the Registrar
- Collaborate with colleagues on course curriculum and participate in program and course review according to established schedules
- Provide individual support to students, as needed, complete Student Performance Notices for academically at-risk students, and collaborate with the Learning facilitator assigned to the course(s)
- Remain abreast of best practices and participate in a minimum of one hour of in-house professional development per eight-week academic term. Professional development activities are offered each week, spanning a variety of topics in pedagogy, technology, online instruction, and other topics related to teaching and learning.
- Complete the Coursera training course *Learning To Teach Online* ([Learning Program | Coursera](#))
- Submit the required Writing Across the Curriculum (WAC) samples
- Upload course materials and resources to Canvas including: syllabus, recurring Zoom link, resources, digital books, a welcome message to students, and a minimum of content for two class sessions at least one week before the first day of the term.

Appointment Process

- Adjunct appointments are made based on program needs and resources.
- Appointment may be offered at Tier I through Tier III, commensurate with education and experience. Adjunct faculty completing six terms of instruction are eligible for a resident faculty position, should one be available.
- An adjunct faculty appointment will always be compensated for the teaching work performed.
- An adjunct faculty may teach up to 8 credit hours per term.

	<i>Master's degree</i>	<i>Master's degree + 30 credits</i>	<i>Earned Doctorate*</i>
Tier I 0-12 courses of instructional experience	Salary Schedule A	Salary Schedule B	Salary Schedule C
Tier II Tier I + 12 courses of instructional experience	Salary Schedule D	Salary Schedule E	Salary Schedule F
Tier III Tier I + Tier II + 12 courses of instructional experience	Salary Schedule G	Salary Schedule H	Salary Schedule I

***Doctorate includes PhD, EdD, JD, DSW**

Adjunct faculty Workloads

Category	Teaching Load	Notes
Adjunct	Up to 20 credits annually	<ul style="list-style-type: none"> Adjunct faculty may not exceed 8 credits per term

E. Visiting Professors

Definition

A visiting professor is a faculty on leave from his/her own institution of higher education, who is invited to serve as a member of the faculty of St. Augustine College for a limited period of time to participate in teaching, research, or other academic projects under the supervision of an academic unit faculty or administrator. The visiting professor ordinarily continues to hold a tenure-track or tenured position at another academic institution of higher education.

Qualifications

- Hold an earned doctoral degree from an accredited four-year college/university in the discipline or area in which they teach or conduct research and/or a unique talent or expertise
- Possess a broad knowledge of their subject and in-depth teaching experience. As instructors, they should possess excellent verbal, communication, and organizational skills.
- Have a career background that establishes their ability to conduct high-quality, peer-reviewed scholarly research or comparable contribution to the field
- Have online teaching experience

Expectations

- It is expected that visiting faculty members will be on unpaid leave from their home institutions and have gained approval from the relevant administrative units at their home institutions in advance.
- The visiting faculty will comply with the St. Augustine College's statutes and policies applicable to its faculty and staff, even though the visiting faculty is not an employee of the college.

- The visiting faculty will follow the directions and guidance of the sponsor academic unit and other authorized college personnel.
- The school chair will appoint the visiting faculty to serve on program-related committees.
- The visiting faculty, if agreed, may serve as temporary program director of an academic program.
- The teaching load of a visiting faculty will not exceed more than one course per academic term.
- The visiting faculty is expected to deliver lectures, organize professional development, assist students, participate in curriculum decisions, conduct classroom observations of faculty, attend faculty meetings, and any other academic assignment agreed upon with the hosting academic unit.
- The school chair will discuss course content, format, and materials with the visiting faculty to ensure that all educational objectives are appropriate, achievable, and aligned with program learning outcomes.

Appointment Process

- The visiting faculty appointment is a fixed, short-term, full-time teaching position. The job responsibilities may vary among Schools and Programs. These appointments range in length from one week up to a maximum of one year. The length of appointment and position responsibilities are delineated in an offer letter. The title is held only for the term in which the visiting faculty member is teaching.
- Visiting appointees do not have a St. Augustine College academic rank. They bring their rank with them, and the terms of their appointments at St. Augustine College are subject to administrative policies set by the Office of the President.
- Individuals holding non-ladder faculty ranks or those visiting from non-academic institutions (e.g., a research institute) are ordinarily appointed as visiting lecturers.
- All questions about appropriate titles for visiting scholars should be referred to the Office of Academic Affairs before an invitation is extended.
- The affiliation of the visiting faculty does not create an employment relationship with the college. Therefore, the visiting faculty is not entitled to benefits available to employees of the college.

Type of Appointments

Visiting professor by Invitation: A faculty from another institution invited to meet a specific need that St. Augustine faculty cannot meet. The college typically either pays the visitor a salary or reimburses the visitor's home institution for its cost of salary and benefits. For such individuals, schools and programs should request appointments as, e.g., visiting professor.

Visiting professor with unpaid institutional partnership agreement: A faculty from another institution selected by a recognized organization (i.e., a Fulbright Scholar) who comes to conduct teaching and/or research under the sponsorship and supervision of the school chair, or program director, or a resident faculty member. The visiting faculty receives a letter of invitation from the institution, if needed, as a requisite for the grant award selection process. The visiting appointment ranges in length from three months to one year. The scholar is offered a temporary office space and access to the library and

technology resources while on leave from his/her home institution. The partner organization is financially responsible for the visiting scholar.

Visiting professor with unpaid temporary affiliation: A faculty from another institution who comes to collaborate, learn techniques, has access to the library and technology resources while on leave from their home institution, but does not provide direct services to St. Augustine College. The scholar is given an acceptance letter of a letter of agreement form, approved by the Dean of Academic Affairs and the President of the college, in which the scholar is offered a temporary affiliation with a defined purpose, under the sponsorship of a member of the resident faculty, a program director or school chair who must be in residence during the scholar's visit.

International Visiting professor: A scholar from an educational, research, governmental or other institution that is outside of the United States or U.S. territories who visits the college where he/she is expected to teach, lecture, or perform research on the subject matter for which the visitor is valued. According to the agreement established between the international visiting professor as an individual or sponsored faculty and the college, the position is not salaried. The international visiting professor may use the title of visiting professor after his/her primary academic title of the home institution. The scholar cannot use the visiting professor title as a stand-alone title. The title does not confer status as an employee of the college or any benefits other than those set forth in the acceptance letter.

- St. Augustine College will sponsor J-1 status in either the "Research Scholar" or "Short-Term Scholar" category, if the faculty is eligible for J-1 status. After arrival on campus, the visiting professor will present documentation to the Office of Academic Affairs.
- If the international visiting professor is invited by the college to teach specific courses according to the specialization and expertise of the scholar and his/her physical presence in the United States is not required, other academic and administrative arrangements will be determined based on the remote teaching delivery method (synchronous or asynchronous) that is pre-established
- St. Augustine College will host international visiting professors in accordance with partnerships with academic international organizations, colleges and universities, research institutions, governmental agencies, and not-for-profit organizations, among other international and national institutions.

F. Instructional Assistants

Definition

The instructional assistant (IA) is a full-time undergraduate (UIA) or graduate student (GIA) who performs instructional duties for the resident, part-time, or visiting faculty who is ultimately responsible for designing and implementing an academic course. The instructional assistant meets specific knowledge and performance requirements of a subject and handles many academic tasks under the supervision of a resident, part-time, or visiting faculty.

Qualifications

- The instructional assistant candidate must be currently enrolled as a junior or senior in college, or, if offered, in a graduate program.

- The instructional assistant must meet the necessary requirements of the position including tutoring other students and being mentored by the designated faculty.
- The required GPA for becoming an Instructional assistant is 3.5. Depending on the school and/or program, additional requirements may apply.
- Demonstrated proficiency in English and/or Spanish, depending on class assignment.

Expectations

The following duties are expected from those who serve as Instructional assistants at the undergraduate and graduate level:

- Attending class
- Maintaining student records
- Holding office hours to meet with students
- Grading tests, papers, projects and assignments
- Recording grades
- Lecturing under supervision of the faculty mentor
- Proctoring examinations
- Leading study groups, discussion, reviews, or lab sessions
- Designing practice tests, assignments, grading rubrics, and other course materials
- Performing a variety of other duties such as making copies, reserving books, and sending emails
- Serving as tutors
- Interacting with faculty and students on a daily basis
- Working directly with the faculty mentor
- Shadowing the faculty as time allows
- Other tasks assigned by the faculty mentor

Appointment and Selection

- The school or program identifies the need for an instructional assistant for a specific course or courses (not more than two) that require additional assistance due to the number of attendees, the complexity of the content, the delivery mode of the course, and/or the nature of the curriculum design i.e., a course with laboratory or speech practices.
- The description of the position of instructional assistant is at the discretion of the resident, part-time, adjunct, or visiting faculty who will inform the school chair and/or program director of the need for additional teaching assistance.
- The requirements for the position of Instructional assistant may vary according to the schools. The Schools of Education, STEAM, and Healthcare and Social Sciences may decide on a particular set of selection standards related to the field, discipline or course.
- The instructional assistant position should be announced in the internal communication system of the college.
- A formal application is required to become an instructional assistant. The application contains:
 - Information about course(s) to be taught
 - Applicant's performance in the course

- Letter of invitation or recommendation from the faculty of the designated course
- Verification of time availability to assist as an instructional assistant
- Achieved the status of junior or senior student
- Demonstration of knowledge and skills in the subject area
- Demonstration of spoken and written English or Spanish proficiency, depending on the language of instruction of the course
- The school chair and or program director will conduct an interview of the candidate and will verify undergraduate or graduate transcripts, application information, and a letter of recommendation. If the applicant attended the course at a different school, he/she must show that equivalent of that course in the transcripts.
- Once selected, the instructional assistant signs a contract for a minimum of two academic terms and that indicates the course(s) to be taught (not exceeding two) for the length of time decided by the particular school.
- The instructional assistant must attend the training and orientation as a condition of employment.

Orientation and Training

- The school and program are responsible for designing the appropriate training and orientation relevant to the new teaching experience and instructional duties to be performed by the instructional assistant.
- The school and program must guide the Instructional assistant on the internal academic and administrative organizational structure of St. Augustine College.
- Students with education backgrounds outside of the US shall receive training and orientation in educational and cultural expectations for students at St. Augustine College.
- Instructional assistants shall receive training on instructional matters in the classroom including synchronous and asynchronous practices as they are offered by the Office of Faculty Development, Performance, and Assessment.
- Instructional assistants must attend internal trainings on Canvas, the learning management system, Jenzabar, and EvaluationKit.
- To secure succession and growth, St. Augustine College will offer annually a training on the successful characteristics of an Instructional assistant for any junior or senior student. Attendance at this training may be considered a selection criterion by the school or program.

Chapter V: Faculty Evaluation Process: Retention and Promotion

A. Resident Faculty, Program Director, and Part-Time Instructional Faculty Evaluation Process

As an institution accredited by the Higher Learning Commission, St. Augustine College adheres to an evaluation process that ensures systematic and consistent review of faculty in order to ensure quality in instruction. Annual reviews provide opportunity for feedback and are an integral part of the faculty mentoring and development process. As a teaching institution, evaluation of faculty incorporates a review of activity within three domains: teaching/performance of primary duties (60%), research/creative activities (20%), and service activities (20%). Each annual evaluation includes the submission of a performance portfolio that provides evidence from the year being evaluated.

Faculty include resident faculty, program directors, and part-time instructional faculty. They are academically ranked positions and are evaluated according to the criteria and processes outlined below. While programmatic accreditation is important, personnel actions such as retention and promotion are delineated and determined by the approved standards outlined in the St. Augustine College Faculty Handbook.

In seeking excellence, innovation and generation of knowledge, St. Augustine College proposes the Latino Educational Model. The model emphasizes faculty involvement in activities that promote three pillars: *high-touch*, *high-support*, and *high-tech*. Faculty are encouraged to participate in teaching, research, and service endeavors that further the college's mission in supporting Latino students.

- Pillar I, *high-touch*, refers to teaching, research, and service activities that connect with a culturally affirming atmosphere, Latino representation and bilingual education among faculty and students.
- Pillar II, *high-tech*, includes teaching, research, and service activities that demonstrate flexible modalities of learning environments that employ modern technological tools in education.
- Pillar III, *high-support*, describes teaching, research and service activities planned and implemented to, direct or indirectly, benefit all students with connection, guidance, and assistance during the transition to undergraduate life and throughout their undergraduate career.

In addition to ensuring quality instruction, the evaluation process also informs decisions regarding retention and promotion

Probationary Faculty
<ul style="list-style-type: none"> • Faculty hired at the academic rank of Instructor or Assistant Professor are considered to be in a probationary period. • The length of the probationary period of the faculty is determined by the academic rank at which the faculty is hired. • The probationary period for faculty hired as Instructors is three years in the rank before potential promotion to Assistant Professor. • The probationary period for Assistant Professors is three years in the rank before potential promotion to Associate Professor. • Annual evaluations are conducted in order to retain and promote faculty at all academic ranks.

Retention Process

- During the probationary three-year period, all faculty are evaluated twice per year.
- All probationary faculty are required to submit electronic evaluation portfolios for annual retention.
- No faculty member shall be evaluated for annual retention until he/she has completed one full academic term of service at the college.
- Program needs may be used as a reason for non-retention only in the first two years of employment.
- If a faculty member in his/her first or second year of full-time employment is denied retention, his/her employment is terminated at the end of the first or second year respectively, provided notice is given to the employee no later than March 1 for employment ending at the end of the Spring 2 academic term.
- In the event of failure of a faculty to submit an evaluation portfolio for retention, the faculty shall not have his/her employment continued beyond that academic year.

NOTE: All faculty are placed in Probationary Year One at the time of initial appointment. They must follow the Year of Employment timetable in all retention activities. For faculty who begins employment after the beginning of the regular academic year, the probationary period will begin the following fall.

Methods of Evaluation

- All faculty will be observed twice during the academic year by the school chair, the program director, and a faculty peer according to the established schedule and academic rank.
- The observer will complete the approved Faculty Classroom Observation Form during the 50-minute observation.
- The observer will call a post-observation meeting in which the observer will provide feedback and recommendations within five days of the classroom visit.
- The Classroom Observation Form is signed by both parties, added to the faculty member's file, and becomes a component of that year's portfolio. The frequency of classroom observations is determined by rank.
- All faculty will conduct teaching evaluations in all courses taught. Student evaluations of courses taught during summer terms can be included at the discretion of the eligible faculty.
- Evaluations by students will be conducted through the Course and Instructor Evaluation Form automatically generated by EvaluationKit in accordance with the college's academic term schedule.
- Required peer observations will also take place on a schedule determined by the school chair or program director as a means of professional development.

Frequency of Classroom Observation by Academic Rank

Academic Rank	Frequency of Observation	Observation Term
Instructor	Two classroom observations annually	Fall 1 and Spring 1

Assistant Professor	Two classroom observations annually	Fall 2 and Spring 2
Associate Professor	Two classroom observations annually	Fall 2 and Spring 2
Professor	One classroom observation annually	Fall 1 or 2

Teaching/Performance of Primary Duties

As a teaching institution, teaching responsibilities comprise the bulk of every eligible faculty member's responsibilities. Evidence of demonstrated excellence in high-touch, high-tech, and high-support teaching is included in the faculty portfolio. Teaching responsibilities and primary duties include the following:

A. CRITERIA: The faculty member should demonstrate effectiveness in the following components of teaching and curriculum development:

- Command of subject matter and incorporation of scholarly literature and best practices into teaching
- Ability to engage students in the learning process and course content through active learning
- Ability to integrate technology into lessons
- Respect and appreciation for student diversity including students for whom English is not the primary language
- Ability to create a Hyflex classroom atmosphere conducive to learning
- Ability to use a variety of appropriate instructional strategies to enhance students' participation
- Use of appropriate techniques to assess student learning
- Ability to teach content in the designated language of instruction
- Ability to encourage and interest students in the learning process and in the development of critical thinking
- Expressed concern and respect for the student in class discussion, in advising and counseling, in student teaching supervision, in their accessibility outside of class and directing student independent work

B. CRITERIA: The faculty member should demonstrate supporting evidence for course development and preparation:

- Participation in revision of existing courses or development of new courses
- Participation in program and course review
- Adherence to an approved master's degree syllabus, scheduled class times, posting of recorded class sessions, and submission of midterm and final grades according to the Registrar's calendar
- Development of new courses or new materials

- Integration of instructional technology and e-classroom techniques in existing courses

C. CRITERIA: The faculty member should demonstrate supporting evidence for his/her own professional development:

- Attendance and participation in workshops, conferences, online education or courses which will benefit teaching performance or performance of other primary duties
- Online teaching certification
- Participation in professional organizations which are related to assigned teaching and/or other primary duties

Retention Process Based on Teaching Evaluation Criteria

All faculty will be evaluated according to *high-touch, high-tech, and high-support* teaching/primary duties activities by academic rank.

Years in the Rank	Evaluation Criteria	Academic Rank	Evidence
1-3	Satisfactory	Instructor	Criteria A, B, and C, including criteria from each pillar. Student evaluations of all courses taught in all academic terms demonstrating a minimum of 4.0 on a 5.0 scale, three classroom observations by School chair, Program director and a peer, and performance portfolio
		<i>Request for Exceptionality and Promotion to Associate Professor</i>	Portfolio including cumulative evidence of the three categories used for the academic ranks of Instructor, and Assistant Professor
4-6	Very Effective	Assistant Professor	Criteria A, B, and C, including criteria from each pillar. Student evaluations of all courses taught in all academic terms demonstrating a minimum of 4.0-4.5 on a 5.0 scale; two classroom observations by School chair, Program director and a peer, and performance portfolio
7-9	Highly Effective	Associate Professor	Criteria A, B, and C, including criteria from each pillar. Student evaluations of 50% of the courses taught in all academic terms demonstrating a minimum of 4.5-5.0 on a 5.0 scale, two School chair, Program director and peer evaluations, and performance portfolio

		<i>Request for Promotion to Full Professor</i>	Portfolio including cumulative evidence of the three categories used for the academic ranks of Instructor, Assistant Professor, and Associate Professor
10+	Superior	Professor	Criteria A, B, and C, including criteria from each pillar. Student evaluations of selected courses taught in any academic term demonstrating a consistent score of 4.5-5.0 on a 5.0 scale within the immediate past 3 academic terms, one School chair, Program director and peer evaluations, and performance portfolio

Evidence of Excellence in Teaching

Area	Possible Evidence
Demonstrated Excellence in Teaching	<ul style="list-style-type: none"> • Syllabi • Classroom observations according to requirements by academic rank • Peer observations • Recordings of class sessions in Canvas • Student evaluations according to requirements by academic rank • Sample assessments • Rubrics developed • Sample lesson plans/activities demonstrating innovative methodologies, design, or incorporation of technology • Course/program review reports or data analysis • Graded samples of student work • Evidence of communication with students • Syllabi developed for new courses • Research of new course materials • Materials from conferences attended • PPTs or session handouts from professional development events • Hyperlinks of class resources • New course or program proposals • Reports/contributions to reports • Evidence of professional organization membership • Certificates of attendance of professional development activities

	<ul style="list-style-type: none"> • Other documents evidencing excellence in teaching and primary duties
--	--

Research/Creative Duties

The review of high-touch, high-tech, and high-support research and creative activities assesses the quality and quantity of research in which the faculty member participates. Research and creative activity can encompass a variety of activities that demonstrate meaningful contributions to the field. Evidence demonstrating high-touch, high-tech, and high-support research and creative activities is included in the faculty portfolio.

Category I Research/Creative *High-touch, High-tech, and High-support* Activities may include:

- Books
- Original book chapters
- Peer reviewed articles in scholarly print or electronic journals
- Peer reviewed articles in scholarly print or electronic Latino/Hispanic journals
- Editorially reviewed articles in scholarly print or electronic journals
- Chair of editorial review committee of an indexed journal
- Keynote speech at an international or national conference
- Serving as principal investigator of a grant targeting Latino communities
- Serving as principal investigator of a grant

Category II Research/Creative *High-touch, High-tech, and High-support* Activities may include:

- Published book reviews or literature reviews
- Published technical manuals
- Published electronic and digital-based work
- Publications in ERIC clearinghouses
- Participating in joint research projects (school-college, college-community, faculty-teacher, or faculty-student)
- Leadership in grant writing or management
- Public, invited lectures
- Invited participation in panels
- In-person or virtual presentation at a regional conference
- In-person or virtual presentation at a national conference
- In-person or virtual presentation at an international conference
- Presentation at a professional conference related to the discipline with full text of published conference proceedings in print, electronically, or digital media
- Invited presentations related to the area of expertise
- Paper presentations at refereed international, national, regional, and state conferences
- Planning, coordinating, or directing professional in-person or virtual conferences, seminars, and workshops
- Citations by others in printed works
- Evaluation of grant research
- Program evaluation with reporting requirements

- Researching, designing, and delivering professional development activity
- Research team member for grant

Category III Research/Creative *High-touch, High-tech, and High-support* Activities may include:

- Technology demonstrations at a conference
- Publication of a newsletter
- Membership of an editorial committee
- Publisher of a blog or non-refereed digital work
- Membership in a professional organization
- Publications in non-refereed journals including newspapers
- Demonstrated progress on manuscripts and grant proposals
- Fellowships, internships, and fieldwork

Retention Process Based on Research Evidence by Academic Rank

Years in the Rank	Evaluation Criteria	Academic Rank	Evidence
1-3	Satisfactory	Instructor	-Most activities in Category III equally related to all three pillars -Minimum of 3 Category II activities, one activity by pillar -Promotion to Assistant Professor rank requires a research plan that includes activities related to all pillars
		<i>Request for Exceptionality for Promotion to Associate Professor</i>	Portfolio including cumulative evidence of the three categories used for the academic ranks of Instructor and Assistant Professor.
4-6	Very Effective	Assistant Professor	-Most activities in Category III equally related to all three pillars -Minimum of 6 Category II activities, two activities for each pillar -Demonstrated progress on research plan that includes activities related to all pillars
7-9	Highly Effective	Associate Professor	-Most activities in Category III equally related to all three pillars -Minimum of 50% of activities in Category II equally related to all three pillars -Minimum of 3 activities in Category I related to each pillar
		<i>Request for Promotion to Full Professor</i>	Portfolio including cumulative evidence of the three categories used for the academic ranks of

			Instructor, Assistant Professor, and Associate Professor
10+	Superior	Professor	-Demonstrated evidence in all categories and pillars

Evidence of Excellence in Research/Creative Activities

Category I Research/Creative Activity	Possible Evidence	Category I Requirements by Academic Rank
<ul style="list-style-type: none"> Books Original book chapters Peer reviewed articles in scholarly print or electronic journals Editorially reviewed articles in scholarly print or electronic journals Chair of editorial review committee of an indexed journal Keynote speech at an international or national conference 	<ul style="list-style-type: none"> Links to digital books, chapters Links or physical copies of peer-reviewed articles Links or physical copies of editorially reviewed works Editorial review committee documents demonstrating membership and committee leadership Formal invitations, video/audio recordings, speech manuscript, documentation from official conference program, event advertising 	<p>Instructor No requirement. Retention and promotion to Assistant Professor rank requires research plan that includes activities related to all pillars.</p> <p>Assistant Professor Demonstrated progress on research plan that includes activities related to all pillars</p> <p>Associate Professor Minimum of 3 activities in Category I related to each pillar</p> <p>Professor Demonstrated evidence in all categories and pillars</p>
Category II Research/Creative Activity	Possible Evidence	Category II Requirements by Academic Rank
<ul style="list-style-type: none"> Technology demonstrations at a conference Publication of a newsletter Membership of an editorial committee Publisher of a blog or non-refereed digital work Membership of a professional organization Publications in non-refereed journals including newspapers Demonstrated progress on manuscripts and grant proposals 	<ul style="list-style-type: none"> PPT, video recording of presentation, handouts Links or scans of newsletters Evidence of involvement on the committee such as works reviewed Links to multimedia work Registration confirmation, evidence of events attended Links to or scans of non-refereed publications Submission of completed work in progress 	<p>Instructor Minimum of 3 Category II activities (one activity per pillar). Promotion to Assistant Professor rank requires research plan that includes activities related to all pillars</p> <p>Assistant Professor Minimum of 6 Category II activities (two activities per pillar), and demonstrated progress on research plan that includes activities related to all pillars</p> <p>Associate Professor</p>

<ul style="list-style-type: none"> Fellowships, internships, and fieldwork 	<ul style="list-style-type: none"> Award letters, position summaries, reports completed during the appointment 	<p>Minimum of 50% of activities in Category II (equally related to all 3 pillars)</p> <p>Professor Demonstrated evidence in all categories and pillars</p>
Category III Research/Creative Activity	Possible Evidence	Category III Requirements by Academic Rank
<ul style="list-style-type: none"> Published book reviews or literature reviews Published technical manuals Published electronic and digital-based work Publications in ERIC clearinghouses Participating in joint research projects (School-College, College-community, faculty-teacher, or faculty-student) Leadership in grant writing or management Public, invited lectures Invited participation in panels In-person or virtual presentation at a regional conference In-person or virtual presentation at a national conference In-person or virtual presentation at an international conference Presentation at a professional conference related to the discipline Invited presentations related to the area of expertise Paper presentations at refereed international, national, regional, and state conferences Planning, coordinating, or directing professional in-person or virtual conferences, seminars, and workshops Citations by others in printed works 	<ul style="list-style-type: none"> Copies of published work or links to work published digitally Copies of published work or links to work published digitally Copies of published work or links to work published digitally Copies of published work or links to work published digitally Copies of published work or links to work published digitally Research proposals or work done on independent research PPTs or recordings of invited speeches or participation on panels Submitted grant proposals or evidence of active management of a grant (demonstrate materials completed and submitted to the grantor) PPTs, handouts, recording, or published details in conference program full text of published conference proceedings in print, electronically, or digital media Original papers presented at conferences Formal invitations for speaking engagements, recordings, documentation in conference or event program, or advertising of the event Articles referencing 	<p>Instructor Most activities in Category III, equally related to all 3 pillars</p> <p>Assistant Professor Most activities in Category III, equally related to all 3 pillars, and demonstrated progress on research plan that includes activities related to all pillars</p> <p>Associate Professor Most activities in Category III, equally related to all 3 pillars</p> <p>Professor Demonstrated evidence in all categories and pillars</p>

<ul style="list-style-type: none"> • Evaluation of grant research • Program evaluation with reporting requirements • Researching, designing, and delivering professional development activity 	<ul style="list-style-type: none"> • Reports written as part of course or program review processes • PPTs or recordings of professional development activities designed and delivered 	
--	---	--

Institutional Review Board Evidence

Any faculty member of St. Augustine College, in any academic rank or administrative appointment, who plans to conduct research, either quantitative or qualitative, must apply to the Institutional Review Board for approval. The IRB must assure the protection of all subjects and compliance with federal regulations. The task of the IRB is the screening of research projects for review and oversight and ethical review of any and all research involving human participants conducted by faculty, staff, administrators, students, and outside researchers.

A letter from IRB should be included in the faculty portfolio as a proof of verification for each research study designed or implemented during the time of the performance evaluation term. The IRB panel is composed of faculty members from each discipline and different specializations, whose knowledge and experience provide additional oversight and ethical review, determines the exemption or the approval of the study to be investigated.

Service Activities

All faculty are expected to engage in activity that demonstrates leadership and contribution to the program, institution, community, and/or discipline. Service responsibilities include service to students, service to the program and college, and service to the community. All *high-touch*, *high-tech*, and *high-support* activities demonstrating service must be supported by evidence in the faculty portfolio. Examples of *high-touch*, *high-tech* and *high-support* services include (but are not limited to):

Category I Service: *High-touch, high-tech, and high-support* Service to the School/program may include:

- Service on academic committees
- Service on personnel committees
- Service on administrative committees
- Development of co-curricular activities
- Participation in program meetings
- Participation in recruitment events related to the program
- Leadership work on an academic program review or creation
- Primary authorship of program revision and/or program development proposals or reports
- Academic program advising
- Contributing author of school/program committee reports
- Leadership on development work on school/program websites
- Leadership position on a school/program committee or taskforce

- Leadership in program or course review
- Primary authorship of program revisions and/or program development proposals or reports

Category II Service: *High-touch, high-tech and high-support* Service to the college may include:

- Attendance at graduation ceremonies
- Attendance at Faculty Institute Day
- Representing the institution at job fairs
- Representing the institution at recruitment events
- Presentation of special projects to the college community
- Service on college committees
- Attendance at advisory board meetings
- Membership on Faculty Council
- Service as an invited peer evaluator
- Participation in new student orientation
- Mentorship of new resident faculty
- Contributing author of college committee reports
- Leadership on development work on college websites
- Primary author on accreditation reports such as HLC, ISBE
- Leadership on institution-wide committee or taskforce
- Faculty advisor to student organization
- Attendance at regional or state level meetings related to accreditation, certification, or program development
- Leadership position in accreditation review process

Category III Service: *High-touch, high-tech and high-support* Service to the community at-large may include:

- Service as an elected official for state, national, or international academic or professional organizations
- Representing St. Augustine College at community events
- Leadership in boards of not-for-profit community organization
- Committee membership for state, national or international professional organization
- Member of thesis or dissertation committee outside of the college
- Editorial Review Board for state, national, or international professional journal or publication
- Participation and/or leadership position in a community group or organization related to the academic discipline
- Reviewer for book manuscript(s) for a commercial publisher
- Reviewer for academic papers for publication in educational professional journals
- Service as a consultant to local Schools or state educational agencies
- Other participation in service to community or state educational entities related to candidate's discipline or areas of expertise

Retention Process Based on Service Activities by Academic Rank

All faculty will be evaluated according to *high-touch*, *high-tech*, and *high-support* activities by academic rank.

Years in the Rank	Evaluation Criteria	Academic Rank	Evidence
1-3	Satisfactory	Instructor	-Participation in a minimum of 2 activities in Category I, a minimum of 2 activities in Category II, and a minimum of 2 activities in Category III, with activities in each of the 3 pillars
		<i>Request for Exceptionality for Promotion to Associate Professor</i>	Portfolio including cumulative evidence of the three categories used for the academic ranks of instructor and assistant professor.
4-6	Very Effective	Assistant Professor	-Participation in a minimum of 3 activities from Category I, a minimum of 3 activities in Category II, and a minimum of 3 activities in Category III, with activities in each of the 3 pillars
7-9	Highly Effective	Associate Professor	-Participation in a minimum of 4 activities in Category I, a minimum of 4 activities in Category II, and 4 activities in Category III, with activities in each of the 3 pillars
		<i>Request for Promotion to Full Professor</i>	Portfolio including cumulative evidence of the three categories used for the academic ranks of Instructor, Assistant Professor, and Associate Professor
10+	Superior	Professor	-Demonstrated service in multiple leadership positions and continuous service in all categories and pillars

Evidence of Excellence in Service

Category I: Service to the School/program	Possible Evidence	Category I Requirements by Academic Rank
<ul style="list-style-type: none"> Service on academic committees Service on personnel committees 	<ul style="list-style-type: none"> Meeting agendas and/or minutes of academic committees Candidate evaluation forms completed as part of 	Instructor Minimum of 2 activities in Category I, with all activities related to the 3 pillars Assistant Professor

<ul style="list-style-type: none"> • Service on administrative committees • Development of co-curricular activities • Participation in program meetings • Participation in recruitment events related to the program • Leadership work on an academic program review or creation • Primary authorship of program revision and/or program development proposals or reports • Academic program advising • Contributing author of School/Program committee reports • Leadership on development work on School/Program websites • Leadership position on a School/Program committee or taskforce • Leadership in program or course review • Primary authorship of program revisions and/or program development proposals or reports 	<p>service to personnel committee</p> <ul style="list-style-type: none"> • Co-curricular activity proposals, advertising of events, attendance lists • Program meeting agendas and/or minutes • Evidence of recruitment involvement such as contact lists of prospective students • Reports written as part of program review or creation • Reports written as part of program revision and/or development • Notes related to student meetings and/or advising sessions • Reports written as part of a School or program committee • Links to websites developed or edited • Committee or taskforce reports written 	<p>Minimum of 3 activities from Category I, with all activities related to the 3 pillars</p> <p>Associate Professor Minimum of 4 of activities Category I, with all activities related to the 3 pillars</p> <p>Professor Demonstrated service in multiple leadership positions and continuous service in all categories and pillars</p>
Category II: Service to the college	Possible Evidence	Category II Requirements by Academic Rank
<ul style="list-style-type: none"> • Attendance at graduation ceremonies • Attendance at Faculty Institute Day • Representing the institution at job fairs • Representing the institution at recruitment events 	<ul style="list-style-type: none"> • Faculty Institute Day handouts • Lists of prospective students from recruitment events • PPTs or recordings of presentations to the college community • Agendas and/or minutes demonstrating service on College committees 	<p>Instructor Minimum of 2 activities in Category II, with all activities related to the 3 pillars</p> <p>Assistant Professor Minimum of 3 activities in Category II, with all activities related to the 3 pillars</p> <p>Associate Professor</p>

<ul style="list-style-type: none"> • Presentation of special projects to College community • Service on College committees • Attend advisory board meetings • Membership on Faculty Council • Service as an invited peer evaluator • Participation in new student orientation • Mentorship of new Resident faculty • Contributing author of College committee reports • Leadership on development work on College websites • Primary author on accreditation reports, such as HLC, ISBE • Leadership on institution-wide committee or taskforce • Faculty advisor to student organization • Attendance at regional or state level meetings related to accreditation, certification, or program development • Leadership position in accreditation review process 	<ul style="list-style-type: none"> • Agendas and/or minutes of advisory board meetings • Agendas and/or minutes of Faculty Council meetings • Completed peer classroom observation forms • PPTs or handouts presented at new student orientation • Meeting notes or correspondences with faculty mentees • Links to websites developed or edited • Accreditation reports • Agendas and/or meeting notes and reports demonstrating participation in institution-wide committees or taskforces • Communications with student organizations, meeting agendas and/or minutes, evidence of events led by the student organization • PPTs, handouts, recordings, or other materials provided at meetings related to accreditation, certification, or program development 	<p>Minimum of 4 activities in Category II, with all activities related to the 3 pillars</p> <p>Professor Demonstrated service in multiple leadership positions and continuous service in all categories and pillars</p>
Category III: Service to the Community at-large	Possible Evidence	Category III Requirements by Academic Rank
<ul style="list-style-type: none"> • Service as an elected official for state, national, or international academic or professional organizations • Representing St. Augustine College at community events 	<ul style="list-style-type: none"> • Agendas and/or meeting minutes from organization meetings or evidence of contributions made to the organization • Board agendas and/or minutes 	<p>Instructor Minimum of 2 activities in Category III, with all activities related to the 3 pillars</p> <p>Assistant Professor Minimum of 3 activities in Category III, with all activities related to the 3 pillars</p>

<ul style="list-style-type: none"> • Leadership in boards of not-for-profit community organization • Committee membership for state, national or international professional organization • Member of thesis or dissertation committee outside of the college • Editorial Review Board for state, national, or international professional journal or publication • Participation and/or leadership position in a community group or organization related to academic discipline • Reviewer for book manuscript(s) for a commercial publisher • Reviewer for academic papers for publication in educational professional journals • Service as a consultant to local Schools or state educational agencies. It is the faculty member's responsibility to justify and document the relationship between the consulting activity and College service • Other participation in service to community or state educational entities related to candidate's discipline or areas of expertise 	<ul style="list-style-type: none"> • Dissertation committee selection form • Publications reviewed through Editorial Review Board • Agendas and/or meeting minutes from community organizations related to the academic discipline or evidence of contributions made to the organization • Book manuscripts reviewed • Academic papers reviewed • Reports developed as a result of consulting contracts 	<p>Associate Professor Minimum of 4 activities in Category III, with all activities related to the 3 pillars</p> <p>Professor Demonstrated service in multiple leadership positions and continuous service in all categories and pillars</p>
---	---	--

Building the Faculty Evaluation Portfolio in Paycor

Resident faculty, program directors, and part-time instructional faculty will submit evidence to support their professional activities in teaching, research, and services in an online repository (Paycor) and will use this platform to build their electronic portfolios. Each eligible faculty member will find a dedicated evaluation tab in their Paycor portal. The faculty's evaluation tab will be accessed by immediate supervisors as well as the Institutional Faculty Personnel Committee during the annual review process without compromise of confidential information stored elsewhere in the Paycor system.

The faculty will find a total of five folders within the Evaluation tab. They include:

- Narrative and Summary of Evidence Form
- Teaching/Primary Duties
- Research/Creative Duties
- Service Activities
- Final Evaluations

Faculty will have access to their portal and the evaluation folders year-round and are encouraged to upload evidence incrementally as activities are completed. Within each of the primary folders listed above, additional nested folders will help faculty upload documents in an organized manner.

Folder Contents

Primary Folder 1: Teaching/Performance of Primary Duties

- Nested Folder 1: Criteria I Evidence
- Nested Folder 2: Criteria II Evidence
- Nested Folder 3: Criteria III Evidence

Primary Folder 2: Research/Creative Duties

- Nested Folder 1: Category I Evidence
- Nested Folder 2: Category II Evidence
- Nested Folder 3: Category III Evidence

Primary Folder 3: Service Activities

- Nested Folder 1: Category I Evidence
- Nested Folder 2: Category II Evidence
- Nested Folder 3: Category III Evidence

Primary Folder 4: Final Evaluations

This folder stores completed annual retention forms, documents the decisions and comments of the Institutional Faculty Personnel Committee and Dean of Academic Affairs, and houses documentation associated with grievances. All parties involved in the evaluation process must acknowledge and sign completed evaluation forms signifying acceptance of the decisions and feedback found therein. The Faculty evaluations letters summarizing the evaluation given by students, peers, school chair, program directors and or Dean of Academic Affairs, depending on the academic rank of the eligible faculty.

Primary Folder 5: Narrative and Summary of Evidence Form

Narrative

A narrative is produced by each faculty member summarizing the major accomplishments in the areas of teaching, research, and service within the one-year review period. The introduction may also include information about ongoing projects, works in-progress, or leadership in other long-term initiatives.

Summary of Evidence Form

This form provides a visual overview of the evidence contained within the portfolio. Faculty are responsible for determining which pillar of the Latino Education Model is supported by their accomplishments in the areas of teaching, research/scholarly activity, and service.

Instructions: Inventory your contributions and accomplishments within the past year and complete the chart below.

Step 1: Review the teaching criteria, research categories, and service categories

Step 2: Determine which activities you have completed from the criteria and category lists

Step 3: For each activity, determine whether it supports the high-touch, high-tech, or high-support pillar.

- Pillar I, *high-touch*, refers to teaching, research, and service activities that connect with a culturally affirming atmosphere, Latino representation and bilingual education among faculty and students.
- Pillar II, *high-tech*, includes teaching, research, and service activities that demonstrate flexible modalities of learning environments that employ modern technological tools in education.
- Pillar III, *high-support*, describes teaching, research and service activities planned and implemented to, direct or indirectly, benefit all students with connection, guidance, and assistance during the transition to undergraduate life and throughout their undergraduate career

Step 4: After you have determined the criteria, categories, and pillar(s) that your activity supports, please choose the number of completed activities from the drop-down menu in the chart. Choose 1 if you have completed one activity in the area, 2 if you have completed two activities in the area, and so on. Please note that the number of activities required varies according to academic rank. To review teaching requirements by rank, see pg. 73 of this document. To review research requirements by rank, see pg. 75 of this document. To review service requirements by rank, see pg. 79 of this document.

To complete this form, select the correct number of activities in each category from the drop-down menu.

	High-touch	High-support	High-tech
Teaching			
Criteria A (pg. 72)	0	0	0
Criteria B (pg. 72)	0	0	0
Criteria C (pg. 73)	0	0	0
Research	0	0	0
Category I (pg. 75)	0	0	0
Category II (pg. 75)	0	0	0
Category III (pg. 76)	0	0	0
Service	0	0	0
Category I (pg. 79)	0	0	0
Category II (pg. 80)	0	0	0
Category III (pg. 80)	0	0	0

Annual Retention Schedule for Resident Faculty, Program Directors, and Part-Time Instructional Faculty

*Timetables should be customized annually at the discretion of the Institutional Faculty Personnel Committee, School chairs, and Dean of Academic Affairs to solidify deadlines.

Action to be completed by	Action
February Week 1	All e-portfolios completed and uploaded to the Paycor system. The Institutional Faculty Personnel Committee and Dean of Academic Affairs are granted access to each faculty's Paycor evaluation materials in order to begin the review process
February Week 3	Institutional Faculty Personnel Committee retention recommendations submitted to school chair
February Week 4	Retention recommendations and rationale of school chair submitted to faculty member
End of February	**Grievance of School chair's Recommendation- Step 1: Faculty may request reconsideration of negative recommendation by Institutional Faculty Personnel Committee or school chair

End of February	**Grievance of school chair's Recommendation- Step 2: The Institutional Faculty Personnel Committee or school chair provides written statement(s) of reconsideration to faculty member and to Dean of Academic Affairs.
March Week 1	Retention recommendations and rationale of Dean of Academic Affairs submitted to faculty member.
March Week 2	**Grievance of Dean of Academic Affairs Recommendation- Step 1: Reconsideration request of negative recommendation by Dean of Academic Affairs.
March Week 3	Retention recommendations reviewed by Dean of Academic Affairs; written retention recommendations of Dean of Academic Affairs submitted with accompanying retention recommendations to Academic Council. Copy of retention recommendation of Dean of Academic Affairs, with supporting reasons if a negative recommendation, submitted to the faculty member being evaluated.
March Week 3	Institutional Faculty Personnel Committee submits retention recommendations and supporting reasons to President.
End of March	President submits written recommendation to President's Cabinet for each faculty member being evaluated. A copy of the President's recommendation is provided to faculty member.
End of March	**Grievance of the President's Decision- Step 1: Reconsideration request of negative recommendation by Dean of Academic Affairs.
April Week 1	President submits written statement of reconsideration to faculty member and to President's Cabinet.
April Week 2	Retention decisions provided to probationary faculty members in first, second and third year of full-time employment by the college President, with statement of reasons if decision is negative. A negative decision dictates termination at the end of the first, second or third year of full-time employment, respectively.
May Week 1	Notice of retention or dismissal

Chapter VI: Faculty Evaluation Process

A. Part-time Academic Administrators Evaluation

The Dean of Academic Affairs is the direct supervisor of any part-time academic administrator with an academic task among their duties. The purpose of part-time academic administrator evaluation by the Dean of Academic Affairs is to provide guidance and support in their fundamental roles of helping faculty members flourish academically and leading high-quality academic programs. The evaluation plan should emphasize leadership development and improvement, safeguard academic freedom, and be consistent with St. Augustine College policies.

The administrative position, duties, and responsibilities determine the process of evaluation of the part-time academic administrator. If the part-time academic administrator is holding a chair or program director position, the performance evaluation will be conducted by the Dean of Academic Affairs and a second senior academic administrator who is familiar with the part-time academic administrator's performance, appointed by the Dean of Academic Affairs.

The performance evaluation includes:

1. an annual classroom observation by the Dean of Academic Affairs,
2. the evidence of submission of two grants,
3. the growth of the program(s) in terms of recruitment, retention, persistence, and graduation, and
4. professional development and growth of the faculty supervised.

Retention

Based on a score of 85% or greater on the performance evaluation criteria identified above. The evaluation is conducted by the Dean of Academic Affairs and two program directors from different programs.

B. Adjunct Faculty Evaluation

As an HLC-accredited institution of higher education, St. Augustine College seeks to hire and retain a diverse faculty of only the most knowledgeable, student-centered, committed, and innovative adjunct instructors. The adjunct evaluation process allows supervisors to recognize and celebrate effective and innovative performance, empowers faculty to pursue their own growth, aids in identifying areas of improvement, encourages open communication between adjuncts, supervisors, and peers within the program, and informs retention decisions.

In the college's pursuit of excellence, there are five elements required in the adjunct faculty evaluation process:

- The adjunct faculty must demonstrate a robust understanding of St. Augustine College by completing the Faculty Onboarding Training

- All adjunct faculty must demonstrate excellence in instruction through regular classroom observations
- All adjunct faculty must demonstrate commitment to continuous improvement through participation in professional development
- All adjunct faculty must achieve satisfactory scores on instructor and course evaluations
- All adjunct faculty must complete training in online instruction within four months of hire

Faculty Onboarding Training

The Faculty Onboarding Training is an online program that consists of modules on a variety of topics critical to effective instruction at St. Augustine College. Modules include an introduction to the college's Learning Management System (Canvas), telecommunication platform (Zoom), academic policies, institutional policies and procedures, college history, and an introduction to the Latino Education Model. The Faculty Onboarding Training is mandatory for any new adjunct faculty regardless of the number of courses contracted to teach in any specific academic term. All adjunct faculty must complete the training modules before the first day of instruction in the term for which they were hired.

Classroom Observations

The adjunct faculty will be observed once during each of their first and second terms of employment by a school chair and/or program director. In the second term of instruction, the adjunct faculty may be observed by a faculty peer designated by the program director. The process of classroom observation consists of the following steps:

1. The adjunct faculty will be informed by the school chair or program director about the classroom observation to be conducted. They both will decide date and time of the classroom observation.
2. In the 50-minute observations, the observer will complete the St. Augustine College Faculty Classroom Observation Form.
3. The observer will meet with the adjunct faculty member within five days of the observation to discuss the results. The adjunct faculty will be given a score, with a minimum score of 3.0 on a 4.0 scale (75%) required to continue in the next term.
4. After the initial two observations, returning adjuncts will then be observed twice annually (once in Fall I or Fall II and again in Spring I or Spring II) according to the Observation Schedule below.
5. All adjunct faculty will have access to an online portal in which copies of all signed classroom observation forms should be uploaded.

Term of Instruction	Observation Schedule
1 st Term	Observation to occur during the instructor's first 8-week term of employment
2 nd Term	Observation to occur during the instructor's second eight-week term of employment
3 rd Term and Beyond	Two observations annually (Fall I or Fall II and Spring I or Spring II) as determined by the school chair or program director

Professional Development

Continuous improvement and professional and personal evolution are priorities at St. Augustine College. To this end, adjunct faculty are required to participate in a minimum of one hour of in-house professional development activities each term they are employed by contractual obligations.

Each month, the Office of Academic Effectiveness offers a range of professional development sessions on various topics. Adjunct faculty can choose to join curated webinars on pedagogical topics, become inspired by presentations from St. Augustine College colleagues, participate in faculty roundtable discussions, learn about instructional technology, become informed about St. Augustine College's new initiatives, and attend live presentations from expert guest speakers, among other topics. All adjunct faculty will have access to an online portal where evidence of participation in professional development should be uploaded.

Instructor and Course Evaluations

Each term in week six, students receive instructor and course evaluations via the St. Augustine College evaluation system, EvaluationKit. Students can access the evaluation links from their Canvas dashboard as well as through invitation e-mails and reminders that include links to the class surveys. At the conclusion of the term, school chairs and/or program directors review each instructor's results. All adjuncts must score a minimum of 4.0 on the 5.0 scale (80%). All adjunct faculty will have access to an online portal in which copies of instructor and course evaluations for each term should be uploaded.

Timing and Method of Evaluation

Formal annual evaluations of adjuncts are required to ensure continuous improvement of classroom instruction. Offers for additional contracts are contingent upon this review and a determination of satisfactory performance by the program director. The adjunct faculty is responsible for uploading to Paycor the following documents for review by program directors: classroom observations, professional development evidence, course syllabus, and instructor/course evaluations.

The Institutional Faculty Personnel Committee may develop the evaluation calendar for adjunct faculty. The school chair or program director will implement the calendar immediately after it is officially published. All adjunct faculty will receive from their respective school chairs the evaluation and classroom observation schedule. Normally, an adjunct will be provided with at least one (1) weeks' notice of a classroom observation.

The school chair or program director will be responsible for conducting annual evaluations according to the Institutional Faculty Personnel Committee schedule.

- The adjunct faculty will receive instructions on how to organize their respective portfolios for their annual evaluation. The portfolio should contain evidence of classroom observation, a letter of evaluation performance, Instructor and Student EvaluationKit results, examples for students' projects, peer review observation, and a copy of course syllabus.

The school chair or program director will review the adjunct faculty's portfolio and will complete the evaluation form within 30 days of the review. Evaluation categories include: Faculty Onboarding Training proof, classroom observations, professional development evidence, instructor/course evaluation, and the completion of training on online instruction. The school chair or program director will place the evaluation form in the adjunct faculty's personnel file for acknowledgement and signature.

- Under exceptional circumstances, the college in its sole discretion may conduct an evaluation without notice. If production of student work is requested, the adjunct will be allowed up to an additional week to assemble and provide the requested materials.

Adjunct faculty who would like to pursue a formal grievance should follow the produces found on pg. 114, Faculty Grievance Procedures.

C. Visiting Professors Evaluation

Given the specialized nature of a visiting professor appointment and the varying needs of each school and program:

- The visiting faculty and school chair will agree on a plan for evaluating the success of the professorship in terms of increased knowledge, greater awareness, and potential for practice change.
- The visiting faculty will be observed only upon request of the visitor. If a classroom observation occurs, the visiting faculty selects the faculty observation tool regularly used to observe the college faculty or may propose an alternative observation that includes measurable outcomes/objectives.
- The results of the evaluation conducted must be included in the final report presented by the visiting faculty.

Retention

- A retention process is not applicable to visiting faculty. The primary academic appointment begins and ends in agreement between visiting faculty and St. Augustine College.
- If the primary academic, research, or administrative appointment ends before the planned end of the visit to the college, the affiliation with the college will automatically conclude unless expressly extended.

D. Instructional Assistant Evaluation

Instructional assistants' work may vary depending on school or program needs. As such:

- The schools and programs establish the standards for the supervision and evaluation of instructional assistants depending on discipline and course assignments.
- The instructional assistant shall be evaluated by the appropriate academic unit for the solely purpose of teaching improvement as early in the first semester as possible.
- All instructional assistants shall be evaluated by the appropriate academic unit each semester.

- Instructional assistants must be informed of any additional institutional policy created by the Department of Department of Human Resources that may affect their performance.
- The school and program must establish a process for receiving and addressing student complaints and concerns about instructional assistants. This information should be made available in the course syllabus.

Retention

- A resident faculty, part-time academic administrator or visiting professor is designated as the mentor of the instructional assistant.
- The instructional assistant will be retained to continue for one additional academic semester of two terms according to the above categories and measured by distinguished, excellent, and good performance.
- The mentor will observe the instructional assistant and write an evaluation that will include three categories:

Knowledge	Skills	Professional Attributes
Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.	<ul style="list-style-type: none"> • Active Listening • Speaking • Social Perceptiveness • Critical Thinking • Instructing 	<ul style="list-style-type: none"> • Dependability • Concern for Others • Integrity • Team Orientation

Chapter VII: Academic Rights

A. Shared Governance (pending approval)

Policy

St. Augustine College assumes shared governance as a transparent process that includes all college voices by seeking, listening to, and considering their input as part of the decision-making process to strength confidence and healthy growth of the academic and administrative life of the institution.

St. Augustine College embraces shared governance as a crucial, efficient and effective way to ensure decisions made reflect the perspectives, expertise, and best interests of its stakeholders including students, faculty, staff and citizens by way of Board of Trustees.

The practice of shared governance involves conversations and exchanges about internal and externally imposed policies, procedures, guidelines, operating frameworks, management, legislation and issues of mission, vision, values, culture, innovation, production of knowledge, excellence and quality assurance. The consideration and utilization of data is paramount on the application of the decision-making process involving the shared governance principles of equity and fairness within the context of the Latino Educational Model.

Principles

1. Trustworthy, multidirectional, consistent and reciprocal communication focused on student success and institutional excellence, innovation and production of knowledge is the foundation of shared governance in St. Augustine College.
2. Mutual responsibility, liability and accountability of all members of St. Augustine College community is required for the optimum functioning of shared governance in St. Augustine College.
3. All organizational levels of decision-making within St. Augustine College are transfused by the process of shared governance.
4. All members of St. Augustine College community are full and active participants in the process of shared governance.
5. Policies, guidelines and procedures are rooted and proposed based on the informed decisions of the faculty, students, staff, alumni, and administrators.

Practices

1. The final responsibility for decision making, including solicitation of input through shared governance, rests with the President and the Board of Trustees, who are ultimately held accountable by the college constituencies, the stakeholders, the public, and government officials.
2. The President and the Board of Trustees may require to act promptly in the best interest of the college without the full benefit of shared governance.
3. Each constituency group at St. Augustine College is invited to engage in discourse, conversations and exchanges ensuring collaboration on topics institutionally sound.

4. The Faculty Council is the entity established to ensure full and equal participation of resident, part-time and adjunct faculty in the college governance.
5. St. Augustine College shall have policies, procedures and formal organizational structures developed collaboratively, disseminated widely before their adoption, and reviewed periodically according to guidelines established by the proper accreditation agencies, circumstantial and inevitable organizational changes, and or institutional innovations and transformations due to institutional modernization of operational practices.
6. The primary and universal role of higher education faculty, including resident, part-time, and adjunct faculty, in teaching, research, and service shall be collaboratively delineated through assessment and evaluation of these activities to inform the institutional decisions of retention and promotion.
7. The President and the Board of Trustees have the authority to reverse the decision of the faculty regarding their primary responsibilities of teaching, research, and service. They would do so only in exceptional circumstances and would communicate the reasons to the faculty.
8. The faculty, student, and staff participation on institutional, school and program committees constitute the mechanism for immediate participation in shared governance.
9. Faculty have participatory or advisory responsibilities in different areas of college governance.
10. Faculty, students, and staff participate in governance on an institution-wide basis and in the academic school and programs with which they are affiliated.
11. As a general rule, resident and part-time instructional faculty members are entitled to participate in decisions made in the academic schools and programs with which they are affiliated.
12. The diverse interests and perspectives of faculty, staff, students, and administration must be considered in a timely fashion in the decision-making processes of the institution.
13. Faculty is vested with primary governance responsibility of academic and scholarly activities and personnel matters within the college.
14. Faculty plays a role as a member in the Search and Screen Committee to select and recommend key institutional administrators in the college.
15. The students can establish their own governing body to make recommendations on matters pertaining to student life and the academic environment.

Governing Structures

The existing groups and committees below currently participate in governance at St. Augustine College.

- Faculty Council formed by resident, part-time, and adjunct faculty
- Academic Council formed by the Dean of Academic Affairs and School chairs
- Institutional Assessment Committee composed by resident faculty, program directors, school chairs and presided by a member of the Office of Academic Effectiveness.
- Institutional Personnel Committee appointed by the Office of Academic Affairs and includes a program director, a resident faculty, a member of the Office of Academic Effectiveness, and a learning facilitator.

- Institutional Recruitment, Retention, Persistence and Graduation Committee appointed by the Office of Student Services and includes IT representative, librarian, resident faculty, learning facilitator, admission and enrollment officers.
- Institutional Review Board Committee composed by five members appointed by the President of the institution and includes an external member from another higher education institution.
- Student Affairs Committee formed by the Dean of Student Services, Director of Admissions, marketing representative, registrar, learning facilitator, Dean of Academic Affairs, and the Executive Director of Academic Effectiveness.

B. Academic Freedom (pending approval)

General Statement

St. Augustine College realizes that academic freedom within the confines of academic discourse is essential for acquiring and maintaining a strong faculty. While abiding by, being in compliance with, and supporting the policies, guidelines, and procedures of the College, a faculty member shares responsibility with the administration for the preservation of freedom of discussion in the classroom, free inquiry amongst peers and students, the pursuit of truth and freedom of professional research, and publication of results as indispensable conditions for the attainment of the mission and goals of the College and for the basic mores and morals of the society.

In harmony with the general statement above, St. Augustine College endorses the professional standard of academic freedom as defined by the 1940 Statement of Principles on Academic Freedom and Tenure promulgated by the American Association of University Professors (AAUP) and the Association of American Colleges (AAC):

Academic freedom is essential to these purposes and applies to teaching, research and, service. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the faculty in teaching and of the student to freedom in learning.

1940 AAUP Academic Freedom Statement

1. All faculty members are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties. Research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. All faculty members are entitled to freedom of discourse in the classroom, and may use professional judgement in introducing controversial content or activities when they provide direct academic benefit to students are germane to the subject being taught. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. College and university faculty are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge

their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

C. Disclosure of Outside Commitments

School chairs, program directors, and resident faculty are required to disclose the nature and extent of any activity that is either a conflict of interest or a conflict of commitment. Conflict of interest is defined as any direct or indirect interest, (including financial), engagement in a business or professional activity, or any obligation that is in substantial conflict with the faculty's duties at St. Augustine College. Conversely, a conflict of commitment is defined as outside activities that interfere with a faculty's fulfillment of his/her duties and responsibilities to St. Augustine College (such as additional teaching roles at another institution during the time the faculty is contracted to teach at St. Augustine College). A conflict of interest is generally an issue of personal or financial gain, whereas a conflict of commitment is generally an issue of time.

Faculty are not allowed to engage in 'double-dipping.' In this situation, a resident faculty member is being paid to perform an expected service (such as teaching or holding office hours) while simultaneously being paid for a second, contracted service (e.g., tutoring).

The following outside activities must be disclosed to the Office of Academic Affairs:

- All outside employment and other compensated activity
- Any additional contracts acquired at St. Augustine College outside of teaching (such as tutoring, lab assistant, special projects in another department, etc.)
- Outside board service, regardless of compensation
- Any outside (onsite or distance) teaching that is in or related to the same discipline in which the faculty teaches at St. Augustine College
- The range of total annual compensation received for an activity – or from a single entity for multiple activities – if it is greater than \$5,000 and the activities could appear to a reasonable person to be a conflict of interest or conflict of commitment

For further information on conflict of interest and commitment, faculty should consult the St. Augustine Department of Human Resources Manual.

D. Research Compliance/Institutional Review Board (IRB)

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 school chair. Upon approval by the school chair, the proposal is referred for final approval to the Dean Academic Affairs and the Institutional Review Board.

The Institutional Review Board (IRB) for Human Subjects Research at St. Augustine College has responsibility to oversee procedures for carrying out the college's commitment to protect human subjects in research. The role of the IRB is to review proposed research projects that intend to involve the use of

human subjects. Its tasks are to ensure that the individuals involved in a research study are treated ethically, that all research subjects are provided with substantial information about the study and consent to be a subject in the study, that all private information will be handled confidentially, that risks to subjects are minimized, and that informed consent is appropriately documented. The IRB is authorized to review, approve, require modifications in, or disapprove research activities conducted by or through the college using human subjects.

In accordance with regulations (45 CFR 46.107) the complete complement of the IRB is comprised of at least seven members, five faculty members and two independent community members. The committee will include one faculty member from each department who have varying backgrounds with respect to race, gender, cultural background, and profession to promote complete and adequate review of potential college research. In this way, the IRB membership will be representative of the college's institutional demographics and will include at least one member who has expertise in the content area being reviewed. Additionally, at least two independents, outside members with knowledge and expertise will serve as consultants to the Institutional Review Board, as needed. Proposal-specific ad-hoc members can be appointed if no member of the IRB has expertise in the content area. The IRB members are appointed by the President, in collaboration with the Vice President of Academic Affairs and maintain membership for two-year terms. The chairperson of the IRB will have time release from one course each semester they chair the IRB.

All IRB members are required to complete the online Protecting Human Research Participants Training. The list of the IRB membership will be maintained that includes name, earned degrees, representative capacity, and indicators of experience, such as Board certifications. The information listed is sufficient to describe each member's chief anticipated contributions to the IRB. In addition, all members must identify any "conflict of interest" and dismiss themselves from review of a study if such conflicts are identified before or occur during any review.

The IRB will review research executed by St. Augustine students, faculty, staff and other researchers, any research housed at St. Augustine, any researcher using St. Augustine resources, or collecting data at St. Augustine.

E. Assignment of Faculty to Externally-Funded Projects

Federal grant funds normally should not be used as a source for additional pay but instead are used to "buyout" the effort of faculty researchers, i.e., course release time. However, unique circumstances as in the case of faculty who cannot be released from their teaching responsibilities are eligible for extra compensation if permitted by institutional policy and procedures, allowed by the contract, included in the budget, and if approved in advance by the granting agency.

In order to reduce their course load, the faculty member provides funding to the college (from extramural grants) to "buy out" from a course or courses under the following guidelines:

- A course buyout form must be submitted a minimum of three months before the class start with all approvals from the (1) Research Administrator (RA) and (2) The Business Office (BA).
- The course buyout form must be accompanied by evidence from the faculty member's project

sponsor that budgeted funds can be used to buyout of one or two classes (or funding agency must be notified of and evidence is shown that a change in the budget has been approved).

- The faculty member works with the Office of Academic Affairs to identify an instructor or instructors who may replace the faculty member as the instructor of record for classes in question.
- For faculty, buyouts shall be in the amount of 13.33% of faculty member's academic year salary plus employee-related expenses (i.e., fringe benefits) for one course; 26.66% plus employee-related expenses for two courses.
- For fixed-term faculty with an 8-course teaching load, buyouts shall be in the amount of 10% of their academic year salary plus employee-related expenses (i.e., fringe benefits) for one course; 20% plus employee-related expenses for two courses.
- Faculty must teach a minimum of one class per academic year (the academic year does not include summer).

F. Faculty Recognition Awards

The Faculty Recognition Award provides a way to recognize the contributions made by St. Augustine College faculty members and pay tribute to their achievements.

The Faculty Recognition Award recognizes one outstanding St. Augustine College faculty member from any of the academic schools. The recipient exemplifies the college's core values of excellence, innovation, and creation of knowledge. This faculty member demonstrates a strong commitment and dedication to serving the college, their communities, and their professions. Once every two years, St. Augustine College recognizes and celebrates the contributions of its faculty with the presentation of the Faculty Recognition Awards. A faculty is eligible for not more than two Faculty Recognition Awards during his or her academic tenure at St. Augustine College. Awards are given based on the performance within one of the three domains—teaching, service, and research or creative work.

The award gives appropriate recognition to members of the faculty who exemplify outstanding skill in teaching, service, or scholarship. Each award carries a cash prize of \$1000 for full-time resident faculty, and program directors and \$500 for adjunct faculty and part-time instructional faculty.

Eligibility and Nomination

All St. Augustine College teaching faculty members are eligible and may be nominated by current students, other faculty members, program directors, community members, or via self-nomination and must have been with St. Augustine College for at least two years at the time of receiving the award. School chairs, deans, and staff are not eligible.

Nominees must submit a portfolio demonstrating evidence of excellence, innovation, and creation of knowledge in any of the three domains of teaching excellence, research and scholarly contribution to his or her discipline, or service to the college and the community at-large.

Faculty Recognition Award Criteria

Demonstrated evidence of excellence, innovation and creation of knowledge in any one of the three domains of Teaching, Research & Creative, and Service Activities

Resident Faculty and Program Director Nominees	Adjunct and Part-time Instructional Faculty Nominees
<ol style="list-style-type: none"> 1. Two years at any academic rank 2. 85% positive cumulative student evaluations 3. A letter of recommendation from the school chair 4. Program growth evidence 	<ol style="list-style-type: none"> 1. Two years of teaching at St. Augustine College 2. Teach an average of 16 credit hours annually 3. 85% positive cumulative student evaluations 4. A letter of recommendation from the immediate supervisor

Deadline and Procedure for Nomination

Nominations and self-nominations must be submitted by the end of March. Any student, faculty, staff, or community member may make a nomination by completing and submitting a short paragraph describing why the nominee is deserving of the award. Self-nominations are also accepted and encouraged.

Selection Committee

The Office of Academic Affairs will receive nominations and will submit them to the Institutional Faculty Personnel Committee for review of each nominee. Prior to submitting the nominees to IFPC, the Office of Academic Affairs will eliminate the names of each candidate to ensure a blind scoring process that must result in a unanimous decision of the finalists. The committee will select a maximum of two finalists in each category: full or part-time instructional faculty and adjunct or part-time instructional faculty. The Committee makes recommendations to the Dean of Academic Affairs and St. Augustine College President for final decisions.

Chapter VIII: Management of Teaching and Learning

A. Syllabi Requirements

All faculty must adhere to the institutional syllabus template provided by Academic Affairs and must upload the course syllabus to Canvas a minimum of one week before classes commence.

Program directors will provide adjunct faculty with course syllabi and calendars, materials, texts, assessments, rubrics, and presentation outlines. In order to ensure standardization across sections, adjuncts must adhere to the prescribed curriculum. Adjuncts are, however, encouraged to supplement the developed curriculum with their own innovative methodologies and strategies that encourage active learning and student engagement. Adjunct faculty will have ample opportunity to provide feedback and recommendations regarding the established curriculum as part of St. Augustine College's commitment to systematic program and course review.

B. Synchronous and Asynchronous Teaching Requirements

Currently, St. Augustine College conducts all instruction according to a HyFlex Model. At St. Augustine College, HyFlex (or Hybrid Flexible) is defined as a synchronous instruction model (all classes have pre-established meeting times) that allows students to participate in person or remotely. The SAC definition of HyFlex includes the following principles:

- Student Choice: Students must attend the established class sessions but may choose whether to attend in person or remotely
- Equivalency: In person and remote high-quality education reach the same learning outcomes
- Reusability: Materials and resources are available for students to review before and/or after class via Canvas and Panopto.

St. Augustine College will continue to research, develop, improve and change the teaching and learning model as needed. Modifications will be published as the model evolves.

C. Faculty Institute Days

There are several opportunities each year for faculty to learn about the affairs of the college, receive information about initiatives and policies, consider new responsibilities and expectations, and develop recommendations about issues and problems.

Prior to the start of the fall and spring semester, the Office of Academic Affairs hosts a Faculty Institute Day. This is customarily a two-day institute for discussion of new issues, policies, and directives including the college mission, governance, organization, systems, syllabi, classroom management, pedagogy,

recordkeeping, assessment, legal and security matters, annual evaluations, IT services, among other topics. All faculty are required to attend Faculty Institute Day.

There are several opportunities each year for adjunct faculty to learn about the affairs of the college, receive information about initiatives and policies, consider new responsibilities and expectations, and develop recommendations about issues and problems. The adjunct faculty, while not required, are encouraged to attend Faculty Institute Days. In extenuating circumstances, the College would provide a stipend for adjunct faculty to attend the Faculty Institute depending on the impact that teaching and learning policies may affect the work performed by the adjunct faculty.

D. Professional Development

Engagement in regular professional development is an expectation and requirement for all instructional roles and is a vital component of annual evaluations and portfolios.

It is expected that all faculty:

- Be involved in continual professional development in the respective field, or for institutional needs, including outside training and educational opportunities to enhance content knowledge and/or teaching skills
- Regularly attend in-house professional development sessions hosted by the Office of Faculty Development, Performance, and Assessment and/or by the school in which the discipline is housed
- Upload documentation of professional growth and activities including those activities outlined in the faculty evaluation process to the faculty portal in Paycor
- Complete the Coursera training course *Learning To Teach Online* ([Learning Program | Coursera](#))

Engagement in regular professional development is an expectation and requirement for all adjunct faculty and is a vital component of annual evaluations. Adjunct faculty, while not required, are encouraged to attend any in-house professional development organized by the Office of faculty Development, Performance, and Assessment.

It is expected that adjunct faculty take advantage of the professional development activities that are offered by:

- The school or program in which the discipline is housed (program and content-specific professional development)
- The Office of Faculty Development, Performance, and Assessment (a calendar of free, monthly events will be sent to all St. Augustine College faculty- topics include classroom pedagogy, education theory, and practical applications)
- The Office of Technology and Training (new institutional technology and platforms such as Zoom training, Canvas, Panopto, Live Proctoring, etc.)

Other opportunities such as guest lecturers, information sessions, and workshops are available to the entire campus community periodically and will be communicated through St. Augustine College e-mail.

All adjunct faculty receive invitations to participate and attend professional development activities either remotely and or in-person, depending on the design and type of delivery of the professional development. All adjunct faculty have access to the St. Augustine College YouTube channel to watch recordings of previous professional development sessions at any time. They are also provided access to the Office of Academic Effectiveness's professional development archives which include PPT presentations and faculty resources. All adjunct faculty can request documentation of participation in professional development activities as part of the evaluation process and upload it to the faculty portal in Paycor.

Advanced Professional Development

Faculty who wish to participate in advanced studies to earn another degree, professional certification, or specialization must consult with the school chair or program director to assess the benefits to the college, to facilitate scheduling, and to allocate appropriate responsibilities to other faculty and arrangements must be approved in writing. The eligible 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. St. Augustine College does not provide tuition remission or reimbursement for advanced studies.

E. Faculty Meetings

After completing the Faculty Onboarding Training, program directors and school chairs provide orientation and training to new faculty at the beginning of each term regarding the school and program's mission, objectives, major responsibilities and assignments, policies, and procedures. Additionally, periodic program or school-level meetings will be called throughout the academic year to discuss program-level initiatives, tasks, and other administrative and instructional issues. Attendance at meetings is mandatory for all faculty including program directors, resident faculty, and part-time instructional faculty.

As outlined in the adjunct faculty contract, attendance is required at a minimum of one program meeting per term contracted. All program meetings are open to adjunct faculty and attendance at more than one meeting is encouraged.

F. Class Meetings

Four-credit courses are generally held in three-hour and twenty-minute blocks twice per week, with a fifteen-minute break during the second hour. The duration of each term is eight weeks. Some courses meet only once per week, generally on a Saturday, for six hours and 40 minutes of instruction to include a 30-minute lunch period. Other course schedules may exist (for example, some courses meet for 16 weeks while others such as internships may be six weeks or less in length).

The class schedule is part of the contractual agreement between the college and the students. All faculty, including adjunct 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 unable to teach. In the event of an

anticipated absence, it is the faculty's responsibility to plan with the program chair for class coverage or alternative instruction with as much advance notice as the situation allows. For adjunct faculty, unannounced absences will result in a reduction in pay and termination of contract.

Rescheduling is prohibited unless authorized by the chair or program director. 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 chair or program director or designee.

G. Office hours, Grading, and Recordkeeping

All faculty must designate two office hours per week taught and must present a proposed weekly schedule to the respective program director for approval at the beginning of each new term. Upon approval, this information is shared with the school chair. If scheduled hours take place when the faculty is not physically on campus, the expectation is that faculty hold meetings during office hours via telephone or teleconference.

In addition, all 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 program director at the beginning of each semester. 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
- Respond to all phone calls, e-mails, and other communications on a timely basis, typically within one business day
- Grade students according to academic performance, using only the following designations:

90-100%	A	Superior
80-89%	B	Good
70-79%	C	Average
60-69%	D	Minimum Passing
59% and Below	F	Failure
	I	Incomplete (Incomplete report form must accompany grade list)

Two weekly standardized office hours are required for adjunct faculty for each course taught. Additionally, it is expected that student emails and inquiries be addressed in a timely manner, usually within one business day.

H. Student Performance Notices and Lack of Progress Reporting

Faculty must complete Student Performance Notices before the 5th week of classes: (1) to inform learning facilitators of the need for a remediation plan for a student with a low level of academic performance, or

(2) to notify the student and the learning facilitator of any notable improvement from previous low academic performance.

Faculty must also report on lack of progress. Information must be submitted by the Wednesday of week 2 of the academic term. A grade of U (unsatisfactory) is to be entered for students who have not attended in person or remotely, have not participated whatsoever in any course activity such as, but not limited to, quizzes, assignments, and discussions, and have not communicated to faculty in any other way to state that they wish to remain enrolled in the class.

I. Incomplete Grades (I)

In order for an incomplete grade to be assigned, the following stipulations must be met:

- The decision to give the grade of incomplete is solely the responsibility of the faculty and the academic School.
 - 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.
1. The instructor must:
 - Fill out an “incomplete grade report” form for each student who receives an incomplete grade
 - Indicate the current student grade on the incomplete grade report
 - Explain what the student needs to do in order to complete the course
 - Maintain grade records for the period of time required to remove the incomplete
 2. The completed “Incomplete grade report” should be submitted to the Academic Affairs Department.
 3. An incomplete grade must be removed by a period not exceeding sixteen weeks or the equivalent of two academic terms of eight weeks, immediately after the Incomplete grade was issued.
 4. When the student has completed all remaining work and the faculty has graded it, the student’s grade for the term is determined.
 5. A “Grade Change” report should be obtained by the faculty member, completed and submitted to Academic Affairs.

6. Academic Affairs will obtain the Dean's signature and transmit the form to the Registrar's office.
7. The Registrar will change the course grade from an "I" to a standard letter grade.
8. If during the sixteen-week time period, the student does not change his/her grade, the "I" automatically becomes "IF". Once the IF grade is assigned, the course has to be re-taken if credit is to be received.
9. If the incomplete grade represents an impediment for graduation, the student must submit pending work to remove the incomplete grade prior to the end of the 13th week of the semester in which the student is graduating.

J. Language of Instruction

The official language of instruction of St. Augustine College is English. The bilingual roots of the institution provide a culturally sensitive organization environment that reinforces the High-Support Pillar of the Latino Educational Model. Various sections of courses may be taught in Spanish, while others are conducted bilingually. The faculty must abide by the language of instruction of the course as designated in the college's academic term schedule.

K. Off-Campus Classes

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

- Include the event in the course syllabus and communicate regular reminders
- Obtain the Off-Campus Class Form from the Office of Academic Affairs, complete it and submit to the program manager for approval. The program manager will sign the form, authorizing the trip, and provide the faculty with a signed copy.
- Public transportation is the recommended means. If for special reasons the college vehicle is requested, its use will be contingent upon departmental recommendation and availability.
- Notify the Office of Academic Affairs and the Site Director (for classes at the satellite locations) of the date and time of the off-campus event
- All faculty are insured by the college's liability insurance while off-campus with students for an activity sponsored by the college. Students participate in off-campus activities at their own risk.

L. Curriculum Design Framework

The curriculum design of St. Augustine College is constructed in the following manner. These serve as guidelines only and with justification, exceptions may be made to the general outline. Practical experience and/or internships may occur at any level of the program.

Academic Year One

- Certificate program with 30-32 credit hours
- Configuration should include specialization courses (60-70% of the total credit hours) and general education courses (30-40% of the total credit hours)
- Focuses on providing job skills in a specific field enabling early employment

Academic Year Two

- Completion of an Associate degree with 28-30 credit hours
- Configuration should include specialization courses (30-40% of the total credit hours) and general education courses (60-70% of the total credit hours)

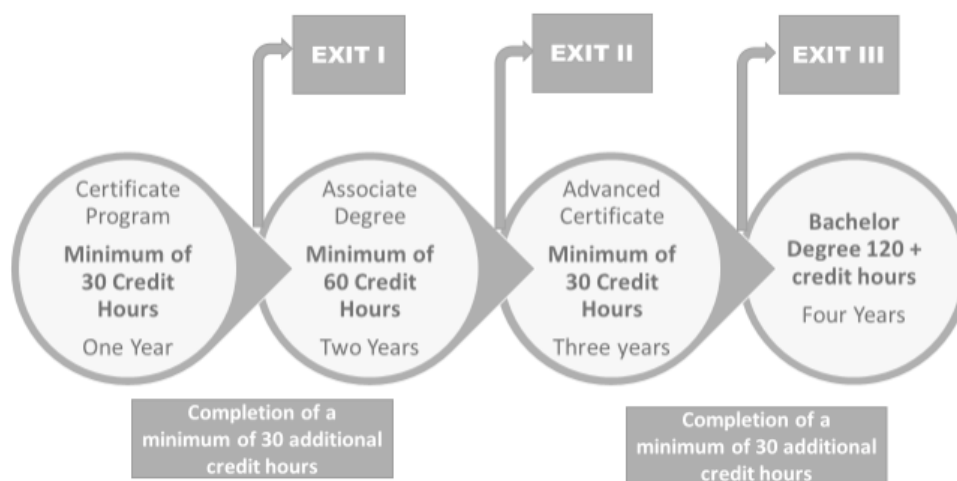
Academic Year Three

- An advanced certificate may be earned during the third year comprised of 30-32 credit hours
- The courses should be comprised of upper division specialization courses (50-60% of the total credit hours), general education (20-30% of total credit hours) and internship (20% of the total credit hours)
- All courses must be applicable to the Bachelor's degree in the field of specialization

Academic Year Four

- A bachelor's degree with a minimum of 120 credit hours
- Comprised of all remaining general education courses
- Remaining courses in specialization area
- Practical applications to real life experiences should be included

M. Curriculum Sequence



N. Distance Learning Standards

The seven (7) Distance Learning Standards of St. Augustine College, approved by the Board of Trustees on January 19, 2021 regulates the formal interaction between faculty and students who are separated by

geography, time or both for the presentation of the core learning objectives. The method of delivery is synchronous according to the HyFlex Model.

1. STANDARD ON COURSE SUMMARY AND SUPPORT

The course design must be created in a way that is both clear and easy to navigate for the student at the start of the academic term. Along with the proper course materials, course design should incorporate supplemental support materials to ensure the success of the student and instructor. Course material and supplemental resources must be relevant to the information of the course.

2. STANDARD ON COURSE CONTENT

Online course content provides students with multiple content resources to help support their mastery of the course.

3. STANDARD ON INSTRUCTIONAL DESIGN

Online courses include all resources, activities, and assessments that adhere to St. Augustine College and HLC standards and promote active student engagement and academic success.

4. STANDARD ON LEARNER ASSESSMENT

Assessments are created for each course and implemented throughout the term to aid in student learning and engagement. Students are given feedback in a timely manner to help assess progress.

5. STANDARD ON ACCESSIBILITY AND USABILITY

In order to demonstrate flexibility and accessibility, all course materials, assignments, supplemental activities, and assessments are created so that all students have access to the same resources, can participate in the same activities, all within the same time frame.

6. STANDARD ON TECHNOLOGY

Technology that online courses incorporate must include active student engagement that does not hinder student learning progress.

7. STANDARD ON COURSE EVALUATION

Online courses are monitored and evaluated on a regular basis. Evaluations must incorporate a variety of assessments to help aid in online course improvement and implementation. Online courses must be kept current and up to date, adapting to new research and technical renovations for effective student engagement.

O. Videoconferencing

St. Augustine College uses the teleconferencing platform Zoom to hold all synchronous class meetings and official business meetings. Each faculty member will be assigned a standing Zoom link for each course taught. Login credentials for faculty Zoom accounts are the same as the credentials used to log into other institutional platforms such as Outlook. Zoom training sessions are held regularly and may also be arranged through the Director of Training and Technology. An introduction to Zoom is provided in the online Faculty Onboarding Training. Faculty must disclose the class camera usage policy in the course syllabus at the beginning of the term. Students who do not wish to be video recorded can

request an exemption.

P. Learning Management System

St. Augustine College uses the learning management system Canvas. Before the first day of instruction, faculty are required to upload (minimally) the course syllabus and at least two weeks of instructional materials. Faculty must access their courses in Canvas and publish content so that it is available to students at least one week before the first day of instruction. Canvas training sessions are held regularly and may also be arranged through the Director of Training and Technology. An introduction to Canvas is provided in the online Faculty Onboarding Training.

Q. EvaluationKit

St. Augustine College uses the EvaluationKit platform to administer online student evaluations of faculty and courses at the end of each term. The evaluation period begins during week 6 of each academic term (week 14 for 16-week courses) and concludes the Sunday following final exams. Faculty will be notified via e-mail of the dates of the evaluation period each term and will receive a link to view results at the conclusion of the evaluation period. Results are accessed using the same credentials used to log into all other institutional platforms. Administrators will have access to the evaluation results of their direct reports for annual evaluation purposes. All faculty are responsible for downloading their results and saving them to their electronic portfolios for annual review, retention, and promotion decisions. Faculty are encouraged to allow students to access and complete the evaluations during class time. Institutional results are disseminated after the evaluation period through the Office of Academic Affairs newsletter, *The Quality Journey*.

R. Class Recordings

St. Augustine Colleges uses the recording platform Panopto to record and store synchronous course sessions. Panopto training sessions are held regularly and may also be arranged through the Director of Training and Technology. An introduction is also provided in the online Faculty Onboarding Training. Any course recorded through Zoom is automatically uploaded to Panopto for archiving and future viewing.

S. Digital Books

All courses utilize digital books, which students access through Canvas. While all digital books are uploaded to the course's Canvas page prior to the first day of instruction, faculty must log into Canvas and manually publish the books in order for them to be accessed by students. All supplemental materials and texts must also be uploaded to Canvas.

T. Test Security

The College has integrated with Canvas, the learning management system, a LockDown Browser called Respondus. It is a system for securing online exams in classrooms or proctored environments to prevent cheating during exams. Faculty who intend to use Respondus as a means of test security must disclose this

class policy in the course syllabus as students are required to have their camera turned on during examination periods. Visit the [RESPONDUS tutorial modules in CANVAS](#) to learn more about this program.

DRAFT

Chapter IX: Faculty Compensation

A. Compensation

Compensation varies by academic rank and administrative responsibilities. A compensation table is available from the Department of Human Resources. Additionally, recipients of Faculty Recognition Awards will receive cash awards as a supplement to their regular salaries. For information about Faculty Recognition Awards, see pg. 99.

Summer Courses

Faculty may be eligible to teach courses during the summer term for additional compensation when contractual obligations have been met. Summer hiring needs will be assessed by program directors and school chairs in collaboration with the Dean of Academic Affairs. Depending on program needs, a summer contract is offered for a maximum of two, four-credit courses. Compensation is determined by the Department of Human Resources depending on degree and years of professional experience.

Overload Pay

Overloads (a course that is in addition to the workload defined in the faculty's job description) are awarded only in instances of last-minute section additions, independent study, when limited faculty expertise is available, or under other extenuating circumstances. Faculty who accept overload courses will be compensated at the adjunct faculty rate outlined in the compensation schedule determined the Department of Human Resources depending on degree and years of professional experience.

Resident faculty and part-time instructional faculty are eligible to teach a total of 16 credit hours for overload pay annually (including summer). When accepting an overload course, faculty must not teach more than three courses in any academic term. Independent study is calculated at 50% of a traditional, four-credit course. All faculty are eligible to teach summer course. Program directors may not teach more than two courses or eight hours per term.

Special Projects

Special projects may be compensated. A special project can be any project as identified or approved by the President, Dean of Academic Affairs, or chairperson as appropriate. Special projects are generally beyond a faculty's job description and exceed the expectations for teaching/primary duties, research, and/or service to the college. As such, additional compensation may be available and is at the discretion of the school chair and Dean of Academic Affairs with final approval from the President and Chief Financial Officer.

Sabbatical Leave

St. Augustine College adheres to policies adapted from the [sabbatical guidelines outlined by the AAUP](#). The President or their designee may grant sabbatical leaves of absence to members of the faculty or academic staff for the purpose of encouraging scholarly and professional achievement for the mutual benefit of the College and the grantee. No more than seven percent (7%) of eligible faculty may be on sabbatical leave in any one (1) academic term. Under extraordinary circumstances this maximum may be exceeded at the discretion of the President or their designee.

Eligibility

A sabbatical leave may be granted for six or twelve consecutive months for Resident Faculty and Program Directors who have achieved a minimum academic rank of Assistant Professor and who have completed six (6) consecutive years (30 consecutive academic terms) at the College.

Applications

1) Applications for sabbatical leave shall include the following:

- (a) The presentation of a definite plan for the scholarly/creative plan of work for the sabbatical leave.
- (b) An indication of the specific academic terms for which the leave is requested.
- (c) A description of any fellowship and/or grant pending or secured at the time of making application for sabbatical leave.
- (d) The applicant's agreement to return to service with the College for a minimum of one year in the year immediately following expiration of the leave; or to refund the compensation paid by the College during their leave, unless this obligation is specifically waived or deferred by the President or their designee.
- (e) The applicant's agreement to submit a written report on the extent to which they have achieved the purpose for which the leave was granted.
- (f) A report on the applicant's most recent sabbatical leave, if any, that shall include the plan of scholarship/creative work for that sabbatical leave and the progress made to date on achieving the specific goals of that plan.

2) The table below describes the application process and timeline. All applications must be submitted in the academic year prior to the beginning of the sabbatical.

<i>Step 1</i>	<i>Week 2 of August</i>	<i>Submission to School Chair for Review</i>
<i>Step 2</i>	<i>Week 2 of September</i>	<i>Submission by School Chair to Dean*</i>

Step 3	Week 2 of October	Dean of Academic Affairs Recommendation to the President*
Step 4	Week 2 of November	Notification of decision is sent to the applicant*

* If the application is not approved at any level, the applicant will be informed that the application is no longer under consideration

Conditions of Leave

- 1) The applicant's agreement to return to service with the College for a minimum of one year in the year immediately following expiration of the leave; or to refund the compensation paid by the College during their leave, unless this obligation is specifically waived or deferred by the President or their designee.
- 2) An individual on sabbatical leave shall not give, for compensation, personal service unrelated to the sabbatical leave project, other than what the College would consider acceptable for a faculty not on leave. Any service for compensation shall be reported to and must be approved in advance by the President or their designee.
- 3) Formal study for an advanced degree is not normally acceptable as a sabbatical leave project. Exceptions to this regulation require the written approval of the Dean of Academic Affairs prior to the filing of the application.
- 4) For the purpose of meeting the needs of a unit, with the prior written approval of the Dean of Academic Affairs, a sabbatical leave application for a professional development project may be filed.
- 5) A written report on what has been achieved relative to the goals of the leave will be submitted to the School Chair within two (2) months of returning to the College from the leave. The report will be sent to the Dean of Academic Affairs and the President.
- 6) Sabbatical leaves must begin within one year of the date of the notification letter.

Length

Resident Faculty and Program Directors may be granted a sabbatical leave for six or twelve consecutive months.

Salary and Benefits

- 1) For each academic term on sabbatical leave the individual shall receive as compensation a percentage of the annual salary as follows:

Rank	Length of Sabbatical	Compensation
Associate Professor	6 months	50% of annual salary prorated over 6 months
	12 months	50% annual salary prorated over 12 months

Professor	6 months	50% of annual salary prorated over 6 months
	12 months	50% annual salary prorated over 12 months

*Assistant Professors are eligible when they have completed three years of employment at the rank of Assistant Professor at another institution in addition to three years at St. Augustine College.

2) During a sabbatical leave the individual's contract with the College shall remain unimpaired. The individual shall be eligible for all scheduled adjustments and for all other applicable benefits which would have been provided by the College were the individual not on leave.

3) Persons on the twelve-month payroll do not earn vacation days while on sabbatical leave. Any days in the vacation bank in excess of twenty-two (22) days not utilized prior to the commencement or at the conclusion of the sabbatical leave shall be forfeited.

DRAFT

Chapter X: Faculty Conduct and Discipline

A. Faculty Conduct

St. Augustine College adheres to the ethical guidelines established by the American Association of University Professors in the [Statement of Professional Ethics](#). For any alleged offence deemed sufficiently serious to raise the possibility of adverse action, the procedures should be in accordance with the [1940 Statement of Principles on Academic Freedom and Tenure](#), the 1958 [Statement on Procedural Standards in Faculty Dismissal Proceedings](#),¹ or the applicable provisions of the Association's [Recommended Institutional Regulations on Academic Freedom and Tenure](#).²

The American Association of University Professors Statement of Professional Ethics

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they

avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

B. Faculty Grievance Procedure

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:

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

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

- Written reprimand
- Probation with specific improvement plan
- Temporary suspension with specific conditions for return
- 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.

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.

Hearing Committee

The Hearing Committee shall consist of the Dean of Academic Affairs (unless they are 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 school chair or Dean of Academic Affairs 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 them 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).

C. Termination Due to Financial Exigency

St. Augustine College abides by the guidelines outlined by the American Association of University Professors regarding instances of faculty termination due to financial exigency. Reports outlining the AAUP's guidelines are found at [Recommended Institutional Regulations on Academic Freedom and Tenure](#) as well as the [On Institutional Problems Resulting from Financial Exigency: Some Operating Guidelines](#). A list of helpful FAQs is provided below:

1. According to AAUP-recommended standards, when can an administration terminate faculty appointments for financial reasons?

When a "demonstrably bona fide" condition of financial exigency exists (*Recommended Institutional Regulations on Academic Freedom and Tenure* 4c).

2. Where can I find the AAUP's recommended policies and procedures on financial exigency?

Regulation 4c of the [Recommended Institutional Regulations on Academic Freedom and Tenure](#) (RIR) contains our recommended policies on financial exigency. Practical guidelines for implementing these

policies can be found in *On Institutional Problems Resulting from Financial Exigency: Some Operating Guidelines*.

3. What is the AAUP's definition of financial exigency?

"A severe financial crisis that fundamentally compromises the academic integrity of the institution as a whole and that cannot be alleviated by less drastic means" than the termination of tenured faculty appointments (*Recommended Institutional Regulations 4c*).

4. What should be the faculty's role in determining whether a condition of financial exigency exists?

A duly constituted faculty body should participate in reaching the determination that a condition of financial exigency exists or is about to exist and that all feasible alternatives to terminating appointments have been exhausted. The faculty should also play a primary role in determining, based on educational considerations, where appointments will be terminated and in developing the criteria for identifying whose appointments will be terminated (*Recommended Institutional Regulations 4c[2]*).

5. What further role should the faculty play before any proposals are made for discontinuing programs?

The faculty or an appropriate subset thereof will have the opportunity to render in writing an assessment of the institution's financial condition, aided by five years of financial statements; current and following year budgets; and detailed future-years cash-flow estimates, as well as by detailed program, department, and administrative-unit budgets.

6. How does the AAUP define "academic program"?

Under Recommended Institutional Regulation 4c (2), academic programs cannot be defined ad-hoc following the declaration of financial exigency. "Program" should designate a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines. When feasible, the term should designate a department.

7. To what extent will affected faculty members be informed of the proposed discontinuance of their programs?

Tenured, tenure-track, and contingent faculty members whose programs face potential closure will be informed promptly of the pending decision and will be given at least thirty days to respond to the proposal.

8. What due process protections does the AAUP recommend affording a faculty member whose position is being terminated because of financial exigency?

A faculty member whose position is identified for termination should be afforded an adjudicative hearing of record before a duly constituted faculty committee in which the following three issues may be contested:

“The existence and extent of the condition of financial exigency,” with the burden of proof upon the administration.

2. “The validity of the educational judgments and the criteria for identification for termination,” with the proviso that any faculty judgments in these matters are presumed valid.
3. “Whether the criteria [for termination] are properly applied in the individual case” (*Recommended Institutional Regulations 4c*).

9. Is there an order in which appointments should be terminated after financial exigency has been declared?

According to the *Recommended Institutional Regulations 4c(3)*, “The appointment of a faculty member with tenure will not be terminated in favor of retaining a faculty member without tenure, except in extraordinary circumstances where a serious distortion of the academic program would otherwise result.”

10. How much notice should an administration provide a faculty member whose appointment is being terminated for financial exigency?

Regulation 8 of the *Recommended Institutional Regulations* provides as follows:

If the appointment is terminated, the faculty member will receive salary or notice in accordance with the following schedule: at least three months, if the final decision is reached by March 1 (or three months prior to the expiration) of the first year of probationary service; at least six months [of salary or notice], if the decision is reached by December 15 of the second year (or after nine months but prior to eighteen months) of probationary service; at least one year, if the decision is reached after eighteen months of probationary service or if the faculty member has tenure. . . . On the recommendation of the faculty hearing committee or the President, the governing board, in determining what, if any, payments will be made beyond the effective date of [termination], may consider the length and quality of service of the faculty member.

11. Does an administration have any other obligations toward a faculty member whose position is terminated because of financial exigency?

An administration should make “every effort” to find another suitable position within the institution for the affected faculty member. The position of the affected faculty member “will not be filled by a replacement within a period of three years, unless the released faculty member has been offered reinstatement and a reasonable time in which to accept or decline it.” In the unfortunate event that the financial exigency is so severe as to require that the institution be closed, the administration “should make every effort in settling its affairs to assist those engaged in the academic process so that, with minimal injury, they can continue their work elsewhere.”

12. Can institutions terminate faculty appointments by eliminating programs and departments for reasons other than financial exigency?

According to Regulation 4d of the *Recommended Institutional Regulations*, “termination of an appointment with continuous tenure, or of a probationary or special appointment before the end of the specified term, may occur as a result of bona fide formal discontinuance of a program or department of instruction.” AAUP standards, however, distinguish between program discontinuance and program reduction. In the absence of financial exigency, our standards do not permit the termination of faculty appointments in order to reduce a program.

The decision to discontinue a program must be “based essentially on educational considerations,” Educational considerations are “determined primarily by the faculty as a whole or an appropriate committee thereof,” exclude “cyclical or temporary variations in enrollment,” and “must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by the discontinuance.”

A faculty member whose position is identified for termination because of program discontinuance should be afforded an adjudicative hearing of record before a duly constituted faculty committee in which the issues may include (a) whether the decision to discontinue the program was “based essentially on educational considerations” as defined primarily by the faculty, (b) whether the administration has made “every effort,” including retraining, to find the affected faculty member another suitable position within the institution, and (c) whether the amount of severance salary takes into account the length of the faculty member’s “past and potential service.” A determination by the faculty that a particular program or department should be discontinued is to be considered “presumptively valid.” The burden of proof otherwise rests with the administration.

Recommended Institutional Regulations 4d (2) specifies that severance pay for faculty members whose appointments have been terminated because of program discontinuance should be “equitably adjusted to the faculty member’s length of past and potential service.” The requirement that the administration make every effort to find an alternative position within the institution for the affected faculty member includes providing “financial and other support for a reasonable period of training” to help qualify the faculty member for another position.

I. Introduction

This Department of Human Resources Policy Manual contains information about employment policies and practices of St. Augustine College. Our objective is to foster a work environment that is conducive to both personal and professional growth, through the promotion of fairness, efficiency, accountability, and openness.

We expect each employee to read this manual carefully, as it is a valuable reference for understanding your job and the college. The policies outlined in this Policy Manual are current management guidelines, which in any institution require changes from time to time. The college retains the right to make decisions involving employment as needed in order to conduct its mission in a manner that is beneficial to the employees and the college. This Policy Manual supersedes and replaces any and all prior Department of Human Resources Policy Manuals and any inconsistent verbal or written policy statements.

Except for the policy of at-will employment, which may only be changed by the President of the college in a signed written contract, the college reserves the right to revise, delete, and add to the provisions of this Policy Manual at any time without further notice. All such revisions, deletions or additions to the manual must be in writing and signed by the President of the college. No oral statements or representations may change the provisions of this Policy Manual.

The provisions of this manual are not intended to create contractual obligations with respect to any matters it covers. Nor is this manual intended to create a contract guaranteeing that you will be employed for any specific time period. Likewise, if a written contract is inconsistent with this Department of Human Resources Policy Manual, the written contract is controlling.

This manual refers to 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.

II. Welcome to St. Augustine College

A. Mission Statement and Brief History

St. Augustine College is an independent, bilingual 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.

Established in 1980, St. Augustine College has grown from 240 students in English as a Second Language classes, to over 1400 studying in areas as diverse as computer programming and respiratory therapy. Throughout this growth, one truth has remained constant: the success of our students is our primary goal and we will work to remove as many obstacles to that success as possible.

B. The Board of Trustees

St. Augustine College is a not-for-profit 501(c) 3 institution of higher education, and is guided by a Board of Trustees, whose role is to support and to lead the college in the fulfillment of the mission. The Board sets the policies that govern the college and selects, appoints, advises, and evaluates the President of the institution.

As adopted in September, 2003, and amended in October 2007, the Board has the ultimate authority to:

- [Article II Section 2 (g)] Approve institutional policies bearing on faculty appointment, promotion, and dismissal as well as personnel or antidiscrimination policies for other categories of employees.
- [Article II Section 2 (m)] Approve such policies that contribute to the best possible environment for students to learn and develop their abilities.
- [Article II Section 2 (n)] 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 Resident faculty member and a non-voting staff member, each selected by their peers" are invited to attend all Board meetings. The faculty and staff representatives have the responsibility for sharing concerns from their respective constituencies and for reporting relevant Board actions.

c. Board of Trustees' Vision Statement

Building on the mission, by 2013, it is St. Augustine's vision to:

- Be nationally known for providing access to higher education;
- Educate competent bilingual leaders;
- Enroll at least 2,000 students;
- Be distinguished for innovative, relevant curricula in health care, education, social services, technology, and business at the associate degree level;
- Provide the pathway to, or completion of, the baccalaureate degree; and,
- Continue its commitment to the implementation of systems of accountability, change management, and continuous improvement for all operations.

d. 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, strategic plan, 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.

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 is the advisor to the Board, appoints the vice Presidents and deans, has general executive powers, and the duties of supervision and management of the college. Only the President has the authority to hire and terminate College employees.

e. Code of Ethics

In consonance with the mission of the college, each St. Augustine employee is expected to perform his or her job in accordance with the college's Code of Ethics and to subscribe to the following statements:

- I consider the welfare of the students and the college as my primary obligation.
- I give precedence to my responsibility for objectivity, integrity, trustworthiness and hard work over my personal interests.
- I commit myself to act with competence and strive to maintain and improve both personal competence and that of others.

- I commit myself to improve my understanding of and support the college's mission and policies, to interpret them to others, and contribute to the formulation and evaluation of such objectives and policies.
- I commit my special competence and knowledge for the most effective use of institutional resources and work with others in the college to this end, while recognizing the limits of such special competence as well as its strengths.
- I commit myself to clarify possible conflicts of interest that may arise in the college, and to this end, shall refrain from accepting gratuities, incurring obligations, accepting gifts or favors of monetary value, or engaging in private business or professional activities where there is, or would appear to be, a conflict between private interests and the interests of the college.
- I commit myself to foster the development of professional standards among colleagues in the college and in other institutions of higher education.
- I commit myself to keep confidential the information revealed to me throughout my period of employment. I shall surrender all materials given to me before leaving my position. Neither shall I reproduce nor use any of these materials for personal interests without written permission given by the President of the college.
- Since students are the main concern of the college, I shall be respectful and forthright with students and shall respect the integrity of the classroom as an essential component of the academic freedom of faculty and students.
- I shall not speak on behalf of the college without previous authorization. Neither shall I speak extemporaneously on officially sanctioned statements issued by the authorized body. While I have the right to my opinions, my employment status may be used only for identification purposes, and not for purposes of inferring the college's endorsement or sanction of any personal beliefs.

F. Confidentiality of College and Student Matters

Our professional ethics require that each employee maintain the highest degree of confidentiality when handling College, student, faculty and staff matters.

To maintain this professional confidence, no employee shall disclose non-directory College or student information in written or electronic form to outsiders including students, third parties or members of one's own family without written permission. Directory information consists of: Student's Name; St. Augustine College e-mail address and phone number (currently enrolled students only); dates of attendance; date of any degree awarded and major; honors or awards received; and photographs.

G. Media Inquiries

Only the President or designee is authorized to speak on behalf of the college. Media inquiries pertaining to the college business or College property shall be directed to the Office of Institutional Advancement. In the absence of the Director of this Office, requests should be forwarded to the President's Office.

III. Hiring and Employment

A. At-Will Employer

Under Illinois law, the college is an at-will employer. This means that regardless of any provision in this Department of Human Resources Policy Manual, either you or the college may terminate the employment relationship at any time, for any reason, with or without cause or notice. Nothing in this Policy Manual or in any document or statement, written or oral, shall limit the right to terminate employment at-will. No officer, employee or representative of the college is authorized to enter into an agreement—express or implied— with any employee for employment for a specified period of time unless such an agreement is in a written contract signed by the President of the college.

B. Filling a Position

Before any position may be created or a vacancy posted, a Personnel Requisition must be completed and signed by the supervisor. In the case of unbudgeted positions, the Department of Human Resources Office will recommend the creation or posting of the position to the President for approval or denial. The Department of Human Resources Office will notify the supervisor once the paperwork is complete or the position is denied.

All positions at St. Augustine College will be competitively hired. Once a position is approved to be hired, the hiring manager communicates the minimum/desired qualifications and job details to Department of Human Resources. Department of Human Resources will create job postings in the Applicant Tracking System, including requirement to upload a resume/CV, completion of an application and collection of EEO data. All open positions will be, at minimum, posted on the St. Augustine College website. Preferred and/or internal candidates will be required to formally apply for open positions through the Applicant Tracking System.

Candidates are reviewed, and screened by Department of Human Resources using the qualifications designated by the hiring manager/department. Qualified candidates are interviewed by the hiring manager/department. The preferred candidate must be approved by the President,

c. Certification, Licensing, and Other Requirements

Department of Human Resources makes formal offers of employment to candidates with the contingency that a background check must be successfully completed. Additionally, any licensing, certification or testing requirements must be successfully completed. Failure to qualify or to maintain a certification or license may be sufficient cause for termination. Proof of all required certification, licensing or other requirements must be provided for the Department of Human Resources file at St. Augustine College at the time of employment.

D. New Employee Onboarding

Once an employee has been offered employment, they are onboarded through the HRIS (Paycor) system. This includes completion of a virtual I-9, review and acknowledgement of policies and handbooks. Access to St. Augustine College systems are granted only after the success completion of these onboarding tasks.

Full-time and part-time employees are considered to be in an orientation period during their first two months of employment. During this time, all new hires will be able to determine if the job is suitable and supervisors will have an opportunity to evaluate work performance. Newly hired employees may be required to complete certain onboarding tasks and training during their initial period of employment. This includes both virtual and on the job training. However, the completion of the probationary period does not guarantee employment for any period of time thereafter.

E. Employment Categories and Policy Groups

Employees are categorized as exempt or non-exempt.

- ▶ Exempt Employees, including all faculty, are not entitled to overtime pay pursuant to applicable federal and state laws, and are not subject to certain deductions to their salary under the college's policies.

- ▶ Non-Exempt Employees are entitled to overtime pay as required by applicable federal and state law.

Employees assigned to Policy Groups based on benefits eligibility:

- ▶ Full-Time Employees regularly work a minimum of 30 hours a week. They may be either exempt or non-exempt.

- ▶ Part-time Regular Employees regularly work a less than the full-time work schedule, but at least 20 hours per week. Part-time employees may be exempt or non-exempt.

► Temporary Assignment Employees. Employees who are hired, but not contracted for a defined period of time may be considered temporary. Temporary positions include Federal Work Study employees.

► Seasonal employees: Employees who work less than 20 hours per week and are considered “as needed” are considered seasonal. This includes Help Desk Staff and Tutors

► Adjunct faculty are contracted on course-by-course basis. They are considered Part-time Exempt staff.

► Independent Contractors and Consultants are not employees of the college. They are contracted for a specific task and duration. amount of payment and conditions of employment are established by written agreements. Independent Contractors are assessed through the guidelines of the Department of Labor (DOL).

F. Position Descriptions

The college maintains a position description for each position in the college. The position description outlines the essential duties and responsibilities of the position. When the major duties and/or responsibilities of a position change, the position description may be revised to reflect those changes. If you have any questions or wish to obtain a copy of your position's job description, please see your supervisor. A file of all position descriptions is maintained in the Department of Human Resources Office.

G. Reference Requests and Verification of Employment

St. Augustine College respects the privacy and confidentiality of its employees and will only confirm limited information about our employees and only through the proper channels. Employees seeking verification of employment are requested to direct the party requesting information to the Department of Human Resources Department:

- HR@Staugustine.edu
- (773) 88-3987(FAX)

A signed authorization will be required for the release of any financial information. Limited verbal verification of employment (dates and position(s) held) will be provided if the caller provides unique identifiers (social security number).

Under no circumstances should an employee provide another individual with information regarding current or former employees of the college without coordination with Department of Human Resources. While employees are not prohibited from providing personal references for co-workers, they must do so with the clear disclosure that they are not acting as an agent of the college and the views expressed are their own.

Professional references may be provided by the college with the approval of the President. A copy of letters of recommendation must be maintained in the referenced employee’s personnel file.

H. Resignation Policy

Resignation is a voluntary act by the employee to terminate employment with the college. Although advance notice is not required, St. Augustine requests at least two weeks written notice of resignation for non-exempt employees and four weeks' notice from exempt employees prior to the effective date of resignation.

Former employees who left the college in good standing may be considered for re-employment. Former employees who resigned without written notice or who were dismissed for cause may not be considered for re-employment.

Employees, who are rehired following a break in service in excess of 365 days (other than an approved leave of absence), must complete the hiring process, inclusive of I-9 Employment Eligibility Verification. Employees rehired within the 365-day window may be reactivated without a new onboarding process.

Employees who have activated their Paycor account with a personal email address will maintain access to their employment file and compensation history, inclusive of tax documents, regardless of employment status.

Employees are responsible for maintaining and returning all St. Augustine College property, materials, or written information issued to them or given to their care or control, including, but not limited to:

- Keys (office, files, desk, other)
- Library books, (materials, or other)
- All software, hardware or equipment belonging to the college
- Any office or College reports, lists, information, and data
- Any manuals, manuals, or pertinent information regarding the college

For the purposes of this Policy Manual the term "College property" includes all land, buildings, structures, parking lots, and means of transportation owned by or leased to the college. The college may take all action deemed appropriate to recover or protect its property.

I. Employment of Relatives

A member of an employee's family may be considered for employment by the college, provided that the applicant's credentials and experience match with the job description. 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.

J. Equal Employment Opportunity (EEO)

Our College is committed to equal employment opportunity. We will not discriminate against employees or applicants for employment on any legally recognized basis including, but not limited to: Race, Color, Religion, Sex, Sexual Harassment, National Origin, Ancestry, Military Status, Age - (40 and over), Order of Protection Status, Disability - (physical and mental), Marital Status, Sexual Orientation - (including gender-related identity), Unfavorable Military Discharge, Arrest Record - (or criminal history

record ordered expunged, sealed or impounded), Citizenship Status - (born or naturalized U.S. citizen, U.S. national or documented immigrant), Language - (any language use not related to job duties), Pregnancy - (including child birth, or related medical or common conditions), Retaliation - (for opposing unlawful discrimination), Coercion / Aiding and Abetting - (helping or forcing a person to commit unlawful discrimination).

The college has been and will continue to be an equal opportunity employer. To assure full implementation of this equal employment policy, we will take steps to make sure that:

- Persons are recruited, hired, assigned, and promoted without regard to legally protected status.

- Similarly, all other personnel actions, such as compensation, benefits, transfers, layoffs and recall from layoffs, access to training, education, tuition assistance and social recreation programs are administered without regard to legally recognized protections under Illinois and Federal law.

Department of Human Resources has the responsibility of College EEO coordinator. As part of that responsibility, the EEO coordinator will periodically analyze the college's personnel actions and their effects to ensure compliance with our equal employment policy. If you believe that an employment decision has been made that does not conform with the college's stated commitment to equal opportunity, you should promptly bring the matter to the attention of your immediate supervisor or to HR. Your complaint will be promptly, thoroughly and impartially investigated. There will be no retaliation against any employee who files a complaint in good faith, even if the result of the investigation produces insufficient evidence to support the complaint.

K. Americans with Disabilities Act

The federal Americans with Disabilities Act (ADA) prohibits discrimination against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, fringe benefits, job training, and other terms, conditions and privileges of employment. The ADA does not alter the college's right to hire the best-qualified applicant, but it does prohibit discrimination against a qualified applicant or employee because of his or her disability, or because of a perceived disability. As a matter of policy, the college prohibits discrimination of any kind against people with disabilities.

Disabled Defined

An applicant or employee is considered disabled if he or she (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a record or past history of such an impairment; or (3) is regarded or perceived (correctly or incorrectly) as having such impairment.

A qualified employee or applicant with a disability is an individual who satisfies the requisite skill, experience, education and other job-related requirements of the position held or desired, and who, with or without reasonable accommodation, can perform the essential functions of that position.

Reasonable Accommodation

A reasonable accommodation is any change in the work environment (or in the way things are usually done) to help a person with a disability apply for a job, perform the duties of a job, or enjoy the benefits and privileges of employment.

Qualified applicants or employees who are disabled should request reasonable accommodation from the college in order to allow them to perform a particular job. If you are disabled and you desire such reasonable accommodation, contact Department of Human Resources. On receipt of your request we will meet with you to discuss your disability. We may ask for information from your health care provider(s) regarding the nature of your disability and the nature of your limitations, or take other steps necessary to help us determine viable options for reasonable accommodation. We will then work with you to determine whether your disability can be reasonably accommodated, and if it can be accommodated, we will explore alternatives with you and endeavor to implement a mutually agreeable accommodation.

Reasonable accommodation may take many forms and it will vary from one employee to another. Please note that according to the ADA, the college does not have to provide the exact accommodation you want, and if more than one accommodation works, we may choose which one to provide. Furthermore, the college does not have to provide an accommodation if doing so would cause undue hardship to the college.

L. Immigration Reform and Control Act

In compliance with the federal Immigration Reform and Control Act of 1986 (IRCA), as amended, and any state law requirements, if applicable, our College is committed to employing only individuals who are authorized to work in the United States. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility.

If an employee is authorized to work in this country for a limited time period, the individual will be required to submit proof of renewed employment eligibility prior to expiration of that period to remain employed by the college.

IV. Pay & Work Practices

A. *Work Schedules*

Supervisors will advise employees of the times their schedules will normally begin and end. Staffing needs and operational demands may necessitate variations in starting and ending times, as well as variations in the total hours that maybe scheduled each day and week.

B. Inclement Weather

The college is open for business unless there is a formal notice of closure made by or on behalf of the President. There may be times when we will delay opening, and on rare occasions, we may have to close. Use common sense and your best judgment when traveling to work in inclement weather.

In the event that the college's campuses are closed, employees will be expected to continue to work remotely whenever possible. If the college's facilities are open and you are delayed getting to work or cannot get to work at all because of inclement weather, you must notify your Supervisor as soon as possible. You should always use your judgment about your own safety in getting to work.

C. Overtime

When operating requirements or other needs cannot be met during regular working hours, non-exempt employees may be scheduled to work overtime hours. Advance notification of these mandatory assignments will be provided whenever feasible, but may not always be possible.

Non-exempt employees will be paid at a rate of 1.5 times their regular hourly rate for hours worked in excess of 40 hours in a work week.

The supervisor must give prior authorization for overtime. Only actual hours worked count toward computing weekly overtime. Employees who work overtime without receiving prior authorization from the immediate supervisor may be subject to disciplinary action. Any questions regarding overtime pay should be directed to the Department of Human Resources Office.

D. Recording time

All employees who are compensated on an hourly basis must record their time through the Paycor Time and Attendance system. This may be done through the Paycor website, or if approved, through the Paycor Mobile App. A 15-minute rounding rule applies. Employees may not punch in earlier than 7 minutes before their designated start time. Employees who punch in more than 7 minutes after their designated start time will be considered late.

If an employee fails to punch in at their designated time, they should annotate the missed punch in the time and attendance system with a note to their supervisor. A failure to correct missed punches may result in a shortage of pay. Falsely submitting time or tampering with time records is considered willful misconduct and will be addressed accordingly.

Exempt employees are not required to punch in and out but are required to request and record benefit days off in the Paycor Time & Attendance system.

E. Attendance and Punctuality

It is important for you to report to work on time and to avoid unnecessary absences. The college recognizes that illness or other circumstances beyond your control may cause you to be absent from work from time to time. However, frequent absenteeism or tardiness may result in disciplinary action,

up to and including discharge. Excessive absenteeism or frequent tardiness puts an unnecessary strain on your co-workers and can have a negative impact on the success of the college.

You are expected to report to work when scheduled. Whenever you know in advance that you are going to be absent, you should request time off through Paycor. If you are not able to request time off in advance, you should attempt to reach your immediate supervisor as soon as possible, but in no event later than one hour before you are due at work. In the event your immediate supervisor is unavailable, you must speak with a manager. If you must leave a voicemail, you must provide a number where your supervisor may reach you if need be.

Please note that some, but not all, absences are compensated under the college's leave policies. You are expected to be at your workstation at the beginning of each business day. If you are delayed, you must call your immediate supervisor to state the reason for the delay. As with absences, you must make every effort to speak directly with a manager. Regular delays in reporting to work will result in disciplinary action up to and including discharge.

F. Payday

St. Augustine College employees are paid biweekly on Fridays for the period that ends on the previous Sunday. When payday is a holiday, employees normally will be paid on the last working day before the holiday.

Paychecks will be visible in the Paycor App the day before payday. Manual checks will be received that same day and mailed unless other arrangements are made.

Please review your paycheck for errors. If you find a mistake, report it to the Payroll Department or to your Supervisor. Any errors will be corrected in the next pay period.

G. Paycheck Deductions

The college is required by law to make certain deductions from your paycheck each pay period. Such deductions typically include federal and state taxes and Social Security (FICA) taxes. Depending on the benefits you choose, there may be additional deductions. All deductions and the amount of the deductions are listed on your Paycor account. These deductions are totaled each year on your Form W-2, Wage and Tax Statement.

All paycheck records and tax documents are maintained and visible in your Paycor account

H. Garnishment/Child Support/Tax Levy

When an employee's wages are garnished by a court order, our College is legally bound to withhold the amount indicated in the garnishment order from the employee's paycheck. Our College will, however, honor federal and applicable state guidelines that protect a certain amount of an employee's income

from being subject to garnishment. If any employee subject to a garnishment, child support order or tax levy receives a release from judgement or a change in status, certified documentation from the courts must be presented before Department of Human Resources can cease withholding.

I. Direct Deposit

Employees are strongly encouraged to make use of direct deposit. In the event that banking information changes, it is imperative that you either update the information in your Paycor account no later than the Friday before the Payroll week or notify Department of Human Resources for assistance. Failure to correct direct deposit information will result in a delay in receiving pay of up to two weeks.

J. Expense Reimbursement

The college will reimburse employees for reasonable work-related expenses incurred. Expense report, approved by your supervisor, must be submitted to the Payroll Office on at least a monthly basis. Expense reimbursements must be received by the payroll office no later than the Friday before the payroll week.

K. Changes in Personal Data

Employees should monitor and update their personal information on a regular basis. This includes contact information, tax status, banking information and name changes. Employees are connected to their Paycor account through their personal email address. If that address is inactive or changed, please contact Department of Human Resources so that you can be reconnected to your Paycor account.

L. Flex Work (Please reference St. Augustine College Remote Work Policy)

Flex work refers to an arrangement where an employee works from home or from another location away from the usual workplace. This may be initiated by the employee, at the request of the college or as a regular condition of employment. This may include those employees who are:

- Temporarily allowed by their managers to work from home or other locations due to extenuating circumstances, such as cases of public emergency and/or in compliance with public health guidance for contagious diseases.
- Granted the permanent or temporary approval to work due to an accommodation under the Americans with Disabilities Act.
- Providing transition coverage for regular staff or augmenting regular staff during times of increased need.
- Providing student services such as distance learning, advising and tutoring

St. Augustine College always strives to provide equal opportunities to all employees when it comes to working situations. However, remote work is not conducive to every employee and position. Keeping this in mind, St. Augustine College will review all reasonable employee requests to work remotely using the established criteria.

Management at St. Augustine College will consider and approve remote work based on the needs of the college. Employees are approved for remote work are initially granted that access on a probationary basis. Terms and conditions of remote work may be changed to meet the needs of the college. The management of St. Augustine College reserves the right to deny or revoke remote work privileges at their own discretion.

M. Access to Employee's Personnel File

St Augustine College has a paperless employment file system. All personnel records are maintained virtually in the Paycor HRIS system. Employees have access to their own personnel files in their Paycor record. This includes all policies and handbooks electronically acknowledged during their onboarding and employment.

An employee's medical information is confidential. As such visibility to benefit and medical files is restricted to Department of Human Resources and the individual employee.

V. Professional Conduct

A. Conflict of Interest

The college's reputation for integrity is its most valuable asset and is directly related to the conduct of its officers and other employees. Therefore, employees must never use their positions with the college, or any of its students, faculty or staff, for private gain, to advance personal interests or to obtain favors or benefits for themselves, members of their families or any other individuals, corporations or business entities.

The college adheres to the highest legal and ethical standards applicable in private higher education. Employees of the college shall conduct their personal affairs such that their duties and responsibilities to the institution are not jeopardized and/or legal questions do not arise with respect to their association or work with the college.

Any questions or complaints regarding a conflict of interest must be addressed to the President for resolution, first informally and then in writing if appropriate. The Board of Trustees has final authority regarding any Conflict of Interest allegations and resolution.

B. Protecting College Information

Protecting the college's information is the responsibility of every employee. We share a common interest in making sure information is not improperly or accidentally disclosed. Such confidential information includes, but is not limited to, the following examples:

- Employee data
- Student lists/data
- Compensation data

- Computer processes
- Computer programs and codes
- Financial information
- Labor relations strategies
- Marketing strategies
- New materials research
- Pending projects and proposals
- Research and development strategies

c. Protecting Student Records

In accordance with the federal Family Educational Rights and Privacy Act (known as FERPA), students have specific rights with regard to student records, including the right to:

- Inspect and review the student's records maintained by the institution;
- Request that the institution correct records that they believe to be inaccurate or misleading, and, if denied, to place a statement in the record about contested information;
- Have information released to third parties only with written permission from the student, with the exception of Directory information and other circumstances specified in FERPA (34 CFR ¶ 99.31).

Further, 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 assure that St. Augustine honors these requirements.

D. Log of Student Complaints

As an employee of the college, you may receive a complaint from a student. Regional and national accrediting bodies require that the college have an organizational account of student complaints it has received and the disposition of those complaints. The college collects these records in the Office of the Dean of Student Affairs.

Grade appeals are addressed to and resolved by the Dean of Instruction as described in the Student Handbook which may be found on St. Augustine College net.

The procedures for students and Academic Advising employees to file and resolve a student complaint are found in the college catalog.

For employees not in Academic Advising, the procedures are listed below:

1. Formal complaints are to be presented by the student in writing. If the complaint is originally received verbally, the faculty, staff or administrator may ask the student to put the complaint in writing or the administrator may choose to document a verbally expressed complaint, then obtain the student's signature to acknowledge and confirm the accuracy of the matter.
2. Complaints are to be forwarded to the Dean of Students. Complaints tracked are those made formally in writing, and signed by a student.
3. Once the complaint is received, the administrator or advisor will gather the pertinent information, track the resolution of each complaint and complete a Record of Student Complaint Form to be retained in the Student Complaint Summary Log in the Dean of Students' Office.

E. Solicitation and Distribution

Occasionally, employees may be distributing solicitations or literature not related to the college's business or employees. Employees may not engage in non-work-related solicitation during the soliciting employee's work time or disrupt the work time of the employee(s) being solicited, including distributing or posting any non-work-related materials in any work area of the college.

As used in this policy, "work time" means the period of time during working hours when the employee is engaged in or is expected to be engaged in service on behalf of the college. Work time does not include the employee's lunch period or work breaks or any other periods in which the employee is not on duty. As used in this policy, "work area" means those areas of the college in which regular College activity takes place.

Each Department of Human Resources bulletin board, at each location, has a section set aside for employees to use for announcing non-work-related functions.

F. Recording Devices and Intellectual Property

Unless authorized by a supervisor, no employee may photograph, tape, or otherwise record any person, document, conversation, communication, or activity in any way that involves the college or employees

of the college, any student or any other individual with whom the college is doing business or intending to do business in any capacity (for example, vendors, suppliers, consultants, attorneys, or independent contractors). The authorized copying of documents in the ordinary course of business for the benefit of the college is not prohibited by this policy.

“Photographing,” “taping,” and “recording” under this policy include taking still or video pictures (film or digital), or recording any conversation or communications, regardless of whether the conversation or communication takes place in person, over the telephone, or via any other communications device or equipment, and regardless of the method used to tape or record (for example, tape recorder, video recorder, mechanical recording, or wire-tapping equipment), and regardless of where the conversation or communication takes place, i.e., on or off the college's premises.

“Taping” or “recording” also include photographing or recording digital images through cameras of any kind (for example, camera phones, PDA cameras, or concealed cameras). Limited exceptions will apply where the photographing, taping, or recording is being conducted by an individual who has been provided advance written authorization for the activity by an authorized member of College management.

Violations of this policy may result in disciplinary action against the offending employee(s), up to and including termination of employment. Where the conduct engaged in is illegal, violators may also be subject to prosecution under applicable federal, state, or local laws.

6. Email and Voicemail Accounts

St. Augustine recognizes your need to be able to communicate efficiently with fellow employees, students, vendors, and other third parties. Therefore, each employee has a St. Augustine College e-mail account and a phone number with voicemail to facilitate business-related communication. You are expected to check your e-mail and voicemail accounts routinely.

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 are 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 College business. All communications are archived to assure a record in case of a legal challenge.

The college's voicemail and internet are also intended for business use only. The use of the college's email and/or voicemail systems to solicit fellow employees or distribute non-job-related information to fellow employees is strictly prohibited.

Our College's policies against sexual and other types of harassment apply fully to the e-mail and voicemail systems. Employees shall not use unauthorized codes or passwords to gain access to others' files and/or accounts.

The college reserves the right to enter, search, and/or monitor any account on the college's e-mail or voicemail systems or accessed on the internet, and the files/transmission of any employee, without advance notice and consistent with applicable state and federal laws. Employees should expect that communications that they send and receive by the college's private e-mail and voicemail systems will be disclosed to management. Employees should not assume that communications that they send and receive by the college's private e-mail and voicemail systems are private or confidential.

H. Computer internet and Software

Access to the internet is given principally for work-related activities or approved educational/training activities. Incidental and occasional personal use and study use is permitted. This privilege should not be abused and must not affect the employee's performance of employment-related activities.

Right to Monitor

The college email and internet system is at all times the property of the college. By accessing the internet, intranet and electronic mail services through facilities provided by the college, you acknowledge that the college (by itself or through its Internet Service Provider) may from time to time monitor, log and gather statistics on employee internet activity and may examine all individual connections and communications. Please note that the college uses email filters to block spam and computer viruses. These filters may from time to time block legitimate email messages.

Responsibilities and Obligations

Employees may not access, download or distribute material that is illegal, or which others may find offensive or objectionable, such as material that is pornographic, discriminatory, harassing, or an incitement to violence.

You must respect and comply with copyright, trademark and similar laws, and use such protected information in compliance with applicable legal standards. When using web-based sources, you must provide appropriate attribution and citation of information to the websites. Software must not be downloaded from the internet without the prior approval of qualified persons within the college.

Violation of this Policy

In all circumstances, use of internet access and email systems must be consistent with the law and College policies. Violation of this policy is a serious offense and, subject to the requirements of the law, may result in a range of sanctions, from restriction of access to electronic communication facilities to disciplinary action, up to and including termination.

The college purchases or licenses the use of various computer software programs; therefore, the use of the software is proprietary to the college. Neither the college nor any of the college's employees have the right to duplicate this computer software or its related documentation. Unauthorized duplication of computer software is a federal offense, punishable by a considerable fine and/or jail term.

I. St. Augustine College Logo

Graphic standards for use of the St. Augustine logo have been established and are available from your supervisor. All elements of the logo must remain intact; no single or revised combination of elements may be used in any publication or electronic format. The colors are specified as well and are the only ones that may be applied to the logo. This is the brand of St. Augustine.

J. Acceptable Use Policy

The college's Acceptable Use (of Electronic Resources) Policy must be signed by every faculty, staff and student. These requirements are essential regarding computer, network, and information resource use:

- Respect and protect the privacy of others
 - a. Use only assigned accounts
 - b. Do not view, use, or copy passwords, data, or networks to which they are not authorized
 - c. Do not distribute private information about others or themselves
- Respect and protect the integrity, availability, and security of all electronic resources
 - a. Observe all network security practices, as posted
 - b. Report security risks or violations to a teacher or network administrator
 - c. Do not destroy or damage data, networks, or other resources that do not belong to them, without clear permission of the owner
 - d. Conserve, protect, and share these resources with other students and internet users.
- Respect and protect the intellectual property of others
 - a. Do not infringe copyrights (no making illegal copies of music, games, or movies!)
 - b. Do not plagiarize – remember to appropriately cite all electronic sources
- Respect and practice the principles of community
 - a. Communicate only in ways that are kind and respectful
 - b. Report threatening or discomforting materials to the informational technology office
 - c. Not intentionally access, transmit, copy, or create material that violates the College's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass)
 - d. Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works)
 - e. Not use the resources to further other acts that are criminal or violate the College's code of conduct
 - f. Not send spam, chain letters, or other mass unsolicited mailings
 - g. Not buy, sell, advertise, or otherwise conduct business, unless approved as a College project

Consistent with applicable federal and state law, the time you spend on the internet may be tracked through activity logs. All abnormal usage will be investigated thoroughly.

Violations of this policy may result in disciplinary action up to and including termination as well as possible civil liabilities or criminal prosecution. Where appropriate, the college may advise legal officials or appropriate third parties of policy violations and cooperate with official investigations. We will not, retaliate against anyone who reports possible policy violations or assists with investigations.

K. Social Media Policy

The college will not request, require or coerce employees and applicants to provide a user name and password in order to gain access to personal online accounts. In addition, the college will not demand access in any manner to your personal online account.

However, the college may request or require you to share specific content that has been reported to the employer for the purpose of:

- Investigating an allegation of the unauthorized transfer of the college's proprietary or confidential information or financial data;
- Investigating an allegation of work-related employee misconduct;
- Prohibiting an employee from using a personal online account for business purposes; or
- Prohibiting an employee or applicant from accessing or operating a personal online account during business hours, while on business property, while using an electronic communication device supplied by, or paid for by, the college, or while using the college's network or resources, to the extent permissible under applicable laws.

Any conduct that adversely affects an employee's job performance or the performance of fellow employees, or otherwise adversely affects the college's legitimate business interests, may result in disciplinary action, up to and including termination. Similarly, inappropriate postings, including but not limited to discriminatory remarks, harassment, and threats of violence, or similar inappropriate or unlawful conduct, will not be tolerated and may result in disciplinary action, up to and including termination. However, this restriction will not apply to any postings made in the exercise of any rights granted to an employee by applicable law.

L. Telephone & Cellphone Policy

Access to the college telephone system is given principally for work-related activities or approved educational/training activities. Incidental and occasional personal use is permitted. This privilege should not be abused and must not affect the employee's performance of employment-related activities. Telephone usage should be based upon cost-effective practices that support the college's mission and should comply with applicable rules and regulations.

You should use common sense and your best judgment when making or receiving personal cellular phone calls at work. To the extent possible, employees should make personal cellphone calls during

their breaks or lunch times. The use of cameras on cell phones during work hours is prohibited to protect the privacy of the college as well as of fellow employees. However, this restriction will not apply to any recordings made in the exercise of any rights granted to an employee by federal law.

The college telephone system is at all times the property of the college. By accessing the telephone system through facilities provided by the college, you acknowledge that the college has the right to monitor its telephone system from time to time to ensure that employees are using the system for its intended purposes.

The college prohibits the use of handheld cellular devices while driving for College-related work. Employees are strongly encouraged to use a hands-free cellular device while driving, should the use become a necessity in the course of employment. Sending and/or receiving text messages is expressly prohibited while operating any vehicle.

M. Dress Policy

Dress, grooming and personal cleanliness standards contribute to the morale of all employees and affect the business image the college presents to visitors, potential students, employee candidates, visitors, and the community.

During business hours, employees are expected to be appropriately dressed for a professional environment. Faculty teaching courses online are similarly expected to maintain a business professional appearance when student-facing. The department head will answer any questions as to what constitutes appropriate attire for the department.

N. Visitors

If you are expecting a visitor, please notify your supervisor. All first-time visitors must first check in at the reception area. Authorized visitors will receive directions or be escorted to his or her destination. Under no circumstances will visitors be allowed in confidential, unauthorized, or potentially hazardous areas.

Employees are responsible for the conduct and safety of his or her visitors.

If an unauthorized individual is observed on the college's premises, employees should immediately notify their supervisor or, if necessary, direct the individual to the main entrance.

N. Drug and Alcohol- Free Workplace

The college has vital interests in ensuring a safe, healthy, and efficient working environment for our employees, their co-workers and students we serve. The unlawful or improper use of controlled substances or alcohol in the workplace presents a danger to everyone. In addition, as a federal contractor and/or grantee we have a duty to comply with the requirement of the Drug-Free Workplace Act of 1989. For these reasons, we have established as a condition of employment a drug and alcohol-free workplace.

Employees are prohibited from reporting to work or working while using illegal or unauthorized substances. Employees are prohibited from reporting to work or working when the employee uses any drugs, except when the use is pursuant to a doctor's orders and the doctor has advised the employee that the substance does not adversely affect the employee's ability to safely perform his or her job duties. Employees are also prohibited from reporting for duty or remaining on duty with any alcohol in their systems. Employees are also prohibited from consuming alcohol during working hours, including meal and break periods, except for recognized College events where service of alcohol is approved by the President.

In addition, employees are prohibited from engaging in the unlawful or unauthorized manufacture, distribution, sale or possession of illegal or unauthorized substances and alcohol in the workplace, including any time a College employee is off premises acting in any capacity representing the college. Illegal substances shall be confiscated, and the appropriate law enforcement agencies shall be notified.

In accordance with the Drug-Free Workplace Act of 1988, an employee must notify his/her supervisor of any criminal drug statute conviction for a violation occurring within the workplace within five days of such conviction.

Consistent with its fair employment policy, the college maintains a policy of non-discrimination and reasonable accommodation with respect to recovering addicts and alcoholics, and those having a medical history reflecting treatment for substance abuse conditions. We encourage employees to seek assistance before their drug and alcohol use renders them unable to perform their essential job functions or jeopardizes the health and safety of themselves, or others. The college will attempt to assist its employees through referrals to rehabilitation, appropriate leaves of absence and other measures, consistent with the college's policies and applicable federal, state, or local laws.

Any violation of this policy may result in disciplinary action, up to and including termination.

P. Smoking

In order to provide a safe and comfortable working environment for all employees, smoking is strictly prohibited at all times inside any College building, in any work areas open to the public and within 15 feet of any exits, entrances, ventilation intakes or windows that may be opened.

Q. Standards of Conduct

As education professionals, we expect that all employees will behave in a manner that respects the time, resources and image of the college. Each employee has an obligation to observe and follow the college's policies and to maintain proper standards of conduct at all times. If an individual's behavior interferes with the orderly and efficient operation of a department, measures will be taken to communicate and correct behavior that does not conform to standards.

The college primarily seeks to correct rather than punish employees for actions that may fall outside the parameters of acceptable behavior. However, certain activities that are willful or known violations and may result in serious injury or risk may result in disciplinary action, up to and including termination:

- Violation of the college's policies or safety rules;
- Smoking on any College property;
- Fighting or threatening violence in the workplace;
- Insubordination;
- 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;
- 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;

These examples are not all inclusive. We emphasize that termination decisions will be based on an assessment of all relevant factors. Nothing in this policy modifies the employment-at-will policy of St. Augustine College.

R. Non-Harassment Policy and Sexual Harassment

The college is committed to providing a work environment that provides employees equality, respect, and dignity. In keeping with this commitment, the college has adopted a policy of “zero tolerance” with regard to employee harassment. Harassment is defined under federal law as unwelcome conduct that is based on race, color, religion, sex (including pregnancy, sexual orientation and gender identity), national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful where: (1) enduring the offensive conduct becomes a condition of continued employment; or (2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile or abusive.

Sexual harassment is prohibited by federal, state and local laws, and applies equally to men and women. Federal law defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when the conduct: (1) explicitly or implicitly affects a term or condition of an employee’s employment; (2) is used as the basis for employment decisions affecting the employee; or (3) unreasonably interferes with an employee’s work performance or creates an intimidating, hostile or offensive working environment. Every employee is given a copy of the full St. Augustine College Sexual Harassment policy to review and sign.

Such conduct may include, but is not limited to: subtle or overt pressure for sexual favors; inappropriate touching; lewd, sexually oriented comments or jokes; foul or obscene language; posting of suggestive or sexually explicit posters, calendars, photographs, graffiti or cartoons; and repeated requests for dates. College policy further prohibits harassment and discrimination based on sex stereotyping. Sex stereotyping occurs when one person perceives a man to be unduly effeminate or a woman to be unduly masculine and harasses or discriminates against that person because he or she does not fit the stereotype of being male or female. The college encourages reporting of all perceived incidents of sexual harassment,

regardless of who the offender may be. Every employee is encouraged to raise any questions or concerns with his or her immediate supervisor, designated manager or the HR.

This policy applies to all aspects of your employment. Harassment of any other person, including, without limitation, fellow employees, contractors, visitors, clients or customers, whether at work or outside of work, is grounds for immediate termination. The college will make every reasonable effort to ensure that its entire community is familiar with this policy and that all employees are aware that every complaint received will be promptly, thoroughly and impartially investigated, and resolved appropriately. The college will not tolerate retaliation against anyone who complains of harassment or who participates in an investigation.

The college will investigate all such reports as confidentially as possible. Adverse action will not be taken against an employee because s/he, in good faith, reports or participates in the investigation of a violation of this policy. Violations of this policy are not permitted and may result in disciplinary action, up to, and including, termination of employment.

s. Procedure for Reporting and Investigating Harassment

Employees should report incidents of inappropriate behavior or sexual harassment as soon as possible after the occurrence. Employees who believe they have been harassed, regardless of whether the offensive act was committed by a manager, co-worker, vendor, visitor or client, should promptly notify Department of Human Resources. The college takes claims of harassment seriously, no matter how trivial a claim may appear. All complaints of harassment, sexual harassment, or other inappropriate sexual conduct will be promptly, thoroughly and impartially investigated by the college.

The college prohibits retaliation against any employee who files or pursues a harassment claim. To the extent possible, all complaints and related information will remain confidential, except to those individuals who need the information to investigate, educate or act in response to the complaint.

All employees are expected to cooperate fully with any ongoing investigation regarding a harassment incident. Employees who believe they have been unjustly charged with harassment can defend themselves verbally or in writing at any stage of the investigation.

To protect the privacy of persons involved, confidentiality will be maintained throughout the investigatory process to the extent practicable and appropriate under the circumstances. Investigations may include interviews with the parties involved, and, where necessary, individuals who may have observed the alleged conduct or who may have relevant knowledge.

At the conclusion of a harassment investigation, the complainant and the alleged “harasser” will be informed of the determination.

T. Disciplinary Procedure

As an institution of learning, all employees should be comfortable with a cadence of feedback, supervision and review. Such conversations are developmental and part of the progressive improvement of staff for the betterment of the college. In some circumstance, when improvement on recognized poor performance is not in evidence, when rules and policies are violated, or when an employee's actions are not in the best interest of the department, students, or College, corrective communication may be issued. The major purpose of any disciplinary action is to correct the behavior, prevent recurrence, and coach the employee for satisfactory service in the future.

There is no policy-mandated requirement for completing each step defined below, and the college maintains its right to the employment-at-will doctrine. For most discipline, however, the sequence described below will be used.

1. Oral Warning or Discussion: Most minor problems should be addressed through informal oral discussions between supervisor and employee. Supervisors should keep a record of oral discussions or warnings issued in order to track performance and help determine whether problems called to an employee's attention are being addressed adequately.
2. Written Warnings: These are issued either when prior oral warnings and/or discussions have not resolved a problem or when the circumstances otherwise lead the supervisor to conclude that a written warning is appropriate. The written warning should be presented to the employee by his or her supervisor and discussed with the employee so that future expectations are made clear. The employee should sign the written warning as an acknowledgment that it has been received and discussed.
3. The employee's signature does not mean that the employee necessarily agrees with the warning. If an employee refuses to sign the warning, then the supervisor or a member of the Department of Human Resources Office should sign the warning indicating the employee's refusal to sign. A copy of the warning will then be placed in the employee's Department of Human Resources file.
4. Final Warning: Except in cases of willful or gross misconduct, the college will endeavor to issue a final warning to an employee engaged in the discipline process. Such warning will clearly define the expected outcome and the time frame in which improvements are expected to be made.
5. Termination of Employment: This occurs if performance has not improved or if it is determined immediate termination is warranted by the President of the college. Termination discussions will be made in conjunction with Department of Human Resources

U. Grievance Procedure

In a perfect world, every employment relationship would be smooth and harmonious. However, there are times when employees and employers disagree. These disagreements often arise in the context of involuntary employment termination, but there may be disagreements regarding the right to a promotion, expense reimbursement, or on other matters.

Although we seek to provide a workplace in which all employees feel that they are an important part of the college and where employees feel fairly treated, there may be times when you have a dispute with a supervisor or the college which can best be resolved through a formal procedure for dispute resolution. All disputes between any employee and the college are to be resolved in accordance with the following procedure. Please note, however, that the college reserves the right to modify this procedure at any time and nothing in this procedure should be construed to constitute a contract between you and the college or to constitute any part of a contract between you and the college.

Any dispute between you and the college may be resolved using this grievance procedure, with the exception of oral reprimands which are not recorded in your personnel file.

A grievance is a complaint by an employee concerning any matter related to the employee's employment with the college. All grievances must be in writing. Using the form provided by the college, you must state clearly and concisely all the known facts related to your grievance, including "who, what, where, when and the why." Clearly explain why you disagree with the act or omission that forms the basis for the grievance. Also explain what remedy you are requesting. You must sign and date the grievance.

Preliminary Steps

You must first address your grievance with your immediate supervisor. This may be done orally in informal discussion. If your informal attempts to resolve the matter are not successful, you may implement the formal grievance process.

Step 1

You must first submit your grievance in writing to your immediate supervisor or Department Head. Grievances must be submitted within thirty (30) calendar days following the date you first knew or should have known of the grievance. If you do not submit the grievance within the thirty (30) day period, you waive your right to assert it.

Your supervisor will respond in writing within ten (10) days following receipt of your grievance. All grievances and replies in Step 1 must be in writing. If the grievance is not settled in Step 1, then you may proceed to Step 2.

Step 2

If you are not satisfied with the response of the Supervisor, or if the grievance is related to your supervisor or Department Head, you may submit your grievance directly to Department of Human Resources. Please note, any allegations of violations of rights under any Federal, State or Local employment law should be addressed immediately with Department of Human Resources.

Step 3

Upon receipt of your request, the college will, within ten (10) working days of its receipt of your request, thoroughly investigate and decide about the grievance. The grievant bears the burden of proof as to the validity of the grievance. The investigation of the grievance is the primary responsibility of Department of Human Resources. The outcome and decision must have the approval of the President of the college.

VI. Health and Family Benefits

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. Benefits are available to employees classified as "regular" who work the requisite number of hours:

- Medical insurance is available to all employees classified as "regular full time" who work a minimum of 30 hours per week.
- Ancillary benefits, including Dental, Vision, and group accident are available to all employees classified as "regular part-time: who work a minimum of 20 hours per week.
- Ancillary benefits including Life, Short Term Disability, and Long-Term Disability are available to employees classified as "regular full time" who work a minimum of 30 hours per week.
- Employees who regularly work 20 hours per week are eligible to participate in the 403(B)-retirement plan through the college

Benefits are renewed and implemented on a Calendar year basis, with a starting date of January 1st and an ending date of December 31st. Employees have the opportunity to select benefits at 3 specific times during the year:

1. During the annual Open Enrollment period, generally held in November each year
2. Up on hire or status change to an eligible status
3. When the employee experiences a "qualifying event" (see section E. Section 125 Plans)

A. Medical Insurance

Eligible full-time employees and Resident faculty (30 hours per week) may enroll as a single employee, an employee and spouse, an employee and dependent children, or a family contract. Medical insurance is effective on the first day of employment or the first day of status change to an eligible category.

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. Payroll deduction for medical coverage are made twice a month, 24 paychecks per year.

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

Full-time employees may enroll in life insurance, long term disability insurance, and the plan's Accidental Death and Dismemberment. The college pays the full premium for these insurances. Employees should enroll within the first 30 days of employment or status change to an eligible category. The plans are active after 60 days of continuous employment.

You must complete an insurance form and designate your beneficiary.

C. Dental Insurance

Full-time and part-time employees may enroll for dental insurance for the employee and dependents. Dental insurance is effective the 1st day of employment or status change. The college pays the full premium for dental insurance.

D. Ancillary Benefits

Voluntary benefits including Short Term Disability and Voluntary Life Insurance are available to full time regular staff. Voluntary benefits including Vision and Accident insurance are available to all regular part-time Employees. Employees who select these benefits are responsible for 100% of the premiums, which are withheld on paychecks for each of 26 pay periods per year.

E. 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 changes due to a reduction in hours;
- Your child ceases to be a "dependent child" under the terms of the medical and/or dental plan;
- You divorce or become legally separated and lose your insurance from another carrier; or,
- You become 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 Department of Human Resources within 60 days of the occurrence of the event. The Director of Department 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 Department of Human Resources for a description of all circumstances and requirements.

F. 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.

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.

G. 403(b) Qualified Retirement Plan

Our College provides eligible regular part-time and full-time employee 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 Department of 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.

H. 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.

I. 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 Department of Human Resources at the point of termination or through the [IDES.gov](https://www.ides.gov) website.

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. Please contact Department of Human Resources for information about this policy.

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 Department 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 Department of Human Resources Office to record the incident.

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

M. Life Threatening Illnesses and Pandemic Response

St. Augustine College is committed to the safety of our employees, students and guests. During a period of heightened threat from infectious disease, St. Augustine College will take proactive steps to protect the workplace while striving to operate effectively, ensure that all essential services are continuously provided and that all stakeholders are safe within the workplace. St. Augustine College will comply with all government-issued notices, including Federal, State and Local authorities to do our part to contain the spread of infection.

Preventing the spread of infection in the workplace St. Augustine College will include the following strategies:

- Workplace cleaning, with the regular cleaning of objects and areas that are frequently used, such as bathrooms, breakrooms, conference rooms, door handles and railings.
- Social Distancing, including workstation isolation, facility traffic mapping, limitations of in-person gatherings, inclusive of meetings and classrooms, and remote work protocols.
- Employee health awareness, asking employees to cooperate in taking steps to reduce the transmission of infectious disease in the workplace.

Workplace Cleaning

St. Augustine College and its vendors will adhere to pandemic cleaning protocols issued by the Center for Disease Control. The 2 levels of workplace cleaning are:

- Cleaning: the removal of dirt and impurities, including germs, from surfaces;
- Disinfecting: using chemicals to kill germs on surfaces.

Regular cleaning of all facilities will be increased to alleviate potential contact with pathogens. For example, high traffic areas, such as classrooms will be cleaned between sessions. Breakrooms and bathrooms will be monitored and cleaning times will be annotated on a log posted in a conspicuous location in the vicinity. Private offices and infrequently used work spaces will be closed and notice placed on the door noting the time the space was last cleaned.

Spray disinfectant and alcohol-based hand sanitizers will be made available throughout the workplace and in common areas. Employees are expected to help maintain sanitation standards by handwashing, work station cleaning, sanitizing shared equipment after use and disposing of trash in designated containers.

Social Distancing

St. Augustine College will comply with stay-at-home directives issued by Federal, State and Local governments. During that time, business continuity and contingency plans will be enacted by the college. These situations will be governed by the St. Augustine Remote Work Policy.

When released to return to the workplace, facilities management will establish institutional protocols to minimize contact between individuals. This will include defining and marking traffic flows, posting signage, limiting unnecessary access to non-critical areas, and monitoring facilities

Individual social distancing guidelines to minimize the spread of the disease include:

1. Avoid meeting people face-to-face. Employees are encouraged to use the telephone, online conferencing, e-mail or instant messaging to conduct business as much as possible, even when participants are in the same building.
2. If a face-to-face meeting is unavoidable, minimize the meeting time, choose a large meeting room and sit at least 6 feet from each other if possible; avoid person-to person contact such as shaking hands.
3. Avoid any unnecessary travel and cancel or postpone nonessential meetings, gatherings, workshops and training sessions.
4. Do not congregate in work rooms, pantries, copier rooms or other areas where people socialize.
5. Bring lunch and eat at your desk or away from others (avoid lunchrooms and crowded restaurants).

Outside of campus, employees and students are encouraged to:

- a. Avoid public transportation (walk, cycle, drive a car) or go early or late to avoid rush hour crowding on public transportation.
- b. Avoid recreational or other leisure classes, meetings, activities, etc., where they might come into contact with contagious people.

Employee Health Awareness

The best strategy remains the most obvious—frequent hand washing with warm, soapy water; covering your mouth whenever you sneeze or cough; and discarding used tissues in wastebaskets. Unless otherwise notified, our normal attendance and leave policies will remain in place. Individuals who believe they may face particular challenges reporting to work during an infectious disease outbreak should take steps to develop any necessary contingency plans. For example, employees might want to arrange for alternative sources of child care should Schools close and/or speak with supervisors about the potential to work from home temporarily or on an alternative work schedule.

Alternative scheduling options, ride-share resources and/or parking assistance will be provided on a case-by-case basis. Contact Department of Human Resources for more information. Telework requests will be handled on a case-by-case basis. While not all positions will be eligible, all requests for temporary telecommuting should be submitted to your manager for consideration. 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.

VII. Employee Development

A. Performance Reviews

Your performance is important to our College. Once each year, at the end of the fiscal year, your supervisor will review your job progress within our College and help you set new job performance plans.

Our performance review program provides the basis for better understanding between you and your supervisor with respect to your job performance, potential and development within the college.

All fulltime and part-time employees, with the exception of Resident and Adjunct faculty, see your supervisor or the Department of Human Resources office for more information. For Resident and Adjunct faculty, the performance review process is conducted according to the Faculty Handbook.

B. Education Benefits

The college recognizes that skills and knowledge of its employees are critical to the success of the organization and encourages their employees to improve job related skills or enhance their ability to compete for reasonably attainable job within the college.

ELIGIBILITY: The college will provide a tuition waiver for enrolling in a course(s) at St. Augustine to all eligible employees in good standing. This benefit is only offered at the college.

- a. Full-time Resident faculty and Regular employees
- b. Part-time employees (working 20 hours or more a week)
- c. Part-time Resident faculty and Adjunct faculty teaching at least 4 courses in the academic year.
- d. Spouses and children (natural, adopted, step, and children for whom employees have been appointed legal guardian) may have the same education benefits as their employed relative.

The child must be considered dependent by IRS standards and not married.

In order to qualify and be eligible for this benefit, the course must be:

- a. Offered as a regular class course, not as an independent course;
- b. Directly related to the employee's present job or enhance the employee's worth to the college (The college has the sole discretion to determine whether a course relates to an employee's current job duties or a future position.);
- c. Successfully completed by the employee.

Conditions & Regulations:

- Full time employees are eligible to take up to 1 course per term (a total of 5 per year)
- Part-time employees (20 hours per week or more) are eligible to take one course every other term (a total of 3 per year).

- Adjunct faculty may take up to 3 courses per year provided they are active in the same term the course is offered.
- Language courses having two courses per term can be taken in one term.
- Employee requesting more courses than the benefits will be held accountable for the additional cost.

Enrollment in classes with strict limited space will only be allowed after the closing of regular registration. The employee will pay all FEES for the course including, the registration fee, late registration fee, schedule change, add/drop fee, books, materials, and/or any miscellaneous fees. (The college reserves the right to change the fee amounts.)

- The employee must secure the signature of the supervisor to indicate that there is no conflict between the job responsibilities and the class schedule.
- The employee who drops the class or does not complete the course successfully, will still be responsible for paying all FEES for the course including, the registration fee, late registration fee, schedule change, add/drop fee, books, materials, and/or any miscellaneous fees.
- In the event that an individual's employment terminates while the employee or eligible family member is enrolled in course work for which tuition has been waived, the tuition waver benefit will be prorated in accordance with the calendar and the balance must be paid by the employee.

A supervisor may recommend part-time employees or employees who have not yet completed a year of employment to take tuition free language courses in order to meet the language proficiency requirement for employment. This is subject to approval.

While educational assistance is expected to enhance employees' performance and professional ability, the college cannot guarantee the participation in formal education will entitle the employee to automatic advancement, a different job assignment, or pay increases.

Employees are expected under normal circumstances to schedule class attendance and the completion of study assignments outside of their regular working hours. It is expected that educational activities will not interfere with the employee's work, and unsatisfactory job performance during enrollment may result in forfeiture of educational assistance and termination of employment.

At the completion of the course, employees shall provide the Human Resource Office a copy of the final grade to be placed in their personnel file.

- The employee must comply with the tuition Waver Withdrawal process if s/he intends to discontinue the class for any reason.
- Employees may contact the Department of Human Resources Office for more information or questions about educational assistance.
- Note: tuition waver benefits may be subject to federal and state income and employment taxes.

Withdrawal from class

Employees who need to withdraw/drop the class for “extraordinary circumstances” will need to comply with following procedures to qualify for the Tuition Waiver.

Personal or employment reasons may cause the employee to withdraw/drop. Documentation must be attached to the tuition waiver form to support the “extraordinary circumstances” (e.g. medical certificate, letter from outside employer, letter from supervisor of change schedule due to departmental need, etc.) The Tuition Waiver form must be sent to the Department of Human Resources Office who will:

- Request all pertinent information regarding the course from the Registrar’s Office such as copy of attendance record and grade;
- Request from the Bursar’s Office status of employee’s account including charges for books, etc.
- Make a recommendation based on the information collected and given to the Dean of Instruction for a final decision.
- Notify the pertinent offices of the Dean’s decision for final processing: Registrar, Bursar, Financial Aid Office and the employee.

Any cost pertaining to the course such as fees, books, and materials, will be the sole responsibility of the employee.

Relatives of Employees:

Rules and regulations related to employees apply to eligible relatives of employees enrolled in St. Augustine College classes. In the event that an individual’s employment terminates while the eligible family member is enrolled in course work for which tuition has been waived, the tuition waver benefit will be prorated in accordance with calendar, and the balance must be paid by the employee.

Note: tuition waiver benefits for relatives may be subject to federal and state income and employment taxes for the employee.

c. Job Postings, Promotions and Transfers

St. Augustine College provides employees with the opportunity to indicate their interest in open positions and to advance within the college according to their credentials, skills, and experience. We believe that career advancement is rewarding for both the employee and the college. We will promote qualified employees to new or vacated positions whenever possible. Any circumstance that might affect a prospective transfer will be discussed with the employee’s supervisor.

If you are interested in applying for one of these positions, first notify your supervisor and speak to the person indicated on the notice. To formally apply for a posted job, employees must have a record of satisfactory performance, and must apply through the Paycor ATS system.

In general, notices of all regular, full-time job openings are posted, although the college reserves its discretionary right not to post a particular opening. Upon consultation with Department of Human Resources and the President, a posting may be made only at the departmental level so that the open position may be filled by the promotion of an employee.

The college also encourages employees to identify friends or acquaintances who are interested in employment opportunities and to refer qualified outside applicants for posted positions.

DRAFT

VIII. Time Away from Work

A. College Holidays

The college normally observes the following holidays during the year:

New Year's Day
Good Friday
Memorial Day
Independence Day
Labor Day
Thanksgiving Day
Day after Thanksgiving
Christmas Eve
Christmas Day
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 full-time/part-time employee.

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 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

St Augustine College may make the decision to close for Winter Recess, customarily from December 24 through January 1. If so, employees classified as "regular" will be compensated for work days that are not otherwise designated as holidays. If an employee is asked to work during a designated winter recess, comparable time off may be added to that employee's vacation bank, with the approval of the President.

C. Vacation

Eligible, regular employees accrue vacation time from their 1st day of employment. Vacation time may not be used until the successful completion of 60 days of initial employment. Vacation is accrued on a biweekly payroll basis based on the employee's length of service and the actual hours worked, in accordance with the chart below. Employees will continue to accrue vacation hours until they reach

125% of their annual accrual (maximum accrual). At that point, they will cease to accrue additional hours.

Requesting time off:

Vacation time, with some exceptions, must be pre-approved. Employees requesting time off must enter the request in the Paycor Time and Attendance system. Both exempt and nonexempt employees must enter their requests. Designated supervisors must review the requests and approve. Reasons for non-approval must be annotated in the Notes section of the Request for Time Off. Supervisors maintain the right to rescind approvals if conditions and coverage in the department change. In general, vacation will be on a first come- first serve basis, however, exceptions may apply.

Supervisors will resolve situations with multiple leave requests within a department by considering factors such as:

- Departmental staffing needs
- Seniority
- Length of desired vacation
- Elapsed time since employee's last five-day (or longer) vacation
- Rotation of days off in or around holidays or School breaks

An employee who calls off from work after denial of a vacation request will be required to submit documentation from a medical provider or similar authority detailing the reason for the absence.

Payout of Vacation:

- If vacation time is denied because of extreme workloads or staffing shortages, the President has the authority to allow for accruals beyond the designated maximums or to pay out vacation that exceeds the maximum accrual.
- Accrued but unused vacation time is payable upon termination from the college. Vacation time may not be used in lieu of notice unless approved by the head of the respective department and the President. Employees who do not receive this approval may be deemed ineligible for rehire.
- Employee vacation paid out at termination will not change the designated last day worked but may be used to extend benefit coverage for the duration of paid time. This is by mutual consent of both St. Augustine College and the employee.
- Paid time off, including vacation will be substituted for any unpaid leaves of absence including FMLA, Education and Personal Leave.

D. Vacation Accrual

Increased accrual based on years of service will be implemented on the payroll following the achievement of their anniversary.

- Credit will be given for years of service for all W-2 employees who are transitioned to regular employment.
- Employees who are on a leave of absence, inclusive of FMLA, Personal, Educational, Short-Term and Long-Term disability will have their accrual suspended during the leave.

- An employee on any type of leave that exceeds one month will have their years of service anniversary date extended by the amount of time of their leave until they use hours in their bank, have a change in status or achieve the next tier in years of service.

Biweekly Hours	40		50		60		70		80	
Years of Service	Annual Accrual	Maximum Accrual	Annual Accrual	Maximum Accrual	Annual Accrual	Maximum Accrual	Annual Accrual	Maximum Accrual	Annual Accrual	Maximum Accrual
1	40	50	50	63	60	75	70	88	80	100
2-5	60	75	75	94	90	113	105	132	120	150
6	64	80	80	100	96	120	112	140	128	160
7	68	85	85	107	102	150	119	149	136	170
8	72	90	90	113	108	135	126	158	144	180
9	76	95	95	119	114	143	133	167	152	190
10	80	100	100	125	120	150	140	175	160	200

E. Personal Days

Full-time regular employees working at least 30 hours a week receive up to two paid personal days each calendar year.

- Employees hired on or before June 1st are eligible to receive two personal days;
- Employees hired after June 1st but before November 1st will be awarded 1 personal day.

Personal days are to be used in full-day increments, but must be requested and approved in advance. Personal days do not carry over from one year to the next and are not paid out at time of termination.

F. Sick Days

Sick leave benefits are intended to provide income protection in the event of an illness or injury, or to obtain a professional medical diagnosis or preventive medical care for the employee or the employee's immediate family as defined by the Family Medical Leave Act. Sick leave may not be used for any other absence.

Regular full and part-time employees accrue sick time on a biweekly payroll basis based on their approved status:

- Employees working 20 hours per week accrue 1.846 hours per pay period (48 hours per year)
- Employees working 30 hours per week accrue 3.23 hours per pay period (84 hours per year)
- Employees working 40 hours per week accrue 3.7 hours per pay period (96 hours per year)

Employees are entitled to use paid sick leave after successfully completing their first 60 days of employment. Non-exempt employees may use sick time in increments of 1 hour; exempt staff may use sick pay in increments equal to a full work day. Sick time for planned medical appointments should be

requested in advance.

Exceptions:

- Illness/injuries that occur during an employee's regularly scheduled vacation or holiday time are not eligible for sick day.
- Sick pay before after a Holiday, Vacation or a Personal Day will not be approved unless the absence is supported by a physician's certification.
- St. Augustine College reserves the right to request documentation for any absence for which sick pay is requested, including but not limited to requests for sick time after a personal or vacation day is denied or for absences of 3 or more consecutive days.
- Sick time will not be paid to any employee if it causes them to exceed their regular weekly hours.
- Sick time is not used in the calculation of overtime.

Once an employee's accrual balance reaches their maximum annual accrual balance, they will not accrue additional sick time until the balance is reduced. Employees are not paid for earned but unused sick days upon termination, nor may sick time be used in lieu of notice.

G. 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 Department of 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.

H. Voting Leave

Our College believes that every employee should have the opportunity to vote in any federal, state, or local election, general primary or special primary. Employees will be granted up to two paid hours off in order to vote.

Notify your supervisor of the need for voting leave at least one day before Election Day. When you return from voting leave, you must present a voter's receipt to your supervisor.

I. 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.

J. 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 Department 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 Department 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 Department of Human Resources Office.

K. 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 Department of Human Resources Office.

L. 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 dependent upon the written approval of the President. A personal leave may not exceed one year during which time no benefits will accrue and seniority will be suspended. Vacation time and personal days must be utilized before unpaid time off will be granted. Sick pay may not be used unless the reason for the personal leave is aligned with Family Medical Leave Act.

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, contact Department of Human Resources.

During leaves without pay, the insurance coverage of the employee may be continued through COBRA. Upon reinstatement, the employee may be restored to full coverage with no waiting period, in accordance with the terms of the respective plans.

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

N. 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. 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.

O. 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 and step-children, grandchildren, grandparents and parents-in-law. Additional days may be taken for Bereavement Leave as needed using accrued personal or vacation time. 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.

P. 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 Department of Human Resources.

Q. 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.

R. Federal Family and Medical Leave Act

As an employee of St. Augustine College, you may be eligible to take unpaid family and medical leave under the federal Family and Medical Leave Act (FMLA). This policy introduces the rights and provisions of the federal FMLA. An FMLA summary that is based on the Department of Labor's (DOL's) model which further explains the FMLA. If you have questions regarding the FMLA, please contact Department of Human Resources.

Eligibility

To be eligible for leave, you must have been employed by the college for at least 12 months. In the 12 months immediately preceding the beginning of the leave, you must also have worked at least 1,250 hours to qualify for federal FMLA. In addition, you must work in an office or work-site where 50 or more employees are employed within 75 miles of that office or work-site.

Amount of Leave Available

Eligible employees may take up to a total of 12 weeks of FMLA leave within a rolling 12-month period, measured backward from the date an employee uses any FMLA leave, for any combination of the following reasons:

- The birth of an employee's newborn child or the placement of a child with the employee for adoption or foster care
- To care for the employee's spouse, child or parent with a serious health condition
- The employee has a serious health condition that makes the him or her unable to perform the functions of their job
- A qualifying exigency that arises because the employee's spouse, child or parent is a covered military member on covered active duty (or has been notified of an impending call or order to covered active duty)

When leave is taken to care for a covered service member with a serious injury or illness, a spouse, child, parent or next of kin may take up to 26 weeks of unpaid FMLA leave during a single 12-month period.

Eligible employees are limited to a total of 26 workweeks of FMLA-protected leave during that 12-month period. For example, an employee cannot take 26 workweeks of FMLA leave to care for a covered service member and then take 12 more weeks for other FMLA qualifying reasons.

Under the federal FMLA, spouses employed by the college are jointly entitled to a combined total of 12 weeks of leave for the birth of a newborn child, for the placement of a child for adoption or foster care

and to care for a parent who has a serious health condition. The federal FMLA does not cover care for parents-in-law. Spouses employed by the college are jointly entitled to a combined total of 26 weeks of leave to care for a covered service member.

Types of Leave Available

- Birth or placement for adoption or foster care: FMLA leave is available to eligible male and female employees for the birth of a child or for the placement of a child with the employee for purposes of adoption or foster care. FMLA leave must be completed within 12 months of the birth or placement. This type of leave may not be taken intermittently or on a reduced schedule unless the Company agrees to this request. See below for more details on non-continuous leave.
- Serious health condition of employee: If, as an eligible employee, you experience a serious health condition as defined by the FMLA, you may take medical leave under this policy (see “Definitions” for the definition of serious health condition). A serious health condition generally occurs when you:
 1. Receive inpatient care in a hospital, hospice or nursing home
 2. Suffer a period of incapacity accompanied by continuing outpatient treatment or care by a health care provider
 3. Have a history of a chronic condition that may cause episodes of incapacity

The following provisions apply to leave for the serious health condition of an employee:

- Noncontinuous leave—Medical leave may be taken all at once or, when medically necessary, intermittently or on a reduced leave schedule (see below).
- Certification process—The need for leave must be documented by your treating health care provider through our medical certification process (see below).
- Fitness-for-duty statement—A fitness-for-duty statement will be required in order for you to return from a medical leave. Failure to provide the statement will result in a delay in your return to work.

Serious health condition of immediate family member: If, as an eligible employee, you need family leave in order to care for your child, spouse or parent who experiences a serious health condition as defined by the FMLA (see “Definitions” for definitions of child, spouse, parent and serious health condition), you may take a leave under this policy.

- Noncontinuous leave—Leave may be taken all at once or, when medically necessary, intermittently or on a reduced leave schedule (see below).
- Certification process—The need for leave must be documented by the family member’s treating health care provider through our medical certification process (see below).

Qualifying exigency because of active duty: If, as an eligible employee, you need family leave because of any qualifying exigency arising out of the fact that your spouse, son, daughter or parent is on covered active duty in the armed forces (including the National Guard or Reserves), or has been notified that they will be called or ordered to covered active duty in the armed forces (including the National Guard or Reserves), you may take family leave under this policy. (See “Definitions” for a definition of qualifying exigency)

- Noncontinuous leave— Family leave for any qualifying exigency arising out of the covered active duty of a family member may be taken all at once, intermittently or on a reduced leave schedule (see below).
- Certification process—The need for leave must be documented through our certification process (see below).

Service member family leave: If, as an eligible employee, you need family leave to care for a covered service member who is your spouse, child, parent or next of kin and who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status or is otherwise on the temporary disability retired list for a serious injury or illness, you may take up to 26 weeks of unpaid leave during a single 12-month period under this policy.

Effective March 8, 2013, an eligible employee may take service member family leave to care for a covered veteran who is the employee's spouse, child, parent or next of kin and who is undergoing medical treatment, recuperation or therapy for a serious injury or illness. (See "Definitions" for a definition of covered veteran)

- Noncontinuous leave—Service member family leave may be taken all at once or, when medically necessary, intermittently or on a reduced leave schedule (see below).
- Certification process—The need for leave must be documented by the family member's treating health care provider through our medical certification process (see below).

Notifying the Company of the Need for Family or Medical Leave

Generally, an application for leave must be completed for all leave taken under this policy. A nonemergency leave should generally be requested from Department of Human Resources at least 30 days, or as soon as practical, in advance of the date the leave is expected to begin. In cases of emergency, you (or your representative, if you are incapacitated) should give verbal notice as soon as possible, and the application form should be completed as soon as practical. Failure to provide adequate notice may, in the case of foreseeable leave, result in a delay or denial of leave. It is your responsibility to notify your manager and Department of Human Resources of absences that may be covered by the FMLA.

You must provide sufficient information regarding the reason for an absence for the Company to know that protection may exist under this policy. Failure to provide this information will result in delay or forfeiture of rights under this policy. This means the absence may then be counted against your record for purposes of discipline for attendance or similar matters.

Medical Certification Process

In addition to an application for leave, you will be required to complete a medical certification form when leave is for a family member's or your own serious health condition. The certification form needs to be signed by the health care provider. The short-term disability certification may be sufficient where the information required is duplicative. These forms are available from Department of Human Resources. Second or third certifications from health care providers and periodic recertification at the Company's or your expense may be required under certain circumstances.

We may also require periodic reports during federal FMLA leave regarding your status and intent to return to work.

Military Family Leave Certifications

In addition to an application for leave, you will be required to complete a Certification of Qualifying Exigency for Military Family Leave form when leave is for a qualifying exigency. A copy of the military member's active duty orders or other military documentation may also be required to substantiate your need for FMLA leave.

If you request leave to care for a covered service member with a serious injury or illness, you will be required to complete a medical certification form, which must be signed by the service member's health care provider. The certification form will request additional information, such as information regarding the relationship between you and the covered service member, to substantiate your need for FMLA leave.

Substituting Paid Leave for Unpaid Leave

Federal FMLA leave is unpaid. The college requires you to substitute vacation days according to the schedule below. You may also choose to substitute additional paid or unpaid leave that you have accrued. When you substitute vacation days or other paid leave, the absence will be counted against your entitlement to FMLA leave under this policy and will not extend your leave. In other words, you are using your paid leave concurrently with your FMLA leave.

When an employee is absent due to a work-related illness or injury that meets the definition of a serious health condition, the absence will be counted against the employee's entitlement under this policy. In other words, the employee is using FMLA leave concurrently with the workers' compensation absence. An employee is not required to substitute paid time off for an absence covered under workers' compensation.

You may be paid for all or part of a medical leave to the extent you are eligible for benefits such as short-term disability. An employee is not required to substitute paid time off for an absence covered under a disability benefit plan.

Noncontinuous Leave

Intermittent or reduced leave will be permitted only when it is medically necessary or for a qualifying exigency, as explained above. In all cases, the total amount of leave taken in a calendar year should not exceed your total allotment as defined earlier in this policy.

Intermittent and reduced schedule leave must be scheduled with minimal disruption to an employee's job. To the extent possible, medical appointments and treatments related to an employee's or family member's serious health condition should be scheduled outside of working hours or at such times that allow for a minimal amount of time away from work.

If you request non-continuous federal FMLA leave which is foreseeable based on planned medical treatment for yourself, a family member or a covered service member, you may be required to transfer temporarily to an available alternative position offered by the college for which you are qualified and which better accommodates recurring periods of leave than your regular employment position. You will

be entitled to equivalent pay and benefits, but will not necessarily be assigned the same duties in the alternative position. This provision may also apply if the college approves a noncontinuous leave for the birth of a child or the placement of a child for adoption or foster care.

Benefit Continuation During Leave

The college will maintain your group health plan coverage and certain other employment benefits (such as group life insurance, AD&D insurance, and health and dependent flexible spending accounts) during your FMLA leave on the same terms as if you had continued to work, if these benefits were provided to you before the leave was taken. You will be required to pay your regular portion of premiums. Contact Department of Human Resources for an explanation of your options.

Benefits that are accumulated based upon hours worked will not accumulate during the period of FMLA leave. In some instances, the Company may recover premiums it paid to maintain health plan coverage for an employee who fails to return to work from FMLA leave.

Returning to Work

If the reason for FMLA leave is for your own serious health condition, you will be required to present a fitness-for-duty certification immediately upon return to work.

If you wish to return to work before the scheduled expiration of FMLA leave, you must notify the college of the change in circumstances as soon as possible, but no later than two working days prior to your desired return date.

If you exhaust all leave under this policy and are still unable to return to work, you must notify the college as soon as possible. Your situation will be reviewed to determine what rights and protections might exist under other College policies.

Rights upon Return from Leave

Upon return from family or medical leave, you will be returned to the position you held immediately prior to the leave, if the position is vacant. Certain exceptions exist for key employees, as defined by law. If the position is not vacant, you will be placed in an equivalent employment position with equivalent pay, benefits, and other terms and conditions of employment.

The law provides that an employee on leave has no greater rights than the employee would have had if the employee had continued to work. Therefore, you may be affected by a layoff, termination or other job change if the action would have occurred had you remained actively at work.

Other Types of Leave

If you do not qualify for the types of leave described in this policy, the college may approve a personal leave of absence, depending on your circumstances. Except where mandated by law, we cannot guarantee that benefits will continue or that your position will remain open in your absence.

Definitions

Spouse— A husband or wife as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into. This definition also includes an individual in a same-sex or common law marriage that was entered into in a state that recognizes these marriages. An opposite-sex, same-sex or common law marriage that was entered into outside of any state will be recognized if the marriage is valid in the place where it was entered into and the marriage could have been entered into in at least one state.

Parent—A biological parent, adoptive parent, stepparent, foster parent or an individual who provides or provided day-to-day care or financial support to the child. Parent does not include a parent-in-law under this law.

Child—A biological, adopted or foster child, stepchild, legal ward or a child who is receiving day-to-day care or financial support from the employee and is under the age of 18. Child also includes a person 18 years of age or older who is incapable of self-care because of a mental or physical disability. For military family leave, the child does not have to be a minor (under the age of 18) and can be of any age.

- **Incapable of self-care**—The child requires active assistance or supervision to provide daily self-care in three or more “activities of daily living,” or “instrumental activities of daily living,” including adaptive activities such as caring appropriately for one’s grooming and hygiene, bathing, dressing, eating or instrumental activities such as shopping, taking public transportation or maintaining a residence.
- **Physical or mental disability**—A physical or mental impairment that substantially limits one or more major life activity of the individual.

Covered service member— A member of the armed forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status or is otherwise on the temporary disability retired list for a serious injury or illness.

Covered veteran—An individual who is undergoing medical treatment, recuperation or therapy for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves), and was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran.

Next of kin—Used with respect to an individual, this means the nearest blood relative of that individual, other than the spouse, parent or child.

Serious health condition—Illness, injury, impairment, or physical or mental condition that involves:

- Inpatient care in a hospital, hospice or residential medical care facility.
- A period of incapacity of more than three consecutive calendar days (including any subsequent treatment or period of incapacity relating to the same condition) that also involves: 1) treatment two or more times within 30 days of the first day of incapacity, unless extenuating circumstances exist, by or under the orders of a health care provider; or 2) treatment by a health care provider on at least one occasion which results in a regimen of continuing treatment under the supervision

of a health care provider. The first (or only) visit must occur in person within seven days of the first day of incapacity.

- Any incapacity due to pregnancy or for prenatal care.
- Chronic conditions requiring periodic treatment by or under the supervision of a health care provider, which continue over an extended period of time and may cause an episodic rather than a continuing period of incapacity (for example, asthma, diabetes and epilepsy).
- Permanent or long-term conditions requiring supervision for which treatment may not be effective (for example, Alzheimer's, a severe stroke or the terminal stages of a disease).
- Multiple treatments by or under the supervision of a health care provider either for restorative surgery after an accident or other injury or for a condition that would likely result in a period of incapacity of more than three calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy), severe arthritis (physical therapy) or kidney disease (dialysis).

Serious Injury or Illness—can be:

- In the case of a member of the Armed Forces, including a member of the National Guard or Reserves, an injury or illness incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member's office, grade, rank or rating.
- In the case of a veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, an injury or illness incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that manifested itself before or after the member became a veteran and is:
- A continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank or rating;
- A physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability Rating (VASRD) of 50 percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for servicemember family leave;
- A physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
- An injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

Qualifying Exigency—includes:

- o Short-notice deployment (seven days or less)
- o Military events and related activities
- o Child care and School activities
- o Financial and legal arrangements
- o Counseling

- o Rest and recuperation (up to 15 days)
- o Post-deployment activities
- o Parental care
- o Additional activities agreed to by the Company and the employee

S. Proper Documentation Required and No Work While on Leave

Appropriate documentation for all leaves must be submitted to the Department of 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.

IX. Safety

A. Each Employee's Responsibility

Safety can only be achieved through teamwork at the college. Each employee, supervisor, and manager must practice safety awareness by thinking defensively, anticipating unsafe situations and reporting unsafe conditions immediately.

Please observe the following precautions:

1. Notify the Department of Human Resources Office or Facilities Manager of any emergency situation. If you are injured or become sick at work, no matter how slightly, you must inform the Department of Human Resources Office.
2. Use, adjust and repair machines and equipment only if you are trained and qualified.
3. Know the proper lifting procedures. Get help when lifting or pushing heavy objects.
4. Understand your job fully and follow instructions. If you are not sure of the safe procedure, do not guess; ask the Department of Human Resources Office.
5. Know the locations, contents, and use of first aid and firefighting equipment.
6. Wear personal protective equipment in accordance with the job you are performing.
7. Comply with OSHA standards and/or applicable state job safety and health standards.
8. A violation of a safety precaution is in itself an unsafe act. A violation may lead to disciplinary action, up to and including termination.

B. Care of Equipment

Certain equipment is assigned to staff depending on the needs of the job, such as a personal computer, keys, phones, printer and access to our central computers and servers. The college expects that you will treat this equipment with care and report any malfunctions immediately to staff members equipped to diagnose the problem and take corrective action. You are expected to demonstrate proper care when using the college's property and equipment. No property may be removed from the premises without the proper authorization of management. If you lose, break or damage any property, report it to your supervisor immediately.

c. Personal Property

The college is not responsible for loss or damage to personal property. Valuable personal items, such as purses and all other valuables should not be left unattended.

d. Emergency procedures

Emergency Student/Faculty/Staff Notification:

In compliance with state and federal law, St. Augustine has set up a system of Emergency Notification to all students, faculty and staff. This system provides immediate notification to the St. Augustine community through your St. Augustine e-mail address, cell phone and land line contacts (Note: Verify all places where emergency notification sent), and posted on the St. Augustine website, any emergency as described below.

Emergency situations:

If you observe a situation that requires an emergency response call 911 immediately for assistance from the Chicago Fire Department, Emergency Medical Services or the Chicago Police Department.

- The addresses to report an emergency situation are:
Main Campus: 1345 W. Argyle, Chicago, IL 60640
West Town Site: 3255 W. Armitage, Chicago, IL 60647
South Town Site: 2610 W. 25th Place, Chicago, IL 60608
Southeast Course Location: 11000 S. Ewing, Chicago, IL 60617
- Immediately call 911 in the case of any situation requiring an emergency response.

Notify the Administration at the Main Campus (773-878-8756) or the Site Director at the West or South satellites or the Southeast course location of any emergency either after calling 911, or directly if immediate assistance is not required.

- Take the following actions as appropriate:

Fire evacuation

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

- a. Pull the fire alarm.
- b. 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 the front office to alert them to the situation and provide assistance as needed.

At West Town 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 the 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 and 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, Dr. Carlos Ortiz or Child Care staff, all of whom are CPR trained and can provide emergency assistance.

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 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 snow emergency system for distribution to radio, TV, and website. 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 College. 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 to 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 1st 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 students must practice a fire drill at least once a month.

Faculty and supervisors are asked to be sure that those under his or 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.

E. Workplace Violence Prevention

The college is committed to preventing workplace violence and to maintaining a safe work environment. If you receive or overhear any threatening communications from an employee or outside third party, report it to the Department of Human Resources Office immediately. All reports of work-related threats will be investigated and documented by the Department of Human Resources Office. Employees are expected to report and participate in an investigation of any suspected or actual cases of threatening communications and will not be subjected to disciplinary consequences for such reports or cooperation.

Violations of this policy, including your failure to report or fully cooperate in the college's investigation, may result in disciplinary action, up to and including termination.

F. Workplace Searches

To protect the property and to ensure the safety of all students and staff of the college, the college reserves the right to search any employee's office, desk, files, locker, equipment or any other area or article on our premises. In this regard, it should be noted that all offices, desks, files, lockers, equipment, etc. are the property of the college, and are issued for the use of employees only during their employment. Inspection may be conducted at any time at the discretion of the college.

Persons entering the premises who refuse to cooperate in an inspection conducted pursuant to this policy may not be permitted to enter the premises. Employees working on or entering or leaving the premises who refuse to cooperate in an inspection, as well as employees who after the inspection are believed to be in possession of stolen property or illegal substances, will be subject to disciplinary action, up to and including termination.

G. Hazard Communication Program

The college may use some chemicals (e.g., cleaning compounds, inks, etc.) in some of its operations. You should receive training and be familiar with the handling, use, storage and control measures relating to these substances if you will use or likely be exposed to them. Material Safety Data Sheets (MSDS) are available for inspections in the maintenance department.

H. Concealed Weapons

Possession, use or sale of weapons, firearms or explosives on work premises, while operating College machinery, equipment or vehicles for work-related purposes or while engaged in College business off

premises is forbidden except where expressly authorized by the college and permitted by state and local laws. This policy applies to all employees, including but not limited to, those who have a valid permit to carry a firearm.

Employees who are aware of violations or threats of violations of this policy are required to report such violations or threats of violations to the Director of Department of Human Resources immediately.

Violations of this policy will result in disciplinary action, up to and including termination.

X. Parking

Free parking facilities are available to employees, students, and visitors at each St. Augustine site on a first-come first-serve basis. The college is not responsible for loss, damage or theft of your vehicle or anything in your vehicle; therefore, we suggest that you lock your car doors.

XI. Receipt of Department of Human Resources Policy Manual and Employment-At-Will Statement

This is to acknowledge that I have received a copy of the St. Augustine College Department of Human Resources Policy Manual and I understand that it contains information about the employment policies and practices of the college. I agree to read and comply with this Department of Human Resources Policy Manual. I understand that the policies outlined in this Department of Human Resources Policy Manual are management guidelines only, which in a developing business will require changes from time to time. I understand that the college retains the right to make decisions involving employment as needed in order to conduct its work in a manner that is beneficial to the employees and the college. I understand that this Department of Human Resources Policy Manual supersedes and replaces any and all prior Department of Human Resources Policy Manuals and any inconsistent verbal or written policy statements.

I understand that except for the policy of at-will employment, which can only be changed by the President of the college in a signed written contract, the college reserves the right to revise, delete and add to the provisions of this Department of Human Resources Policy Manual at any time without further notice. All such revisions, deletions or additions to the Department of Human Resources Policy Manual will be in writing and will be signed by the President of the college. I understand that no oral statements or representations can change the provisions of this Department of Human Resources Policy Manual.

I understand that this Department of Human Resources Policy Manual is not intended to create contractual obligations with respect to any matters it covers and that the Department of Human Resources Policy Manual does not create a contract guaranteeing that I will be employed for any specific time period.

The college is an at-will employer. This means that regardless of any provision in this Department of Human Resources Policy Manual, the college or I may terminate the employment relationship at any time.

for any reason, with or without cause or notice. Nothing in this Policy Manual or in any document or statement, written or oral, shall limit the right to terminate employment at-will. No officer, employee or representative of the college is authorized to enter into an agreement—express or implied—with me or any employee for employment for a specified period of time unless such an agreement is in a written contract signed by the President of the college.

I understand that this Department of Human Resources Policy Manual refers to current benefit plans maintained by the college and that I must refer to the actual plan documents and summary plan descriptions as these documents are controlling. I also understand that if a written contract is inconsistent with this Department of Human Resources Policy Manual, the written contract is controlling.

I understand that as an accommodation to Spanish speaking staff, this manual is translated into Spanish, which is available upon request. However, if there are any ambiguities or inconsistencies created by the translation, the English version controls.

If I have questions regarding the content or interpretation of this Department of Human Resources Policy Manual, I will ask the Director of Department of Human Resources or a member of management.

NAME _____ DATE _____

EMPLOYEE SIGNATURE _____

Appendix A: Master Course Syllabus Template

Course Code/Number and Title (# cr.)

Illinois Articulation Agreement Code/#

St. Augustine College

School

Term

Meeting Time

Recurring Zoom Meeting Link

Instructor:

Email:

Office:

Phone Number:

Office Hours:

Virtual Office Hours:

Contact Expectations:

[Insert a friendly welcome to your students here. You may choose to include a summary of your professional experience or teaching philosophy.]

I. Rationale:

[Based on the Course Catalog's course description, describe the course and its place in the overall program curriculum.]

Prerequisites: [Insert prerequisite courses here. For bilingual courses, the prerequisite is ENG 105: Intermediate Reading and Writing or equivalent level of English proficiency]

II. Institutional Learning Outcomes:

St. Augustine College strives to ensure that all graduates meet the following objectives:

- **Communication:** Graduates will be able to demonstrate proficiency in academic and communicative competence.
- **Global Learning:** Graduates will be able to recognize the values of our own cultural background and the cultural background of others.
- **Quantitative Fluency:** Graduates will be able to solve real-life problems using logical reasoning.
- **Critical Thinking:** Graduates will be able to apply critical thinking to make effective context-appropriate decisions.
- **Information Literacy:** Graduates will be able to locate and evaluate sources of information and apply them appropriately.

III. Program Learning Outcomes:

[Insert each PLO here.]

IV. Course Outcomes:

By the end of this course, students will be able to:

[Insert each CLO here.]

V. Course Format and Technology Resources:

Language

The official, oral and written, language of this class is [insert language of instruction here]. All discussions, interactions, presentations, assignments, papers, midterm, and final exam will be delivered in the [insert language of instruction here] language.

[Add the statement below if the language of instruction is bilingual]

Bilingual courses include instruction in Spanish and English with course materials available in English and Spanish, including exams, quizzes, and supporting materials.

Distance Education Delivery Mode

St. Augustine College conducts all instruction according to a HyFlex Model. At St. Augustine College, HyFlex (or Hybrid Flexible) is defined as a synchronous instruction model (all classes have pre-established meeting times) that allows students to participate in person or remotely. The SAC definition of HyFlex includes the following principles:

Student Choice:	Students must attend the established class sessions but may choose whether to attend in person or remotely
Equivalency:	In person and remote high-quality education reach the same learning outcomes
Reusability:	Materials and resources are available for students to review before and/or after class via Canvas and Panopto

[Insert policy about courses being held online during Spring 1 2022 due to COVID-19/ Omicron concerns]

Technology Statement

A \$110 material fee covers the cost of accessing the digital textbooks as well as supporting the learning management system and other technology subscriptions. The per term fee applies to every student and covers all their digital books as well as access to Canvas and selected software licenses for the period. Additional fees may be charged for book courseware and software specific to a particular course.

Canvas: Learning Management System

This course will be delivered through the learning management system Canvas. You will use your St. Augustine College (SAC) email account credentials to login to Canvas. In Canvas, you can access online syllabui, digital books, lessons, course materials, and resources for each course in which you are enrolled. [Click here for an introduction to Canvas.](#)

Canvas Access

To access this course on Canvas you will need access to the Internet and a supported Web browser (Internet Explorer, Chrome, Firefox, Safari).

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Canvas, contact the SAC Help Desk by calling 773-878-3855 or email helpdesk@staugustine.edu.

Zoom Statement and Link

The communication platform for this course is Zoom and a recurring meeting link is assigned to this course. You can find this link at the top of this syllabus. Course links can also be found in Canvas.

Recordings Statement

In this class, Panopto is used to record live class sessions. As a student in this class, your participation in live class discussions may be recorded. *These recordings will be made available only to students enrolled in the class to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented.* Any course recorded through Zoom is automatically uploaded to Panopto for archiving and future viewing.

[insert professor's classroom policy on camera use here]

VI. Institutional Resources

COVID-19 Requirements

Face coverings are required in all common areas as well as in all classrooms. All courses with in-person learning will also observe social distancing and other safety precautions. For detailed information about SAC's response to the pandemic, please read [St. Augustine College's statement on COVID-19](#).

Mental Health and Personal and Specialized Counseling

Learning Facilitators are prepared to provide you with academic counseling and to direct you to the appropriate resources for personal matters. If you are concerned about a personal matter, please [schedule an appointment with your Learning Facilitator](#) for direct assistance or for a referral to a mental health provider.

Student Resources

To learn more about the resources available to students, click on the links below:

[Student Records \(including requesting transcripts\)](#)

Contact your Learning Facilitator or request a virtual meeting through [Advising Services](#)

[Financial Aid and Tuition](#)

[Career and Transfer Center](#)

[Library Services](#)

[Zoom Introduction](#)

[Accessing Digital Books](#)

[Click here for additional resources and contact information](#)

Instructional Support Services (Tutoring)

Instructional Support Services helps all students at St. Augustine College achieve their fullest academic potential. All students are invited to participate in the following free academic support services:

- [Individual tutoring](#)
- [Group tutoring](#)
- [Drop-In tutoring in Math, Writing, Computers, and Psychology](#)

VII. Assumptions

Community Values

Online discussions will be based on St. Augustine values of ethics, respect, diversity, inclusion and community. We are all accountable for encouraging different ideas, thoughts, experiences and opinions in an open and respectful environment. To view SAC's policies on student conduct, please consult the [Student Handbook](#) (pg. 46).

VIII. Course Requirements

1. Class attendance and participation policy:

Regular class attendance is an important part of the educational process and it is assumed that every student will attend all scheduled online or face-to-face meetings of the course. The student has the obligation to assume the responsibility for maintaining a level of attendance that will allow him/her to derive the maximum benefit from the instruction available. The student should be aware that poor attendance may affect financial assistance, and that attendance at St. Augustine College is especially important due to the established system of condensed class sections. During attendance taking, the student's camera must be turned on. The asynchronous environment of the College will allow you, if you are absent, to get the notes from the recording sessions of the class you missed. See the attendance policy in the [Student Handbook](#) (pg. 15).

2. Course readings:

- [Insert course text here with ISBN]
- Power Point Presentations (found within each module on Canvas)
- Discussion Posts (found within each module on Canvas)
- Course Handouts (found within each module on Canvas)

3. Course materials:

- Access to Canvas: <https://staugustinecollege.instructure.com/login/ldap>
- Access to Zoom teleconference system
- Access to reliable internet connection
- Access to laptop with microphone and camera

4. Course assignments:

A. Weekly homework assignments

Weekly homework assigned from the textbook or instructor-created worksheets will help to reinforce the major concepts introduced throughout the course.

B. Weekly readings

Each week, students will complete the assigned readings from the text and will review and incorporate this knowledge into class discussion and activities during synchronous class meetings.

C. Writing Across the Curriculum

Students in all disciplines will engage in nine writing assignments of at least 1-5 paragraphs (with a topic sentence, supporting details, and a conclusion). Each WAC will summarize concepts learned in class, allow the student to reflect on their ongoing projects, and/or encourage critical thinking of course content to real-world applications. WAC assignments will be graded according to the WAC rubric (see section XVI: Rubrics). [Remove this section if your course does not participate in WAC, e.g. Internship or Fieldwork courses, etc.]

D. Projects

[Insert description of major course projects here].

Projects will be graded according to a project syllabus (see section XVI: Rubrics)

E. Capstone project

[Insert description of the capstone project, if applicable.]

IX. Grading Procedures

[Fill in the chart below with the course's grading information.]

Course Assignments	Assessment Tools	Percentage

Grading Scale:

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

Incomplete (I) Policy

Instructors may complete an Incomplete Grade Form and assign a grade of I (Incomplete) under extenuating circumstances. For a full explanation of incomplete grades and the process of assigning an incomplete grade, see the [Academic Catalog](#) (pg. 134).

X. Academic Integrity

Teaching and learning are only possible with honesty. See SAC's [Academic Integrity Policy](#) in the Academic Catalog (pg. 142) to review the types of academic dishonesty as well as the academic consequences of cheating, plagiarizing, and other forms of academic dishonesty.

Testing Protocols

The College has integrated with Canvas, the learning management system, a lockdown browser called Respondus. It is a system for securing online exams in classrooms or proctored environments to prevent cheating during exams. During a test, the students are required to have their cameras turned on. Visit the [Respondus tutorial modules in Canvas](#) to learn more about this program.

XI. Accessibility Statement

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. To learn more or to request services, please access [SAC's policies and information for students with disabilities](#).

XII. Diversity and Inclusion Statement

We understand that our members represent a rich variety of backgrounds and perspectives. St. Augustine College is committed to providing an atmosphere for learning that respects diversity and inclusion. To review SAC's inclusive goals, objectives, and philosophies, see the [Academic Catalog](#) (pg. 4-5).

XIII. Nondiscrimination Policy

St. Augustine College is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity. To review SAC's non-discrimination policy, see the [Academic Catalog](#) (pg. 153).

XIV. Tentative Course Schedule

(May change to accommodate student needs)

[Insert a weekly outline of topics/objectives and deliverables/assignments. The chart should follow SAC's 8-week format.]

Week / Date	Class Topics & Objectives	Homework, Quizzes, Projects, Reading, and WAC (Write one paragraph, 8-10 sentences)
Week 1 Day 1 Day 2		
Week 2 Day 1 Day 2		
Week 3 Day 1 Day 2		
Week 4 Day 1 Day 2		
Week 4 Day 1 Day 2		
Week 5 Day 1 Day 2		
Week 6 Day 1 Day 2		
Week 7 Day 1 Day 2		
Week 8 Day 1 Day 2		

XV. Bibliography

[Insert supplementary readings or other class materials. These are citations of sources that are used in the course in addition to the primary course text(s). Do not list the course text here.]

XVI. RUBRICS

WAC ASSIGNMENT EVALUATION RUBRIC (Total possible: 100 points)

<i>Content and Organization</i>				Points
Ideas/content appropriately address the assignment	The main idea is very clear and appropriate to the assignment. Sentences contain correct syntax and are logical for understanding the topic. 25 points	The main idea is mostly to somewhat clear and appropriate to the assignment. Syntax is mostly correct, small logical errors do not interfere with understanding of topic. 15 points	The main idea is unclear or unrelated to the assignment. Sentences are hard to comprehend due to lack of syntax and logical structure. 0 points	
Support for the main idea	There is sufficient support for the main idea 25 points	There is some support, but some sentences are unrelated/minimal 15 points	The supporting sentences do not relate to the idea at all. 0 points	
Formatting	Assignment is formatted for margins, paragraphs, etc. 10 points	Formatting is mostly correct. 5 point	Assignment is improperly formatted. 0 points	
<i>Language Usage</i>				
Grammar (syntax and morphology)	The grammar is mostly correct and basic verb tenses are used correctly. 10 points	Grammatical errors, but they do not distract from meaning; verb tenses are mostly correct. 5 point	Distracting or incomprehensible on account of grammar errors; verb use is incorrect. 0 points	
Vocabulary	Appropriate (well chosen, suitable, relevant) to the idea. Level of sophistication matches student learning level. 10 points	Some vocabulary is inappropriate but doesn't distract from meaning. Some words used incorrectly. 5 point	Inappropriate vocabulary makes the text almost incomprehensible and is incorrect. 0 points	
Punctuation	All or most punctuation marks are used correctly. 10 points	Some sentences have irregular punctuation, but it doesn't necessarily distract from meaning. 5 point	Punctuation is mostly incorrect. 0 points	
Spelling & Capitalization	All or most words are correctly spelled. Students use 10 points	There are some spelling errors, but they don't distract from meaning. Students use capital 5 point	There are many spelling errors and they may distract from meaning. 0 points	

	capital letters for proper nouns and at the beginning of a sentence.	letters for most proper nouns; beginnings of sentences are mostly capitalized.	Student lacks understanding of when and how to use capitalization correctly.	
	10 points	5 point	0 points	

Total _____

[Insert all additional rubrics used in the course here. This includes discussion board rubrics, paper rubrics, capstone projects, etc. Courses that utilize capstone projects, research projects, essays, discussion boards, etc. should have multiple rubrics in this section. Eliminate the WAC rubric if your course does not participate in WAC]

[Appendix B: Distance Education Standards](#)

[Appendix C: The Latino Educational Model](#)

[Appendix D: Institutional Assessment Plan](#)

[Appendix E: Internship Guidelines](#)



Faculty Credentials and Qualifications

Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach. Equivalent experience may be documented in order to verify the faculty member's expertise and ability to teach a particular course. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience, and an evaluation process is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses, hold master's degrees or higher in the discipline. If a faculty member holds a master's degree or higher in the discipline other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or in which they teach.

Academic Credentials are evaluated in this manner:

Associate degree Qualifications:

Teaching Associate Degree courses only	Status	
The instructor of record holds a bachelor's degree in the appropriate discipline.	YES	NO
The instructor of record holds a master's degree in the appropriate discipline.	YES	NO
The instructor of records holds a master's degree in another discipline but has 18 credit hours of graduate work in the appropriate discipline.	YES	NO

Bachelor's degree Qualifications:

Teaching Bachelor Degree courses	Status	
The instructor of record holds a master's degree in the appropriate discipline.	YES	NO
The instructor of record holds a master's degree in a different discipline but has completed at least 18 graduate hours in the appropriate discipline.	YES	NO
The instructor of record holds a doctoral degree in the appropriate discipline.	YES	NO
The instructor of record holds a doctoral degree in another discipline but has 18 credit hours of graduate work in the appropriate discipline.	YES	NO

Faculty Qualifications by Professional Experience in a Field or Discipline

Following directions and instructions by the Higher Learning Commission, Assumed Practice B.2., St. Augustine College may substitute previous experiences and personal expertise for an academic credential. This may not be based on years of teaching experience. It is the St. Augustine College policy to only use this credentialing process for individuals wanting to teach in technical areas.

HLC Assumed Practice B.2. allows St. Augustine College to determine that a faculty member is qualified based on experience that the college determines is equivalent to the degree it would otherwise require for a faculty position. This experience should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching. The qualifications for tested experiences should be established for specific technical disciplines and programs (e.g., culinary arts or any other artistic expressions) and could include skill sets, types of certifications or additional credentials, and experiences.

Manner of assessing equivalent experience for Faculty teaching Associate degree programs (for use only in technical-related academic programs.)

For associate degree courses, all persons serving as the instructor of record who does not hold the minimum of a bachelor's degree in the discipline in which they teach, or who holds a master's degree in a different discipline but have not completed at least 18 graduate credit hours in the discipline in which they teach, must meet the minimum threshold of professional equivalency or tested experience as defined below:

Qualifications		Justification Narrative
<input type="checkbox"/>	An associate degree in the discipline or (REQUIRED for all plus at least ONE of the following)	
<input type="checkbox"/>	Five years of tested experience relevant to department-defined course outcomes.	
<input type="checkbox"/>	Additional professional credentials (i.e., licensure or certification in a relevant area) and a minimum of two years of tested experience relevant to department-defined course outcomes	
<input type="checkbox"/>	More than 50% of the credit hours toward a bachelor's degree in the discipline, and a minimum of two years of tested experience relevant to department-defined course outcomes.	

Manner of assessing tested experience for Faculty teaching Bachelor's degree programs (for use only in technical-related academic programs).

For bachelor courses, all persons serving as the instructor of record who do not hold the minimum of a master's degree in the discipline in which they teach must meet the minimum threshold of professional equivalency or tested experience as defined below:

Qualifications	Justification Narrative
----------------	-------------------------

<input type="checkbox"/>	An earned master's degree in a different discipline, OR a bachelor's degree in the discipline in which they teach (REQUIRED for all plus at least ONE of the following)	
<input type="checkbox"/>	Five years of tested experience relevant to department-defined course outcomes.	
<input type="checkbox"/>	Additional professional credentials (i.e., licensure or certification in a relevant area) and a minimum of two years of tested experience relevant to department-defined course outcomes	
<input type="checkbox"/>	More than 50% of the credit hours toward a master's degree in the discipline in which they teach and a minimum of two years of tested experience relevant to department-defined course outcomes.	

Tested Experience as a Basis for Determining Minimally Qualified Faculty

St. Augustine College adheres to HLC guidelines for tested experience in lieu of advanced degrees. Tested experience may substitute for an earned credential or portions thereof. Assumed Practice B.2. allows an institution to determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. This experience should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching. This process may only be used for technically-related programs.

Asif Ashiqali, Ph.D.

Northbrook, IL 60062 • 773-562-4881 • aashiqali@staugustine.edu

EDUCATION

2019 | Ph.D., Organizational Leadership | The Chicago School of Professional Psychology.
Dissertation: "Emotional Intelligence and Influence Tactics in a Nonprofit Organization: A Quantitative Study to Determine the Correlation." Research focus was Leadership, Emotional Intelligence, Systems Theory, Business/Organization Management, and Social-Emotional Learning.

2007 | Master of Education, Global Human Resources and Development | The University of Illinois at Chicago. Degree focus was Instructional Design, Training, and Organizational Development.

1999 | Bachelor of Science, Business Administration | The University of Illinois at Chicago.

2006 | Certification, Leadership Development | The University of Illinois at Chicago.

PROFESSIONAL ATTRIBUTES AND STRENGTHS

Executive	Leadership, Administration, Operations, Project Management, Strategic Planning, College/University Classroom Management, Course/Program Development, Program Manager, Curriculum Development, Training, Cultural Competence, Recruitment Planning, Six Sigma for Office Green Belt, Budget Development, HR Management, Financial/Budgeting Forecasting, Grant Proposal, Communication and Organization skills, Time Management
Computer Applications	D2L, Canvas, Blackboard, Zoom, WebEx, GoToMeeting, GoToWebinar, Google Meet, MS Teams, Adobe Acrobat, MS Office/MS Project/Visio, BANNER, SPSS, Adobe Creative Suite, ORS tools (CARF and other forms) Document Direct, View Direct, Business Objects, EDDIE, Pcard, TEM, FrontEnd/HireTouch, Purchasing, iBuy, I-9, APA 6 and APA 7

ACADEMIC ADMINISTRATION AND FACULTY SUMMARY

- Acquired over 20 years of experience in academic business administration, operations and project management, HR, and finance, including teaching as an adjunct and as a FT professor educating pupils in online, face-to-face, and blended/HyFlex learning environments
- Exceptional visionary leader with extensive experience in successfully contributing to achieving the organizational strategic mission, confidently exercising judgment, taking initiative, using discretion, and coordinating high-level efforts with leaders
- Substantial experience in formulating new programs, and strategic plans, and effectively developing and articulating policies & procedures
- Ten years of direct experience with research proposals: LOI, grant management, budget analysis, reports, pre-/post-award processes
- Plan, design, and execute critical events and projects to completion while leading large and small teams, staying within the planned budget, and document all learning during and after the projects

- Conduct course and program reviews, research new courses to align with industry requirements, and serve on academic, institutional strategic planning, teaching and learning committee, and accreditation audit committees
- Create and lead enrollment strategies, plan and execute job fairs, and provide networking opportunities to students and potential students
- Participate in scholarly activities, including reviewing and reading dissertations, presenting as a guest lecturer, and supporting student learning
- Attend faculty meetings, participate in faculty activities, collaborate with other faculty in scholarly research, and support student organizations
- Adhere to all university and organizational policies and procedures, including FERPA, code of conducts, student and faculty rights and responsibilities, Title IX, and all other policies

PROFESSIONAL EXPERIENCES

Program Director and Associate Professor (08/2021 – Present)

ST. AUGUSTINE COLLEGE, Chicago, Illinois

- Lead the business program and support other programs under the School of STEAM, including Computer Information Systems, Hospitality, and Culinary Arts
- Coordinate discussions and planning with
- Manage and schedule full-time and adjunct faculty for every course in the business program, continue to improve their credential and offer ongoing professional development
- Collaborate with Student Success Center to plan job fairs, resume workshops, student mock interviews, Student Honor Day, networking events, and many other student-centered activities
- Deliver classroom instructions online, in-person, and via the HyFlex model to predominantly first-generate Hispanic students for credit courses for Business Administration, Accounting, Finance, Human Resources, Small Business Operations, and Entrepreneurship programs
- Continue to research business courses that would add value to student learning with a curriculum that would prepare them for practical work in their field
- Support bilingual teaching model and ensure learning occurs for students with all background
- Participate in various committees e.g., Teaching and Learning, Student Grievance, Higher Learning Commission audit, New Program Development, and Special Projects for President
- Develop new courses and design ideas around new concentration in the business program
- Support the strategic mission of the college and manage special projects for the President
- Work with college leaders and lead grant writing efforts to support research and new initiatives

Adjunct Faculty, Business (03/2021 – 07/2021)

ST. AUGUSTINE COLLEGE, Chicago, Illinois

- Delivered classroom instructions online for International Business Management accredited courses in Business Administration
- Supported student writing, reviewed papers, and ensured APA 6 & APA 7 style
- Updated curriculum as needed, worked with other faculty to ensure the up-to-date course content, and aligned the course learning with market trend
- Mentored first-generation, predominantly Hispanic, students and created a sense of comfort to have engaging and productive sessions
- Graded assignments and made sure students remained in compliance with academic integrity

University Budget Manager (01/2019 – 07/2021)

NATIONAL LOUIS UNIVERSITY, Chicago, Illinois

- Reported to Vice President of Finance, developed and managed all budget activities, including monitoring organization-wide fiscal activities and major purchases

- Generated reports from business intelligence software and created presentations to demonstrate the financial performance of the university
- Held regular meetings with all college deans and budget directors to view monthly variance reports, discuss all fiscal activities, reconcile all their accounts, and close accounts monthly
- Adjusted budget as needed, discussed revenue potential and planned new initiatives per individual college/department strategic plan
- Conducted an internal monthly audit of the accounts, traced all errors to the source, reduced errors to 0.001%, and held teams accountable
- Participated in hiring of faculty and leadership positions to ensure success in such key positions

Adjunct Faculty (01/2019 – 12/2021)

NATIONAL LOUIS UNIVERSITY, Chicago, Illinois

- Deliver classroom instructions online and blended method of teaching credited courses in Business Management, Data Analysis for Managers, Leadership Psychology, Organizational Leadership, and Entrepreneurship
- Review student writing, fact-check papers and for plagiarism, and ensure APA 6 & APA 7 style
- Advise and mentor students and create a sense of comfort for them to ask questions
- Participate in various faculty meetings, student organizations, and student advising activities
- Encourage and support scholarly work, and support student and faculty research activities
- Collaborate with other faculty and think of ways to improve course content and improve student classroom engagement
- Update curriculum, as needed, and work with the Program Director and other faculty to ensure course content is aligned with current student demand and market trend
- Grade assignments and make sure students remain in compliance with academic integrity
- Remain current with business and leadership field of study, conduct research, and attend conferences, and make continued efforts to publish in peer-reviewed journals

Student Research and Writing Support – Part-time (12/2007 – 07/2021)

YCAMP, Chicago, Illinois

- Supported student research one-on-one and supported their research for their master's and doctoral degrees
- Guided students with research writing, approach to dissertation, and assisted in finding supporting books, articles, and peer-reviewed published work
- Helped students improve their writing, understand, and follow APA 6 and APA 7 styles and references, and developed a creative writing style
- Engaged, monitored, refined, and assessed the progress of the research for students as subject matter experts and provided timely actionable feedback, and provided guidance in writing in APA format
- Reviewed writing and researched assignments for students and provided corrections as needed
- Provided career development advice to students and assisted in aligning their action plans, determined what courses to complete, and developed a better understanding of work-life
- Oversaw academic progress, participated in advising students and counseled students as needed
- Conducted online courses and in person and created a conducive learning environment

Director of Operations, Lead Presenter, and Motivational Speaker – Part-Time (01/2017 – 12/2020)

MENTES RADIANTES, Chicago, Illinois

- Delivered effective and motivational presentations to a variety of audiences, ranging from students, teachers, parents, and administrators
- Facilitated leadership development sessions with school administrators and staff and ensured long-term success of the team

- Planned programs and training events around students, student orientation, hosted webinars, and student leadership development
- Managed all daily operations and administrative functions for the senior leaders and developed reports using various systems
- Oversaw organization's expenses and ensured each are aligned with the established budget and reconciled all accounts monthly
- Assisted the grant manager with grant search, prepared form for submission, and ensured form is complete before application submission
- Developed strategic and customized plans with senior managers, scheduled meetings to update plans, and captured all critical details

Director of Operations, Human Resources, and Grant Manager (08/2015 – 12/2018)

COLLEGE OF DENTISTRY, OFFICE OF THE PROVOST, AND SCHOOL OF PUBLIC HEALTH (CURE VIOLENCE) AT UNIVERSITY OF ILLINOIS AT CHICAGO, Chicago, Illinois

- Supported the Chief Executive Officers and the Chief Operations/Finance Officer of the organizations in strategic planning for the organization, all financial/business aspects, generate reports, and provide regular fiscal updates
- Evaluated programs' performance, conducted assessments, and made suggestions for updates
- Participated in hiring and recruitment of faculty and trainers and ensure the quality of teaching and programs are upheld with continued research and support to the students and staff
- Managed all HR functions including hiring process (HireTouch/FrontEnd), performance evaluation, onboarding, and payroll
- Monitored fiscal activities, and all expenditures, processed journal vouchers, and reviewed/reconciled all transactions
- Administered grants, worked with prepared CARF, negotiated indirect costs, prepared grant budget, managed no-cost extensions, grant closeouts, proofread/finalized submissions, prepared reports on grants, and handled all other pre- and post-awards processes
- Handled daily operations, and requests from IT and facilities, oversaw all the staff activities, planned meetings, organized events, and worked with vendors
- Generated POs, drafted contracts for consultants, and processed invoices as milestones were reached
- Assisted in reviewing grant applications, created a budget for each grant/contract, and routed via ORS, iCS, and/or UI Foundation
- Effectively used campus tools and worked with central administration, including TEM/Pcard, BANNER, EDDIE, iBuy

Director of Campus Business Operations (07/2013 – 07/2015)

THE CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY (TCSPP), Chicago, Illinois

- Served as the financial leader to the campus President
- Substantial work performed in overall Chicago campus fiscal planning, handling administrative operations, managing budget for the president's office and the entire campus, and overseeing facilities management and all capital projects
- Provided leadership on business and administrative matters to the campus, including support to the Campus President, Dean, six Program Chairs, twelve Department Heads, and faculty on funding opportunities, research proposals/grant management
- Led strategic planning sessions with the president oversaw enrollments strategies and developed plans for new initiatives
- Led a project analyzing faculty credit hour release time that resulted in savings of over \$775K per fiscal year
- Successfully completed space consolidation project that led to an enormous savings of \$1.1M per annum

- Coordinated budget planning of \$55M for the Chicago campus, led budget reviews for further analyses, reconciled all transactions, reduced deficits, and planned overall efficiency and improvements
- Organized team in the Business Operations sector and prepared critical documents and developed short-term plans for the accreditation external audit and ensured all areas were effectively covered
- Conducted all HR transactions/payroll, managed personnel requests, and tracked performance, salary increases, and promotions
- Prepared and delivered training to Business Managers on technology products, Financial Planning, and Operations
- Participated in drafting job descriptions and recruiting faculty and key staff for the organization
- Jointly worked with the campus Dean and department Chairs to advise them on budget forecasting and revenue-expense planning
- Planned and managed Facilities operations and capital projects, budget, personnel, and reconfiguration based on the enrollment plan
- Designed and facilitated business management and project management courses working with tenured faculty

Assistant Dean of Operations (11/2011 – 07/2013)

SCHOOL OF CONTINUING EDUCATION AT UNIVERSITY OF WISCONSIN-MILWAUKEE (UWM), Milwaukee, Wisconsin

- Assisted the Dean in successfully aligning the activities with the school's mission and strategic plan
- Successfully served as an Advisor to the Dean and Department Heads and oversaw operations of five centers and institutes
- Administered university policies, procedures, and internal controls for Finance, Operations, Human Resources, and Office Services
- Identified funding opportunities for faculty, completed grant applications and proposal packets for submissions to sponsor agencies
- Aptly managed state/self-supporting funds and grants, developed/administered budget efficiently, generated complex expense reports
- Formulated and forecasted financial data to determine budget allocations for each unit within the school; provided fiscal oversight
- Drafted Pre-College/College Programs and managed outreach events and activities related to the long-term success of the participants
- Developed budget strategy and managed over \$16M consisting of state dollars, federal/private grants, and foundations
- Recommended solutions to programs that were financially struggling to avoid fiscal budgetary constraints to overall School finances
- Reviewed financial statements and identified programs that needed cost reduction, resource reallocation, or new strategy
- Generated comprehensive financial reports and shared them with the Unit Directors to construct informed decisions about their programs
- Supported faculty, staff, and student recruitment and retention efforts based on the strategic plan
- Communicated with Business & Finance Office to forecast and prepare the annual budget and, developed sound financial models
- Managed human resources functions, payroll, training, performance reviews, negotiations & job descriptions for new hires
- Drafted Memorandum of Understanding (MOU)/contracts and provided on-time support to meet funding commitments
- Conducted performance evaluation of all Dean's staff and reviewed performance evaluation of all school-wide staff
- Determined new technology needs and upgrades with IT staff and departments and developed budget and implementation plan

Associate Director of Operations, Office of Admissions and Records (OAR) (07/2005 – 11/2011)

UNIVERSITY OF ILLINOIS, Chicago, Illinois

- Provided support to Vice Provost with budget forecasting & management, business operations, and personnel matters
- Prepared three to five-year operational, \$6M fiscal and capital budget model, strategic plan, and resource allocation
- Reconciled and adjusted transactions and expenses, kept an accurate record, and developed detailed reports for the Director
- Acquired thorough knowledge of the UIC budget process and tools to provide exceptional support to departments
- Spearheaded several projects, one of which resulted in annual savings of \$500K without reducing services or staff
- Performed all HR transactions, payroll, leave/FMLA, evaluations, job postings, time adjustments, and all personnel requests
- Ensured regulatory compliance for all state and federal funds and properly report fund usage
- Determined ways to improve efficiencies in budget management and overall operations, designed website, and managed content
- Created sound financial strategies, prepared monthly reports, adjusted discrepancies, and trained on UIC policies
- Supervised operations and administration comprised of academic professionals and classified employees
- Reviewed and negotiated contracts and service agreements with vendors and service providers
- Coordinated efforts with building management and physical plant for office space, maintenance, upgrades, and repairs

Program Coordinator – Middle Grade Math/Science (MGM/MGS) Program, College of Education (07/2004 – 07/2005)

UNIVERSITY OF ILLINOIS, Chicago, Illinois

- Secured and managed over \$1M funds, in addition to the initial \$4.5M awarded, for program operations and faculty development
- Served as a liaison between state and local Department of Education and K-12 schools and school districts
- Designed and conducted faculty training and developed additional training modules for cohorts
- Determined strategies to measure program success, monitored progress, and achieved over 99% success rate of graduation
- Prepared detailed financial and budget reports for Program Directors and the College Dean
- Ensured all program results and reports were submitted to and accurately updated at the Department of Education
- Implemented policies to ensure compliance for grants and state funds and awarded for program
- Created and hosted program website to properly market the program, upload reports, share success stories and accomplishments
- Managed HR process, hiring, job descriptions/posting, search committees, employee leave, and payroll matters
- Lectured, trained, and prepared future master-level teachers in classroom instruction, build curriculum, and classroom technology
- Researched and applied for grants and developed new courses and supported teachers' classroom instructional planning

Operations Manager (06/2000 – 6/2004)

PRISM MEDICAL CENTER, Chicago, Illinois

- Analyzed and communicated the financial standing of the organization directly to the President and Board of Directors
- Developed a three-year annual budget plan of \$15M per annum and prepared an effective capital and operating budget
- Generated an effective strategic plan to expand the business model and services to recipients of health services
- Managed HR and Finance, reconciled budget, trained staff, managed all onboarding, and supported overall operations in every way

Adjunct Faculty and Advisory Committee (09/1998 – 12/2010)

OAKTON COMMUNITY COLLEGE, Des Plaines, Illinois

- Delivered classroom instructions in online and blended methods for credited courses in Business, Computer Information Systems, Management, and Data Analysis
- Actively participated in Advisory Committee meetings and recommended effective programs to implement
- Reviewed student writing assignments, provided feedback on APA style, and assisted students with conducting online research on their preferred topics
- Provided academic support and advisement to students regarding the educational path and offered to counsel particularly to at-risk students
- Graded students with thorough feedback and ensured they were in compliance with the department's policies and academic integrity
- Coordinated communication between faculty and administration and reviewed course/classroom evaluations as received
- Developed course curriculum and oversee overall academic progress and graduation of students
- Encouraged and support scholarly work, and supporting student and faculty research activities
- Collaborated with other faculty and think of ways to improve course content and improve student classroom engagement
- Actively participated in Advisory Committee meetings and recommended effective programs to implement

NOTABLE HONORS AND AWARDS

- **University Policy Lead Auditor (2016):** UNIVERSITY OF CENTRAL ASIA, BISHKEK, KYRGYZSTAN (Central Office) and NARYN, KYRGYZSTAN (Main Campus)
- **Awarded Outstanding Commitment to Community Leadership (2016):** ILLINOIS STATE TREASURER
- **Awarded 2nd Place** at Conference Ashiqali, A. and Gomez, R. (2017). "Culturally-Responsive Social-Emotional Learning to Address the Gap of School Dropout and Gang-Related Among First Immigrant Latino Youth Students." Paper presented at THE CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY.

PROFESSIONAL AFFILIATIONS AND MEMBERSHIPS

- **Auxiliary Board Member, Higher Education Leadership Committee (09/2021 – Present):** HISPANIC ALLIANCE FOR CAREER ENHANCEMENT (HACE), Chicago, Illinois
- **Member (09/2021 – Present):** Teaching and Learning Committee at ST. AUGUSTINE COLLEGE, Chicago, Illinois
- **Member (02/2022 – Present):** Higher Learning Commission (HLC) Committee Audit Preparation Team at ST. AUGUSTINE COLLEGE, Chicago, Illinois
- **Mentor (10/2016 – 09/2018):** CHICAGO SCHOLARS, Chicago, Illinois
- **Board of Directors and Treasurer (11/2017 – 11/2018):** EL CIRCULO (THE CIRCLE), Chicago, Illinois
- **Board of Directors (09/2016 – 11/2017):** EL CIRCULO (THE CIRCLE), Chicago, Illinois
- **Associate Board, Member (01/2011 – 12/2013):** APNA GHAR (OUR HOME), Chicago, Illinois

TEACHING PHILOSOPHY

- Create a risk-free environment for student learning
- Invent a self-directed approach to bridging the gaps between student understanding and their intentions to learn the concepts
- Turn classroom into an innovative and idea-generating incubator
- Motivate, encourage, and inspire students to think
- Condition classrooms with real-world examples
- Practical knowledge will help students to not only help solve the discrepancies in their organization, but also make a difference in the own individual surroundings
- Conduct research and collaborate to publish in peer-reviewed publications in related fields

COURSES TAUGHT

- Management / Strategic Management
- Human Resources
- Data Analysis for Business Managers
- Business Administration
- Organizational Theory
- Small Business Development
- Entrepreneurship
- International Business and Globalization
- Organizational Development
- Computer Information Systems
- Microsoft Office: Beginning, Intermediate, and Advanced level

PROFESSIONAL TRAINING DELIVERED

- Human Resources
- Financial and Budget Planning for Organization
- Project Management
- Online Teaching and Strategies
- Leadership Development
- Higher Education Leadership Management
- Using Technology in Classroom (to Educators and Students)
- Curriculum, Course, and Program Development (to Educators and Students)
- Nonverbal Communication Skills
- Disaster Management and Recovery

RESEARCH INTERESTS

- Emotional intelligence its impact on relationship between management and their employees
- Motivation and volunteering
- Leaders and social responsibility
- Role of human resources representative and emotional intelligence

PUBLICATIONS, EDITING, INTERVIEWS, and SCHOLARLY DISCUSSIONS

Navaneedhan, C., & Kamalanabhan, T. (2020). EMOTIONAL INTELLIGENCE VS DECISION MAKING; ARE THEY COMPLEMENTARY? IF YES, HOW THEY ARE RELATED? *European Journal of Education Studies*, 7(12).

doi:<http://dx.doi.org/10.46827/ejes.v7i12.3429>. Invited to contribute to the discussion on this paper with the author and other researchers.

Ali, A. (2020). From In Power to Empower: Finding Your Unique Leadership Proposition. Contributed through series of interviews as a research expert in Emotional Intelligence.

Ashiqali, A. (2020). "Emotional Intelligence and Influence Tactics in a Nonprofit Organization: A Quantitative Study to Determine the Correlation." *ProQuest Database*. Research paper has been mentioned in five other publications.

Chacon, Mayra M. (2020). "Increasing Fundraising Success Among Latino/Hispanic Nonprofit Organizations." Dissertation editor for doctoral student at The Chicago School of Professional Psychology in preparation for publication in *ProQuest Database* in year 2020.

Lakhani, R., MD, MPH, FAIS, DABPN. "I Don't Have Depression." Editing and reviewing content of book by Dr. Lakhani that is in the process of being written and soon to be published.

PROFESSIONAL CONFERENCES, PRESENTATIONS, AND TALKS

Ashiqali, A. (2020). "Financial Planning – Business 101." Presenter at Wellness Week 2020, NATIONAL LOUIS UNIVERSITY. <https://www.youtube.com/watch?v=af22sJMcmtA&list=PLM22LFQwKhPaeF-JY8aFu0OPdd0LcgYSs&index=2&t=0s>.

Gomez, R. and Ashiqali, A. (2018). "Healing Parents: Raising Better Students." Researched and Presented cases on importance of parents managing their own issues early on to raise better students. This was addressed with parents at CYRUS MCCORMICK ELEMENTARY SCHOOL.

Ashiqali, A. and Gomez, R. (2018). "Preventing Sexual Abuse." Researched and Presented cases on importance of parents, teachers, and administration to be on a lookout and prevent student sexual abuse. This was presented as an all-campus seminar at CYRUS MCCORMICK ELEMENTARY SCHOOL.

Ashiqali, A. and Gomez, R. (2017). "Culturally-Responsive Social-Emotional Learning to Address the Gap of School Dropout and Gang-Related Among First Immigrant Latino Youth Students." Paper presented at THE CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY.

Ashiqali, A. and Gomez, R. (2017). "Business Technology and Computer Information Systems." Creating awareness and interest of students in different business software and technology used in organizations. Presented to parents and students at ELI WHITNEY ELEMENTARY SCHOOL.

Ashiqali, A. (2017). "Budget Planning and Reconciliation Process and Strategies." Paper presented at the Bringing Administrators Together Conference at the UNIVERSITY OF ILLINOIS AT CHICAGO.

Ashiqali, A. (2016). "Language of Music." Performance and presentation at the UNIVERSITY OF ILLINOIS AT CHICAGO.

Gomez, R. and Ashiqali, A. (2016). "Social Emotional Learning and Stress Management in Adolescents." Researched and Presented criticality of managing stress in youth and addressed this with parents, teachers, and administrators at CYRUS MCCORMICK ELEMENTARY SCHOOL.

Gomez, R. and Ashiqali, A. (2015). "Emotional Intelligence in Work Place." Researched and presented on this important topic at Administrator Conference at the UNIVERSITY OF ILLINOIS AT CHICAGO.

Ashiqali, A. (2007). Representation at Career Fair in the field of Business Administration and Human Resources at the UNIVERSITY OF ILLINOIS AT CHICAGO.

Angelica M. Guillen, LCSW, MSW
Cicero, Illinois 60804
(773)960-9109 aguillen314@gmail.com

Current position: Acting Program Director of Social Work/ Assistant professor of social work and psychology

Research and Teaching interest: Interdisciplinary/multidisciplinary gerontological research with a focus on women's issues, grandparents caring for grandchildren, loneliness, and older adult experiences. As a social worker, I am also interested in the intersection of research, social work practice (micro/macro), and social justice in social work education. My teaching interests include social justice education, gender studies, gerontology, direct practice with individual, family, couples, field education, and community-based participatory research through an intersectionality lens.

Education & Certifications

- Online teaching course completed- "Learning to teach online", UNSW Sydney
- Concordia University Chicago- PhD in Gerontology, January 2020-present
 - Specialization in Organizational Leadership
 - Expected date of completion: December 2023
- Heartsaver- CPR/AED certification
 - Completed training- valid until 2023
- Licensed Clinical Social Worker (LCSW)
 - License upon request
- University of Washington- Seattle- Master of Social Work, 2018
 - Concentration- Multigenerational Practice- Gerontology
- Mental Health First Aid
 - Completed training
- Northeastern Illinois University- Bachelor of Arts in Justice Studies, 2015
 - Minor in Women's and Gender Studies
- CAWC 40-hr training- 2011
 - Completed Illinois Domestic Violence 40-hr training, received certification

Work Experience

- **Taylor Psychological Services, Chicago, IL- October 2020- present**

Bilingual Psychotherapist

- Provide individual, couples, and family therapy utilizing evidence-based and accepted clinical frameworks.
- Complete comprehensive clinical assessments, treatment plans, progress notes, and discharge summaries
- Assess client risk of harm, provide appropriate safety planning, and complete required reporting.
- Adhere to professional standards of practice regarding clinical care and HIPAA.

- **St. Augustine College, Chicago, IL- December 2020- present**

Bilingual Field Director/Professor/

University Service: Co-Chair of the General Education Committee/ Member of the IRB Committee

- Developing and updating General Education requirements across the board, created bylaws for committee, organize meeting schedule, mediate committee needs and communication
- Develop and maintain partnerships with field placement agencies/organizations
- Assist students through the process of field placement while providing feedback and support
- Revised and edited BSW program documentation such as program manual, field manual, and field documents.
- Teaching BSW field seminar courses and psychology courses
- Supported students through advising and completing the registration process
- Coordinated with students to provide tutoring and ESL support in APA writing and all other assignments
- Supervised field supervisors/task supervisors and collaborated with them to provide support for the students
- Co-conducting program assessments to meet CSWE requirements and guidelines
- Co-creating BSW program enhancements such as training videos for field placement
- Presented on best practices for online learning during Institute Day- “Creating Polls for classroom engagement”
- Ongoing development of social work and psychology courses including creating new assignments and integrating a flipped classroom pedagogy
- Courses taught:
 - SWK 310- Social Work Policy and Analysis
 - SWK 450- Field Instruction I
 - SWK 460- Field Instruction II
 - SWK 470- Integrative Seminar
 - PSY 101- General Psychology
 - PSY 430- Gender and Society

● Oak Street Health, Chicago, IL- July 2018- December 2020

Medical Social Worker

- Assess the needs of patients, make referrals, provide resources, provide short term counseling and evidence-based treatment such as MI
- Collaborate with an interdisciplinary clinical team via meetings to identify appropriate patient care and follow-up
- Screen and assess patients for mental health and substance abuse disorders/Create treatment plans
- Develop patient care plans in collaboration with patients and patient support systems, in-house and outside providers, behavioral health specialists, insurance specialists, and other clinical team members
- Maintain accurate and appropriate documentation of patient encounters and counseling sessions
- Building community support by outreaching to local organizations and resources
- Task supervisor for first year social work graduate students- oversee student’s learning and daily tasks. Coordinate with students’ field supervisor to discuss learning competencies, plan students’ achievements and growth, conduct quarterly meetings to go over the learning plan

● Low Income Housing Institute, Seattle, WA- June 2017- June 2018

Case Manager

- Created and implemented new community-building activities, encouraged client involvement through community meetings/support groups, and coordinate with local agencies for activities
- Initiated services and referrals to address mental health, substance abuse, and disability issues
- Coordinated with local agencies to ensure adequate support to meet the needs of LIHI clients
- Produced written informational material including community newsletters, program/service informational notices, and flyers
- Maintained detailed case management records for each client, participated in staff meetings, and assisted in completing reports for HUD requirements

- **New Horizons, Seattle WA- October 2016- August 2017**

Housing Advocate

- Develop positive relationships with all youth, complete intakes, and daily documentation
- Provide referrals to other service providers and community programs
- Participate in the on-going development of housing programs' supportive services
- Engagement in a diverse, harm reduction setting
- HMIS trained and entered data for incoming youth

- **Connections for Abused Women and their Children- Greenhouse Shelter, Chicago, IL- 2011-2016**

Bilingual Counselor/ Advocate

- Prepare assessments, develop service plans, safety plans, and participate in case management meetings
- Provide individual counseling, group counseling, and information about victim's rights and options
- Network with various agencies through client referrals and training opportunities
- Complete client records; document eligibility and service provision
- Provide in-service training in the 40-hr domestic violence training (Safety planning & Assessment and Substance Abuse)
- Experience in data entry for City of Chicago data system (ICJIA- Info net)
- Conduct CADC assessments, discuss relapse prevention plans, and information on substance abuse

Presentations

- 6th Annual Latino Advisory Council Professional Development Day- Chicago, IL. May 2022
"Grandparents raising Grandchildren"

Internships & Community Service

- **Evergreen Health Medical Center, Kirkland, WA- October 2017-June 2018**

Intern-Inpatient medical social worker

- Conducted initial screening of all patients to decide likelihood of needing social work and/or discharge planning services; triaged weekend referrals
- Completed biopsychosocial assessments of patients for continuity of care planning; provided a plan of intervention based on patient needs and mutually established goals
- Participated in daily rounds and ongoing evaluation of patients' needs through multidisciplinary care planning

- Communicated with patient, family, relevant professionals, programs, and agencies to secure service needs; experienced in making connections with SNF's, acute rehab, LTAC, ALF, AFH, home health care, and hospice
- Documented interventions, services, and updated patient care plans; proficient in EPIC electronic health record system
- Evaluated and followed-up with CPS referrals, adult protective services referrals, guardianship, and Involuntary Treatment Act patients

- **Arms Around You, Seattle, WA- June 2017- Present**

Ad hoc board member/ Outreach Coordinator

- Applied a social work lens to the organization's mission
- Meet quarterly with advisory board to collaborate on the agency's goals
- Created intake documentation and resource data excel sheet for the agency
- Network with local agencies to create collaboration throughout the community

- **Wallingford Community Senior Center, Seattle, WA, January 2017- July 2017**

Volunteer

- Front desk assistant and reception area management
- Assisting with agency outreach including attending information events in the community
- Designed and updated the safety procedures manual for the agency

- **El Centro de La Raza, Seattle, WA, December 2016- May 2018**

On-call Volunteer

- Assisted in the "Las Posadas" event by coordinating guests and providing support to staff
- Provided support during an "Immigration Informational" for community members

- **Bellevue Fire Department- CARES program, Bellevue, WA, October 2016- May 2017**

Intern

- Review client referrals, review service needs, conducted client visits to complete assessments
- Daily case management meetings, collaborated with staff for support, engaged with outside agencies for client supportive services
- Updated client files, client follow-up, and advocacy research

- **14th district Chicago Police Department, Chicago, IL, January 2015- January 2016**

Chair/President

- Organized monthly meetings with the district organizations
- Organized and set-up bi-monthly trainings and events
- Co-organized community events for the 14th district
- Served as liaison for other domestic violence agencies in the city of Chicago

- Lead a newly implemented assessment for victims of domestic violence performed by Chicago police (14th district) to capture on the spot DV statistics
- **National Alliance on Mental Illness, Oak Park, IL, April 2015-August 2016**

Intern

- Co-facilitate groups on Daily Living
- Daily upkeep of files and updating them when necessary
- Assist with the city of Oak Park mandated reports
- Helped to implement and follow through with a new record keeping system of participant services
- Participated in weekly staff/ case management meetings
- Editor of the NAMI newsletter

- **Connections for Abused Women and their Children, Chicago, IL, 2011**

Volunteer

- Created a different children's activity every week and worked with other volunteers on activities
- Assisted staff with making copies, answering hotline calls and completing phone intakes, reorganizing binders, updating resources information, and meeting with clients

- **Chicago and Berwyn Police departments, 2004**

Intern

- Assisted CAPS police officers in organizing community events
- Handled all outgoing mail and other office paperwork

German Criollo MS, MD.

gcriollo@staugustine.edu

Phone (773) 841 6389

POSITIONS

St. Augustine College:

Assistant Professor of Biology and Respiratory Therapy Advisor (1999 – Present)
Natural Science and Health Department, St. Augustine College, Chicago, IL.

Teaching: Anatomy and Physiology I and II and Applied Physics.

St Augustine College, Head start program, Social worker (1996-1999)

City Colleges of Chicago

Delegate Agency-Health Services Advisory Member (2012 -Present)

Lecturer

CPR/Fist Aid/Mildly ill child /Universal precautions/Asthma trainings

Casa Central Social Services, Chicago, IL. (2004 - Present)

EDUCATION AND TRAINING

Certified CPR/AED and First Aid Instructor

American Heart Association (2005-Present)

Master of Science in Exercise Physiology and Cardiac Rehabilitation

Northeastern Illinois University, Chicago, IL. Advisor: Dr. Ardies Ph.D. (2006 - 2010)

Medical Doctor

Universidad Veracruzana, Veracruz, México (1986-1992)

Thesis: Advances in Laboratory Physiology

Resident of Pediatrics

Study two years of pediatrics at Hospital Infantil de México “Federico Gómez” México D. F. (1995-1997)

Clinical Rotations

Department of Medical Education (1992-1993)

Areas: Pediatrics Neurology and Infectious Diseases

Cook County Hospital, Chicago, IL.

Clinical Core Rotations

Department of Medical Education (1991)

Areas: Internal Medicine, Gynecology, Pediatrics, and Surgery

Norwegian American Hospital, Chicago, IL.

TEACHING

General Biology I (*undergraduate*), Co-teacher, Northeast Illinois University/ St Augustine College, Chicago, IL.

Human Biology (*undergraduate*), Assistant Professor, St. Augustine College, Chicago, IL

Human Anatomy and Physiology (*undergraduate*), Assistant Professor, St. Augustine College, Chicago, IL

Pharmacology for Respiratory Therapy (*undergraduate*), Assistant Professor, St. Augustine College, Chicago, IL

Pediatric Respiratory Care (*undergraduate*), Assistant Professor, St. Augustine College, Chicago, IL

Applied Physics for the Respiratory Therapy Program (*undergraduate*), Assistant Professor, St. Augustine College, Chicago, IL

TRAINING AND FACULTY DEVELOPMENT

ILSAPM Spring Symposium (2015, 2016)

ILLINOIS ENVIRONMENTAL HEALTH ASSOCIATION Annual Educational Conference (April, 2015)

ILSAMP Spring Symposium in STEM (2014, 2015)

CHPH Annual Food Safety Symposium (September 2012)

AARC Annual conference (Summer 2011)

The American Society for Cell Biology, Annual Meeting, Washington DC (December 2004)

SACNAS National Conference, Austin Texas (October 2004)

Illinois Alliances for Minority Students, Oak Brook, Illinois (2004)

Microbiology Course. Truman College, Chicago, IL. (2000)

Basic Genetics. Northeastern Illinois University, Chicago, IL. 2002

Continual Medical Education. Kaplan Medical Review, Chicago, IL. 1997-1998

PROFESSIONAL SOCIETIES AND AFFILIATIONS

American Heart Association

LSAMP (Lewis Stokes Alliance for minority participation), St Augustine College Coordinator

ILLINOIS ENVIRONMENTAL HEALTH ASSOCIATION

American Association for Respiratory Care (AARC)

Gregory Benson-Flórez

Contact Information:

gbensonflorez@yahoo.com
(email)
773-984-7844 (cell phone)
773-878-3972, ext. 3972 (office)

Education:

University of Wisconsin-Milwaukee

Ph. D. Counseling Psychology
2010

Dissertation: Ethnic Identity and Acculturation as Factors Influencing Latino
College Student Adjustment, August 2009.

Chair of Committee and Advisor: Dr. Azara Santiago-Rivera, Professor, Felician
University

Western Michigan University

MA Counseling Psychology 2005

Western Michigan University

B. S. Psychology 2002

Employment (Academic-Faculty):

- **Name:** Associate Professor
Program Director of Psychology
BA & AA of Psychology Program
St. Augustine College, Chicago, IL
Dates: August, 2021-present
- **Name:** Assistant Professor
Program Chair, 2019-2020
The Chicago School of Professional Psychology/Chicago Campus
BA Psychology Completion Program
Dates: March, 2019-August, 2021
- **Name:** Assistant Professor
The Chicago School of Professional Psychology/Chicago Campus
Clinical Psychology
Dates: August, 2014-March, 2019
- **Name:** Assistant Professor
Arizona School of Professional Psychology/ Argosy University- Phoenix
Clinical Psychology
Dates: September 2010-August, 2014

Post Doctoral Fieldwork/Employment:

- **Name:** Bilingual Therapist/Clinician (part time)
Southwest Behavioral Health Services
Dates: September 2011-February, 2014
Location: Phoenix, AZ
Duties: Individual and family psychotherapy with diverse populations, culturally responsive therapy with monolingual and bilingual Spanish speaking Latinas/os
Supervision/Hours: Over 1,850 post doctoral hours supervised by a Ph.D. licensed psychologist.

Doctoral Fieldwork (Clinical Fieldwork):

- **Name:** Multicultural Psychology Internship Program of Massachusetts (APA Accredited)
Dates: September 2009-August 2010
Location: Springfield, MA
Duties: Individual, group and family psychotherapy with a multicultural population, culturally responsive and linguistically appropriate therapy with monolingual and bilingual Spanish speaking Latinos, psychological testing and assessments, working alongside psychiatrists, psychologists, counselors and social workers.
Supervision: Individual and group supervision by a Ph. D. level licensed psychologist.
- **Name:** Lutheran Social Services
Dates: September 2007-May 2008
Location: Milwaukee, WI
Duties: Advanced Field Practicum- Individual, group and family psychotherapy with a diverse client population, therapy with monolingual and bilingual Spanish-speaking Latinos, psychological testing and assessments, working with team members including psychiatrists, social workers and psychologists.
Supervision: Individual supervision by a Ph. D. level licensed psychologist.
- **Name:** Sixteenth Street Community Health Center
Dates: September 2005-June 2007
Location: Milwaukee, WI
Duties: Field Practicum- Individual and family psychotherapy with a diverse client population, therapy with monolingual and bilingual Spanish-speaking Latinos, psychological testing, work with team members including psychiatrists and nurses.
Supervision: Individual and group supervision by Ph. D. level licensed psychologists and psychiatrists.

Master's Level Training (Clinical Fieldwork):

- **Name:** Borgess Hospital Behavioral Care Center: Adolescent Partial Hospitalization Program
Dates: January-April 2005
Location: Borgess Hospital, Kalamazoo, MI
Duties: Field Internship- Individual, group and family psychotherapy, educational and psychological testing, work as a multidisciplinary team, psychiatry, and nursing.
Supervision: Individual supervision by Ph. D. level licensed psychologist and a MA level therapist.
- **Name:** Western Michigan University Counseling Center for Psychological Services
Dates: September-December 2004
Location: Western Michigan University, Kalamazoo, MI
Duties: Practicum- Individual psychotherapy, observation of psychotherapy, technical aspects of counseling process such as scheduling clients, documenting sessions and communicating with probation officers.
Supervision: Over fifty hours of group and individual supervision by a Ph. D. level licensed psychologist and MA level therapist.

Other Clinical/Related Employment Experience:

- **Name:** University of Wisconsin-Milwaukee
Dates: May-Sept. 2009
Location: Milwaukee, WI
Duties: Research Assistant-Provide faculty with help on a research grant from the Robert Hernandez Center and investigate psychosocial and cultural factors in predicting health and well-being among Latino adults. Collect and enter data, write a literature review, analyze statistical data.
- **Name:** Lutheran Social Services
Dates: May -Nov. 2008
Location: Milwaukee, WI
Duties: Individual, group and family therapy with a diverse client population, psychotherapy with monolingual and bilingual Spanish-speaking Latinos, psychological testing and assessments, working with team members including psychiatrists, social workers and psychologists.
Supervision: Individual and group supervision by a Ph. D. level licensed psychologist.
- **Name:** Lakeside Residential Treatment and Learning Center
Dates: September 2002-April 2004
Location: Kalamazoo, MI
Duties: Manager- Provide counseling and assistance to high-risk adolescents with behavioral and psychological problems. Ensure that the youth receive therapeutic treatment. Develop treatment plans for the residents. Observe group counseling sessions.

Benson-Flórez-4 of 19

- **Name:** Croyden Avenue School for Autistic Children
Dates: September 2001- January 2002
Location: Kalamazoo, MI
Duties: Practicum at the B.S. level- Help autistic children with motor and verbal deficiencies by implementing behavioral techniques.

Teaching:

- **Name:** Associate Professor & Program Director of Psychology
St. Augustine College, Chicago, IL.
Dates: August 2021-Present
Locations: Chicago, IL
Duties: Program Director of psychology, Develop syllabi and teach courses
Courses Taught:

Psy 101: General Psychology (in Spanish, Bachelor Level)
6/4/22-present

Psy 210: Child Growth and Development/ Psicología del Desarrollo: Infancia y Adolescencia (in Spanish, Bachelor Level); 10/18/21-present.

Psy 238: Social Psychology (Bachelor Level); 8/16/21-present

Psy 300: Cross Cultural Issues in Mental Health; 12/15/22-present

- **Name:** Assistant Professor- The Chicago School of Professional Psychology/Chicago Campus
Dates: August 2014- August 2021
Locations: Chicago, IL
Duties: Develop syllabi and teach courses
Courses Taught:

BA Psychology 400: Capstone Course (Bachelor Level); 1/4/21-7/10/21.

BA Psychology 305: Pathways to Success (Bachelor Level); 9/1/19-7/10/21.

BA Psychology 370: Educational Psychology (Bachelor Level); 5/1/21-7/10/21.

BA Psychology 447: Cultural Impact of Assimilation and Acculturation (Bachelor Level); 5/1/21-7/10/21.

BA Psychology 320: Developmental Psychology (Bachelor Level); 9/1/19-12/15/19.

Benson-Flórez-5 of 19

Clinical Psychology PY/PC 640: Dissertation Proposal Development Seminar (Doctoral Level); 9/1/15-8/15/21.

Clinical Psychology PY/PC 641: Dissertation Maintenance I- V (Doctoral Level); 1/11/16-8/15/21.

Counseling Psychology CC 528: Foundations of Family Therapy (Masters Level); 5/1/20-7/1/20.

Counseling Psychology CC 546: Diversity in Clinical Practice (Masters Level) 1/6/20-5/1/20.

Clinical Psychology PC/PY 446: Diversity in Clinical Psychology I & II (Doctoral Level); 9/1/15-5/1/19.

Clinical Psychology PC/PY 468: Basic Intervention Systems (Doctoral Level); 9/1/14-5/1/19.

Clinical Psychology PY/PC 418: Professional Development Group I & II (Doctoral Level); 9/1/15-5/1/18.

Clinical Psychology PY/PC 211: Research Clerkship I & II (Doctoral Level); 9/1/15-5/1/19.

Clinical Psychology PY/PC 249: Group Therapy (Doctoral Level); 9/1/14-5/1/15.

Clinical Psychology PY 442: Advanced Assessment (Doctoral Level); 5/1/15-7/1/15.

Clinical Psychology PY/PC 409: Basic Practicum 1 & 2 (Doctoral Level); 9/1/14-5/1/15.

- **Name:** Assistant Professor, Arizona School of Professional Psychology at Argosy University-Phoenix
Dates: September 2010-August 2014
Location: Phoenix, AZ
Duties: Develop syllabi and teach courses
Courses Taught:

Clinical Psychology PP7340: Assessment and Treatment of Diverse Populations (doctoral level); 9/7/10-8/20/14.

Clinical Psychology PP 8060: Group Psychotherapy (doctoral level); 9/1/11-8/20/14.

Benson-Flórez-6 of 19

Clinical Psychology PP 8050: Family and Couples Therapy (doctoral level); 5/9/11-8/20/14.

Clinical Psychology PP8020: Person-Centered & Experiential Theory & Therapy (doctoral level); 1/10/11-5/1/14.

Clinical Psychology PP7110: Professionalization Group 1 (doctoral level); 9/1/11-5/1/12-5/1/14.

Clinical Psychology 8502: Clinical Research Project I-III (doctoral level); 1/10/12- 8/20/14.

Clinical Psychology PP 7000: History and Systems of Psychology (doctoral level); 5/9/11-7/1/12.

Clinical Psychology PP 7371: Objective Personality Assessment (doctoral level); 1/7/13-5/1/13.

Clinical Psychology PP8203: Practicum 3&4 Seminar (doctoral level); 9/1/12-5/1/14.

Clinical Psychology PP8201: Practicum 1&2 Seminar (doctoral level) 9/7/10-4/23/11.

Clinical Psychology PP 8036: Basic Assessment and Interventions (doctoral level); 5/9/11-8/20/11.

Masters Clinical Psychology PP6201: Masters Practicum 1 & 2 Seminar (master's level); 9/7/10-5/1/11.

- **Name:** Teaching Assistantship, University of Wisconsin-Milwaukee
Dates: August 2005-May 2009
Location: Milwaukee, WI
Duties: Develop curriculum, create syllabi and teach courses.
Courses Taught:

Educational Psychology 101: Foundations of Academic Success (undergraduate level-18 sections); 8/05-5/09.

Community Counseling 970: Supervised practicum 2 (master's level); 1/08-5/16/08.

Community Counseling 775: Supervised Practicum 1 (master's level); 1/08-5/16/08.

Benson-Flórez-7 of 19

Counseling 403- Overview of Counseling Skills (undergraduate level-2 sections); 8/07-5/16/08.

Counseling 715- Multicultural Psychology (master's level); 8/06-12/06.

Presentations at Professional Conferences:

Santiago-Rivera, A., **Benson-Flórez, G.** & Rodriguez, A. (2021, October). *Cultural and Language Challenges in Assessing Depression in Latinx Adults*. [Conference session]. National Latinx Psychological Association Virtual Conference.

Ahktar, M., Alkhatib-Marquez, J., Vasquez-Torres, Finne, S., Diaz I., & **Benson-Flórez, G.**, (2020, June). *BA-C: A Unique Professional Psychology Academic Experience* [Conference session]. TCSPP Graduate Research Forum, Chicago, IL.

Benson-Flórez, G., Arroyo, K., Fynn, E., Feinstein, M., Merrill, M., & Rowhani, R. (2018, April). *Community Based Psychoeducational Groups with Latinx Spanish Speakers* [Conference session]. Midwestern Psychological Association Conference, Chicago, IL.

Benson-Flórez, G., Arroyo, K., Fynn, E., Feinstein, M., Merrill, M., & Rowhani, R. (2017, October). *Supporting Spanish Speaking Latinx Families: Psychoeducational Groups in the Latinx Community* [Conference session]. Multifaceted Themes of Diversity Conference, Chicago, IL.

Benson- Flórez, G., Warman, K. Williams, J., & Shafik, M. (2017, August) *Psychosocial Factors Impacting Latina/o Families and Communities* [Conference session]. American Psychological Association, Washington D.C.

Benson-Flórez, G., Garcia, E., Perez, D., Ayala, J., & Chacon, M. (2016, September). *Empowering the Latino Community by Providing Psychoeducational Groups in Spanish* [Paper presentation]. National Latino/a Psychological Association Conference, Orlando, FL.

Lopez, A., & **Benson-Flórez, G.** (2016, September). *The Lived Experience of High-Achieving Latino High School Students* [Poster presentation]. National Latino/a Psychological Association Conference, Orlando, FL.

Benson-Flórez, G., Garcia, E., Perez, D., Ayala, J., & Chacon, M. (2016, August). *Community Based Psychoeducational Groups for Spanish Speaking Latinos* [Poster presentation]. American Psychological Association in Denver, CO.

Benson-Flórez, G., & Santiago-Rivera, A. (2015, February). *Psychosocial Issues and Treatment Considerations with Recent Immigrants* [Conference session]. Cultural Impact Conference, The Chicago School of Professional Psychology, Chicago, IL.

Benson-Flórez, G., & Martinez, A. (2014, October). *Culturally Adapted Group Therapy for Spanish Speaking Latino Parents* [Paper presentation]. National Latino/a Psychological Association Conference, Albuquerque, New Mexico.

Torres, H., Consoli, A., & **Benson-Flórez, G.** (2014, October). *The Internationalization of Psychology: Its Impact on Latino/a Mental Health and Our Role.* [Paper presentation]. National Latino/a Psychological Association Conference, Albuquerque, New Mexico.

Benson-Flórez, G., & Martinez, A. (2014, August). *Spanish Speaking Group therapy for Latino Parents* [Conference session]. American Psychological Association Conference, Washington D. C.

Reza, E., Bustamante, A. L., & **Benson-Flórez, G.** (2014, October). *After SB 1070: Perceptions of Social Trust and Civic Engagement for Latinas/os in Arizona* [Conference session]. National Latino/a Psychological Association Conference, Albuquerque, New Mexico.

Hsuing, A., Baca, L., **Benson-Flórez, G.,** Cabay, M. & Shrader, G. (2013, August). *Psychologists' Views on the Impact of an Anti-Immigrant Climate on Latinos and Mental Health Services* [Conference session]. American Psychological Association Conference, Honolulu, HI.

Benson-Flórez, G., Martinez, A., Pieknik, S., Pierce, B., & Villagran, F. (2012, October). *The Impact of Familismo on Ethnic Identity and College Adjustment with Latinos* [Conference session]. National Latina/o Psychological Association (NLPA) Conference, New Brunswick, New Jersey.

Benson-Flórez, G., & Illes, R. (2012, August). *The Influence of Ethnic Identity and Acculturation with Latino College Students* [Conference session]. American Psychological Conference (APA) Division 45 in Orlando, FL.

Benson-Flórez, G., Martinez, A., Pieknik, S., Pierce, B., & Villagran, F. (2012, April). *The Influence of Cultural Factors on Latino College Students* [Poster presentation] Argosy University Research Conference. Phoenix, AZ.

Benson-Flórez, G. (2011, June). *Ethnic Identity and Acculturation as Factors Influencing Latino College Student Adjustment* [Poster presentation] Argosy University Research Conference. Phoenix, AZ.

Benson-Flórez, G. (2010, November). *Psychosocial and Cultural Factors in Predicting Health, Well-Being and College Adjustment Among Latina/o College Students*. [Paper presentation]. National Latina/o Psychological Association (NLPA) Conference, San Antonio, TX.

Santiago-Rivera, A., Kanter, J. **Benson-Flórez, G.**, & Dieguez, Gabriela (2010, November). *Behavioral Activation: A Treatment Approach for Latinas/os with Depression*. [Paper presentation]. National Latina/o Psychological Association (NLPA) Conference, San Antonio, TX.

Santiago-Rivera, A., Chavez-Korell, S., Rico, M., **Benson, G.**, DeRose, T., Illes, R., Reyes, W., Palreddy, S., Lira, E., Hernandez, M., & Xiong, I (2009, August). *Impact of Age, Gender, and Income on Familismo and Acculturation* [Poster Presentation] American Psychological Association (APA) Conference, Toronto, Canada.

Santiago-Rivera, A., Chavez-Korell, S., Reyes, W., Rico, M., Palreddy, S. **Benson, G.**, DeRose, T., & Hernandez, M. (2009, August). *Relationships Among Quality of Life, Physical Health and Depressive Outcomes in the Latino Elderly* [Poster Presentation] American Psychological Association (APA) Conference, Toronto, Canada. [peer reviewed].

Illes, R., Santiago-Rivera, A. Reyes, W. & **Benson, G.**, (2009, February). *Empirically Supported Treatment for Latinos with Depression: Learning Behavioral Activation*. Workshop presented at the 2009 Winter Roundtable on Cultural Psychology and Education, New York, New York.

Santiago-Rivera, A., Chavez-Korell, S., **Benson, G.**, DeRose, T., Illes, R., Palreddy, S., & Reyes, W. (2008, November). *Impact of Gender and Age on Familismo and Acculturation: An Exploratory Investigation* [Poster Presentation]. National Latino/a Psychological Association Conference, Costa Mesa, CA.

Santiago-Rivera, A., Chavez-Korell, S., Reyes, W., Illes, R., DeRose, T., **Benson, G.**, & Palreddy, S. (2008, November). *Effects of Ethnic Identity, Acculturation, and Familismo on Health Outcomes of Latino Elders* [Poster presentation]. National Latino/a Psychological Association Conference, Costa Mesa, CA.

Santiago-Rivera, A., **Benson, G.**, & Reyes, W. (2008, September). *Behavioral Activation: A Treatment Approach for Latinos with Depression*. . [Paper presentation]. Cultural Impact Conference, Chicago, IL.

DeRose, T., Santiago-Rivera, A., **Benson, G.**, Reyes, W., & Palreddy, S. (2008, August). *Latinos with Depression: Treatment Barriers and Service delivery* [Poster presentation]. American Psychological Association (APA) conference, Boston, MA.

Benson, G., Santiago-Rivera, A., Kanter, J. W., Reyes, W., Busch, A. M., & Rusch, L. C. (2008, March). *Latinos with Depression: Treatment in a Community Clinic* [Poster presentation]. International Conference of Counseling Psychology, Chicago, IL.

Illes, R., Santiago- Rivera, A.L., Reyes, W., DeRose, T. Santiago- Rivera, A., **Benson, G.** (2008, March). *Behavioral Activation: An Innovative Treatment for Latinos with Depression* [Poster presentation]. International Conference of Counseling Psychology, Chicago, IL.

Kanter, J.W., Santiago-Rivera, A.L., Rusch, L., Busch, A., Reyes, W. & **Benson, G.** (2007, November). *Development and Evaluation of Behavioral Activation for Latino Depression* [Paper presentation]. The 41st Annual Association of Behavioral and Cognitive Therapies Conference, Philadelphia, PA.

Rusch, L. C., **Benson, G.**, Fuentes, M., Busch, A., Santiago-Rivera, A.L. & West, P. (2007, November). *Characteristics of Low-income, Spanish-Speaking Depressed Latinos and Implications for Service* [Poster Presentation]. Association of Behavioral and Cognitive Therapies Annual Convention, Philadelphia, PA.

Benson, G., & Priester, P.E. (2006, October). *The use of Culturally and Gender Sensitive Role Induction Film to Decrease Premature Termination from Psychotherapy with Mexican American Women* [Paper presentation]. National Latino Psychological Association Conference, Milwaukee, WI.

Invited Presentations:

Benson-Flórez, G. (2022, April). *Supporting the Mental Health of Resilient Latinx Families*. [Conference session]. Latino Advisory Council: Annual Professional Development Day, Chicago, IL.

Benson-Flórez, G & Langtiw, C. (2020, June). *Dialog, Listening and Learning: Black Lives Matter* [Conference session]. The Chicago School of Professional Psychology, Chicago, IL.

Benson-Flórez-11 of 19

- Benson- Flórez, G., Colman, A., & Rice, P. (2020, June). *Social Change and Being an Ally in the Black Lives Matter Movement* [Conference session]. The Chicago School of Professional Psychology, Chicago, IL.
- Benson- Flórez, G., (2019, September). *Diversity and Multicultural Psychology* [Conference session]. Harold Washington College, City College Transfer-Mation Leadership Conference, Chicago, IL.
- Benson- Flórez, G., Martyn, M. & Mahoney, K. (2019, August). *Naomi Ruth Cohen Institute Focus on Families: BA Psychology Completion Program at The Chicago School* [Conference session]. Can TV Nonprofit Services, Chicago, IL.
- Benson-Flórez, G., McFeeters, B., & Langtiw, C., (2018, April). *Issues of Diversity: Multicultural Psychology, Race, Ethnicity, and Gender Equity in Teaching, Learning, Research and Curriculum* [Conference session]. The Chicago School of Professional Psychology, Chicago, IL.
- Benson-Flórez, G., & Chacon, M. (2017, September). *Latino Mental Health*. [Conference session]. Spanish Public Radio Media. Chicago, IL.
- Benson- Flórez, G., Chacon, M., & Francis, W. (2017, June) *Building Cultural Competence with African American and Latino Populations* [Conference session]. Presented at the Naomi Ruth Cohen Institute Community Conference, Evanston, IL.
- Benson- Flórez, G., Quinones, V., Langtiw, C., (2017, April). *Issues of Diversity: Race, Ethnicity, and Gender Equity in Teaching, Learning, Research and Curriculum*. The Chicago School of Professional Psychology.
- Benson- Flórez, G., Horowitz, M., Corcoran, S., Willis, F., & Teverbaugh, J. (2016, July). *Hispanics and African Americans: Access to Mental Health Services* [Conference session]. Naomi Ruth Cohen Institute Community Conference, Evanston, IL.
- Benson-Flórez, G. (2016, May). *Ethical Considerations in the Treatment of Latina/o Families* [Conference session]. The Chicago School of Professional Psychology, Chicago, IL.
- Benson-Flórez, G. (2015, October). *Empowering Spanish Speaking Latino Families Through Culturally Competent Treatment* [Conference session]. The Center for Latino/a Mental Health at The Chicago School of Professional Psychology, Chicago, IL.

Benson-Flórez, G., (2015, March). *Prevención del Abuso e Intimidación de los Bullies* [Webinar presentation]. Monterrey Institute of Technology and Higher Education, Monterrey, Mexico.

Benson-Flórez, G., & Bustamante, A. L. (2014, May). *An introduction to Culturally Competent Clinical Work with Latino Patients* [Conference session]. Arizona School of Professional Psychology Argosy University, Phoenix, AZ.

Benson-Flórez, G. (2012, September). *The Psychological Impact of Cultural Factors with Latino College Students* [Conference session]. University at Albany, State University of New York, Albany, NY: Fall Diversity Colloquium.

Benson, G. (2009, November). *Multicultural and Latino mental health issues* [Conference session]. Springfield college, Course: Introduction to Social work and Social Policy, Springfield, MA.

Benson, G. (2008, April). *La Salud Mental de Los Latinos* [Conference session]. University of Wisconsin-Milwaukee, Course: Spanish for Health Professionals, Milwaukee, WI.

Publications:

Santiago-Rivera, A., **Benson-Flórez, G.**, Farfan, M. & Reyes, S. (2022) Behavioral Activation with Latinx Adults: A Case Illustration. Manuscript in Preparation.

Santiago-Rivera, A., **Benson-Flórez, G.**, & Warman, K., (2020). Latinos with dementia and depression: Contemporary issues and assessment challenges. In H. Adames & Y. N. Tazeau (Eds.). *Caring for Latinxs with dementia in a globalized world: Behavioral and psychosocial Treatments* (pp. 105-118). Springer.

Benson-Flórez, G., Santiago-Rivera, A. L., & Nagy, G. (2017). Culturally adapted Behavioral Activation: A treatment approach for a Latino Family. *Clinical Case Studies, Special Issue: Cultural Adaptations in Practice*, 16(1), 9-24.
<https://doi.org/10.1177/1534650116668630>.

Santiago-Rivera, A. L., Adames, H., Chavez-Dueñas, N., & **Benson-Flórez, G.** (2016). The impact of racism on communities of color: Historical contexts and contemporary Issues. In A. N. Alvarez, C. Liang & H. A. Neville (Eds.) *The cost of racism for People of Color: Contextualizing experiences of discrimination*. (pp. 229-245). American Psychological Association.

Benson-Flórez-13 of 19

Santiago-Rivera, A. L., **Benson-Flórez, G.**, Magdalena-Santos, M., & Lopez, M. (2015). Latinos and depression: Measurement issues and assessments (2015). In K. Geisinger (Ed.). *Psychological testing of Hispanics: Clinical and Intellectual Issues*. (pp. 225-272). American Psychological Association.

Chavez-Korell, S., **Benson-Flórez, G.**, Delgado Rendón, A., & Farías, R., (2015). Examining the relationships between physical functioning, ethnic Identity familismo, and depressive symptoms on Latino elders' physical and mental health. *The Counseling Psychologist*, 42(2), 255-277.
<https://doi.org/10.1177/0011000013477906>

Santiago-Rivera, A. L., Kanter, J.W., **Benson-Flórez, G.**, DeRose, T., Illes, R., & Reyes, W. (2008). Behavioral Activation as an alternative treatment approach for Latinos with depression (in press). *Psychotherapy: Theory, Research, Practice, Training*, 45(2), 173-185. <https://doi.org/10.1037/0033-3204.45.2.173>

Dissertation Projects Completed (Chair of Committee):

Gentrification and the Mental Health Consequences on Marginalized Communities in Chicago, IL. I was the chair of the dissertation committee consisting of Farraj, A., & Bothne, N. (2021).

The Psychological Impact of Hurricane Maria on Puerto Ricans. I was the chair of the dissertation committee consisting of Vasquez-Torres, J., & Kenefick, K. (2021).

The Narratives of Latinx Individuals with Hyphenated Ethnic Identities. I was the Dissertation chair of this committee consisting of: Giorotti-Radzak, M. & Bothne, N. (2019).

The Lived Experience of High-Achieving Latino High School Students. I was the chair of the dissertation committee consisting of: Lopez, A., & Benitez, J. (2018).

“Come Here and See” Using Photovoice to Understand Youth Perceptions of Growing up with Community Violence. I was the chair of the dissertation committee consisting of: Nutt, M, Kenefick, K. & Garbarino, J. (2018).

Generational Change in Perspective on Interracial Marriage: A Narrative Approach to the Lifelong Sociocultural Experiences of a Caucasian Individual in Caucasian/African-American Interracial Marriage. I was the chair of the Dissertation committee consisting of: Moffett, T., & Langtiw, C. (2018).

Black Men's Lives Matter: An Analysis of the Worldview and Identity of Black Men. I was the chair of the Dissertation Committee consisting of: Benjamin, A. & Dubose, T. (2018).

Intimate Partner Violence Among South Asian Immigrant Women. I was the chair of the Dissertation Committee consisting of: Joshi, R. & Bothne, N. (2018).

The Effects of Service Learning on the Adjustment of International Graduate Students in Psychology. I was the chair of the Dissertation Committee consisting of: Samson, K. & Machizawa S. (2018).

Parenting to Bi-Racial and Interfaith Identify Formation. I was the chair of the dissertation committee consisting of: Horvitz, A., & Bothne, N. (2018).

Lived Experiences of Siblings of Individuals with Autism: A Singapore Study. I was the chair of the dissertation committee consisting of: Ajalan, A., & Piszczor, R. (2018).

Under the Gun: The Impact of Parental Pressure in Asian American Undergraduate Students and How It Affects Psychological Health. I was the chair of the dissertation committee consisting of: Periasamy, R., & Filstead, W. (2018).

Reactions to Anti-Muslim Violence and Islamophobia in the United States: A Thematic Analysis and the Psychological Implications for Muslim Americans. I was the chair of the dissertation committee consisting of: Wasim, K. & Bothne, N. (2018).

The Invisible Immigrant: A Phenomenological Exploration of the Lived Experience of Immigrants from the British West Indies. I was the chair of the Clinical Research Project Committee consisting of: Alexis, D. M. & Cabay, M., (2013).

Completed Dissertation Committee (Member) and Selected Research Projects:

Racial Identity, Cultural Mistrust, and Faculty Representation: A Phenomenological look at the Experiences of African American Graduate Students at Predominantly White Institutions. I was a member of the Dissertation Committee consisting of Rice, P. & Bothne, N. (2022).

Mindfulness as a Protective Factor in Latinx Parents: An Initial Study. I was a member of the dissertation committee consisting of: Garcia, E., & Kenefick, K. (2020).

Movin' On Up? The Experiences of First Generation College Students in Graduate School. I was a member in the dissertation committee consisting of Rickle-Degler, A., & Niesluchowski, P. (2020).

Journey to reunification: A Phenomenological Study of the Experience in the Latino Immigrant community. I was a member in the dissertation committee consisting of: Rodriguez, G. F., & Langtiw, C. (2018).

Lived Experience of Positive Transformations among Chinese International Students in the United States. I was a member in the dissertation committee consisting of Yang, Y. & DuBose, T. (2018).

Na zdrowia!: How Former Soviet Union Immigrants View Alcohol Use. I was a Member in the dissertation committee consisting of: Hovsepian, V. & Niesluchowski, P. (2018).

A Culturally Adapted Spanish Speaking Group Therapy for Latina/o Parents. Southwest Behavioral Health Center, Phoenix, Arizona. (2014).

The Mindfulness Attitude Questionnaire. I was a member of the Clinical Research Committee consisting of: Palsdottir, S. & Butaney, B. (2014).

After SB1070: Perceptions of Social Trust and Civic Engagement for Latinas/os in Arizona. I was a member of the Clinical Research Project Committee consisting of: Reza, E., & Bustamante, A. L. (2013).

Attitudes of Interracial Relationships: The Effects of Diversity Training and Previous Interracial Dating Experience. I was a member of the Clinical Research Project Committee consisting of Beroni, M. & Bustamante, A. L. (2013).

Arizona Psychologists' Perspectives on the Impact of an Anti-Immigration Climate on Latinos: A Qualitative Study. I was a member of the Clinical Research Project Committee consisting of: Chaffin Hsiung, A., Baca, L., Shrader, G., and Cabay, M. (2013).

Personal Experiences and Perceptions of Emerging Adulthood. I was a member of The Clinical Research Committee consisting of Yee, D. & Butaney, B. (2012).

Proyecto F.A.M.I.L.I.A. (Family Advancement and Mentorship Improving Latino Identity and Advocacy): A Culturally Responsive Parental Education, Child Maltreatment Prevention Program Specific to Latino Families. I was a member of the Clinical Research Project Committee consisting of: Rios, N., Baca, L., and Shrader, G. (2010).

Psychosocial, Cultural, Quality of Life Indictors of Latino Overall Physical and Psychological Well-being. I was a member of the research team consisting of: Santiago- Rivera, A.L., Chavez-Korell, S., Illes, R., Reyes, W., DeRose, T., Rico, M., & Palreddy. S. (2008).

Behavioral Activation Treatment Development for Latino Adults Diagnosed with Depression, Sixteenth Street Community Health Center, Behavioral Health Clinic, Milwaukee, Wisconsin. I was a member of the research team consisting of Santiago-Rivera, A. L., Kanter J., Busch, A., & Rusch, L., (2007).

Dissertations Projects in Progress (Chair and Committee Member):

Burnout in Early Career Psychologists. I am the Dissertation chair of this dissertation committee consisting of Williams, J. & DuBose, T. (2021).

A Critical Phenomenological Study into the Lived Experiences of Latino Male Student Affairs Professionals in Higher Education. I am a member of the Dissertation Committee consisting of Diaz, O., & DuBose, T. (2021).

A Strength-Based Approach to Treatment Guidelines for Clinicians Providing Services to Mexican American Single Mothers Raising Children with Mental Illness. I am a member of the Dissertation Committee consisting of Renteria, R. & Bothne, N. (2021).

University Service:

- Academic Assessment Committee at St. Augustine College, 2021-present
- General Education Committee at St. Augustine College, 2021-present
- Faculty Council Member at St. Augustine College, 2021-present
- Multicultural Diversity Awareness Committee (MDAC) member, 2019-2021
- Social Impact Committee member at The Chicago School, 2019-2021
- Supervisor of Campus Student Ambassadors at The Chicago School, 2019-2021
- Student Development Scholarship Committee at The Chicago School, 2017-2021
- Faculty Council Member at The Chicago School, 2014-2021
- Letter of Recommendation writer for graduate students at The Chicago School 2014-2021
- Diversity Center Supervisor at The Chicago School- 2019-2020
- Cultural Impact Conference Committee at The Chicago School (Co-chair) 2015-17, member, 2014-2019

Benson-Flórez-17 of 19

- Academic Affairs Committee: Clinical PsyD department at The Chicago School, 2015-17
- Admissions Departmental Committee: Clinical PsyD department at The Chicago School, 2015-2019
- Academic Affairs Committee (chair) at Argosy University, 2011-2014
- Student Affairs Committee (chair) at Argosy University, 2010-2014
- Institutional Review Board Committee at Argosy University, 2014
- Diversity Committee, member at Argosy University, 2011-2014
- Diversity Community Forum committee member at Argosy University, 2010- 2014
- Academic Appeals Committee, member at Argosy University, 2012-2014
- Retention Committee, member at Argosy University, 2010-2014

Community Service and Community Presentations:

- Benson- Flórez, G., Blasini, M. & Ioachimescu, A. (2018, November). *Depression and Anxiety in Latinx Communities*. Presented at the Erie House Community Center. Chicago, IL.
- Benson-Flórez, G., & Arroyo, K. (2018, March). *Increasing Positive Communication to Provide Family Support*. Presented at the Erie House Community Center. Chicago, IL.
- Benson-Flórez, G., Arroyo, K. & Merrill, M. (2018, March). *Culturally Adapted Behavioral Activation with Latinx Families*. Presented at the Erie House Community Center. Chicago, IL.
- Benson-Flórez, G. & Merrill, M. (2018, February). *Taking Action Steps to Strengthen Latinx Families*. Presented at the Pope John XXIII School at Saint Nicholas Parish. Evanston, IL.
- Benson-Flórez, G., Arroyo, K., Fynn, E., Feinstein, M., Merrill, M., & Rowhani, R. (2018, February). *Addressing Stigma and Mental Health Seeking in the Latinx Community*. Presented at the Erie House Community Center. Chicago, IL.
- Benson-Flórez, G. & Arroyo, K. (2017, October). *Improving the Latinx Family Environment Through Positive Communication*. Presented at Pope John XXIII School at Saint Nicholas Parish. Evanston, IL
- Benson- Flórez, G., Ramos-Colon, G., & Warman, K. (2017, February). *Immigration Concerns Impacting our Latino Families and Community*. Presented at Pope John XXIII School at Saint Nicholas Parish. Evanston, IL.

Benson-Flórez-18 of 19

Benson-Flórez, G., Marin, C., & Ayala, J. (2016, April). *Reforzando el Ambiente Familiar a Través de Nuestras Experiencias Vividas*. Presented at Pope John XXIII School at Saint Nicholas Parish. Evanston, IL.

Benson-Flórez, G., & Garcia, E. (2016, January). *Como la Discriminación y el Racismo Impactan Nuestras Familias y Nuestra Comunidad*". Presented at Pope John XXIII School at Saint Nicholas Parish. Evanston, IL.

Benson-Flórez, G., Marin, C., & Garcia, E. (2015, November). *El Apoyo Familiar Durante la Formación de la Identidad Étnica de Sus Hijos*. Presented at Pope John XXIII School at Saint Nicholas Parish. Evanston, IL.

Benson-Flórez, G., Marin, C., & Garcia, E. (2015, October). *Familias Latinas: El Impacto de Nuestras Diferencias Culturales*. Presented at Pope John XXIII School at Saint Nicholas Parish. Evanston, IL.

Benson-Flórez, G. & Marin, C. (2015, April). *Los Efectos de Procesos de Adaptación en Nuestras Familias y Comunidades*. Presented at Pope John XXIII School at Saint Nicholas Parish. Evanston, IL.

Benson-Flórez, G. & Gross, J. (2015, January). *Estrategias de Prevención para el abuso de alcohol en la comunidad Latina*". Presented at Pope John XXIII School at Saint Nicholas Parish. Evanston, IL.

Benson-Flórez, G. & Marin, C. (2014, November). *Prevención del Abuso e Intimidación de los Bullies en Nuestras Escuelas*. Presented at Saint Nicholas Parish. Evanston, IL

Benson, G. & Reyes, W. (2007, February). *Asesoramiento Paritario y Terapia de Motivación*. Presented at Walker's Point Community Clinic, Core-El Centro, Milwaukee, WI.

Professional Memberships/Leadership and Scholarship:

- National Latinx Psychological Association International Special Interest Group: International Psychology: Latin America (co-leader), 2015-present
- National Latinx Psychological Association, member, 2006-present
- BA Psychology course developer and collaborator at The Chicago School 2019-2021
- American Psychological Association, member 2010-present, division 45
- Midwest Psychological Association, member 2017-present
- Reviewer for the Journal of Latina/o Psychology, 2015-2019

- American Psychological Association, student member 2005-2010
- Counseling Psychology Student Association at the University of Wisconsin-Milwaukee, President 2008-2009, Vice President 2007-2008, member 2005-2010
- Multicultural Graduate Student Alliance at the University of Wisconsin-Milwaukee, President 2008
- Milwaukee Graduate Assistant Association, department steward 2006-2009
- Multicultural Connections for Psychologists at the University of Wisconsin-Milwaukee, 2007

Other Interests, Activities and Skills:

- Native level proficiency in Spanish
- Study during summer 2007 at La Universidad Autónoma de Querétaro in Querétaro, México. Completed graduate courses in Latin American history, literature and Mexican identity and culture
- Extensive and frequent travel in South America, Mexico, Europe & Asia
- Teaching Online Pedagogies and Standards Certificate, The Chicago School, 2019
- The Counseling Psychologist, TCP 2015 Outstanding Paper Award (APA division 17)
- Received the National Latino Psychological Association (NLPA) Student Scholarship, 2008
- Volunteer for the 2012, 2006 National Latina/o Psychological Association (NLPA)
- Distance Running: 5K's, 10K's half marathons and marathons
- Western Michigan University club soccer and track 2002-2005
- University intramural soccer at the University of Wisconsin-Milwaukee
- University intramural soccer, basketball, softball at Western Michigan University
- Volunteer for the Common Ground Relief in New Orleans, LA- Rebuilding communities and providing aid to residents after Hurricane Katrina, 2006
- Volunteer soccer coach for the American Youth Soccer Organization
- Member of the Multi-Racial Unity Group- Member of a group that discussed diversity issues and lived together on campus, 2000-2002

Gregory A. Clemons, PhD

Know languages, know the world!

Asheville, NC 28801

ncchamo@gmail.com

(561) 927-8312

Expertise in translation and interpretation from Spanish to English and English to Spanish - extensive knowledge of cross-cultural understanding - avid world traveler - superb teaching skills in all levels of Spanish language and literature - proven abilities in departmental administration - solid and successful research record in languages and literatures

Willing to relocate to: Chicago, IL - South Chicago, IL

Work Experience

Professor of Spanish and Second Language Advocate

Mars Hill University

August 1997 to Present

Sole travel administrator, coordinator and creator of the largest travel-abroad program at the university with responsibilities for arranging all financing and logistics for educational and fellowship exchange trips to Chiapas, Mexico for Mars Hill University students.

- Created and documented all proposed program policies and acquired approval for first international exchange program within the college.
- Negotiated vendor contracts and payment plans with key travel companies resulting in reduced up front expenditures and better alignment with tight university budget schedules.
- Interviewed all volunteer applicants and approved their acceptance against college requirements.
- Performed yearly audits and benchmarking on student interest resulting in refinements of the activities and educational experiences of each trip.
- Marketed the Mars Hill University in Mexico program to interested students and persuaded dual-school involvement enabling increased participation and reduced costs.

Professor of Spanish (Tenured)

Mars Hill University - Mars Hill, NC

1996 to Present

Full-time Professor of Spanish providing all levels of instruction to Spanish majors and minors.

- Advises undergraduate students about coursework strategy in Spanish degrees resulting in a high graduation rate of Spanish majors within four years.
- Participates on a variety of faculty committees which help elevate the foreign language department across the university

Chair

Tenured

August 2008 to May 2011

Program Lead responsible for directing the foreign language department at the university.

- Managed program's departmental budget and expenditures from the bottom up each semester resulting in a redistribution of funds toward higher learning-level classes such as literature, phonetics, and composition.
- Coordinated semester course planning with relation to staff knowledge resulting in better alignment of teaching skills against coursework.
- Responsible for the reinstatement of the K-12 licensure program for teacher candidates for the Mars Hill University Department of Education which ensured high quality teachers.

Instructor of Spanish

ASHEVILLE - BUNCOMBE TECHNICAL COMMUNITY COLLEGE - Asheville, NC

January 1999 to August 2007

Entry and intermediate level Instructor of Spanish for the Associate's Degree two-year curriculum.

- Taught evening Spanish classes which gave the community easier access for non-credit, continuing education.

Visiting Professor of Spanish

WARREN WILSON COLLEGE - Asheville, NC

August 1994 to January 1996

Full-time Visiting Professor of Spanish responsible for substituting a regular, full-time faculty member on leave.

- Reviewed professor's syllabus and acquired full knowledge of his semester coursework in a short turnaround time.
- Recommended changes and improvements to coursework including increasing reading comprehension classes and grammar structure.

Education

PhD in Romance Languages

University of Florida

MA in Spanish

University of Wisconsin-Madison - Madison, WI

BS in Spanish

University of Wisconsin-Madison - Madison, WI

Diploma in Language

Universidad Complutense de Madrid - Madrid, Madrid provincia

Skills

- Bilingual
- Interpreting
- Speaker
- Bilingual Spanish
- Microsoft Office
- Microsoft Powerpoint

- Higher Education Teaching
- Proofreading
- Writing Skills
- Program Management
- Curriculum Development
- Word processing
- Spanish
- Translation
- English
- Research
- Classroom Management
- Presentation Skills
- Academic Advising
- Public Speaking

Languages

- English, Spanish - Expert

Links

<http://www.linkedin.com/pub/gregory-a-clemons-phd/7/746/250>

Certifications and Licenses

NC Department of Public Instruction Teaching Methods License, K-12 Spanish

July 2016 to June 2021

Assessments

Proofreading — Proficient

December 2019

Proofreading written texts.

Full results: [Proficient](#)

Indeed Assessments provides skills tests that are not indicative of a license or certification, or continued development in any professional field.

Additional Information

SKILLS

Microsoft Office Suite; Fluent in English; Near-fluent in Spanish; Reading Comprehension in French;
Advanced presentation abilities; International travel planning; Excellent communication abilities with
all social groups; Strong administrative abilities

Juvenal Nava

3522 South 57th Ave, Cicero, Illinois 60804, (708) 537-7516, jaynava65@gmail.com

Objective To facilitate and enhance the learning process to a diverse student population across the field of computer science and encourage students to earn a degree in science.

Experience 1997 – Present St. Augustine College (SAC) Chicago, IL
**Assistant Professor and Program Director of the
CIS, Culinary Arts, and Hospitality Management Programs**
August, 2020 – Present

Chair of the Business, CIS, Culinary Arts, and Hospitality Management Department

August, 2012 – Spring, 2020

- Oversee the operations of the three programs in terms of scheduling, program changes, curriculum development and updates, course requirements, program reviews and assessment.
- Extended my participation to include student class recommendations (advising) for each semester up to the student's graduation. Shared this information with Advisors of the Associate and Bachelor programs.
- Maintained and updated the web-based tools used for training in the Administrative Assistant and CIS programs. Managed tools include Cengage SAM, GMetrix, and TestOut Lab Simulators.
- Maintained and kept uniforms and utensils for the Culinary Arts program.
- Requested and made purchase orders to maintain inventory of all the different tools and equipment used in these programs.
- Participated and collaborated in the programs' assessment process by keeping a review calendar of all courses. The process includes the proposal, collection and analysis of the outcomes of each analyzed course and finally wrote a report of the course findings.
- Conducted class observations during the semester for the purpose of improving class quality.

Teaching Experience

- Introduction to Computer Concepts
- Microcomputer Hardware (tools TestOut PC Pro-certification)
- Introduction to Computer Information Systems
- Computer Logic and Programming (Flowcharts and Pseudocode)
- Object-Oriented Programming (Using Java)
- Advance Object-Oriented Programming (Using Java)
- Database Management Concepts (Using Microsoft Access)
- Client-Side Web Development (Using HTML and Microsoft Expressions Web)
- Visual Basic Programming (Using Microsoft Visual Studio)
- Spreadsheets for Business (Using Microsoft Excel)
- Management Information Systems (MIS)
- Discrete Mathematics
- Intermediate Algebra

Teaching Materials

- Created all syllabus for the CIS program
- Developed homework, quizzes and exams for each class I taught
- Used and maintained Ecampus and Canvas for distribution and collection of class material for online courses

Coordination

- Participated in the hiring process of new adjunct faculty
- Distributed course material among ongoing and new adjunct instructors

- Maintained communications and aid adjunct instructors
- Provided Ecampus and Canvas training to new adjunct faculty within my programs
- Shared teaching tools between new adjunct faculty including the use of a spreadsheet template for grading
- Collected textbooks, projects, portfolios, and final grades at the end of each semester
- Scheduled and administered the MOS Certification Exams for students enrolled in classes such as ADM 105 Microsoft Word and CIS 115 Microsoft Excel
- Created and provided the ongoing class schedule for the Administrative Assistant, CIS, Culinary Arts, and Hospitality programs. Created the schedule of classes using statistical analysis with the college's database of current enrolment.

Grant Participation

- Participated in a NSF Grant ILSPRA along with the SAC's grant coordinator. The grant is an ongoing program sponsored by Chicago State University and Saint Augustine College. The purpose of this grant is to encourage minority student participation in science careers. Part of my participation in this process is to recruit minority students for the team project and for the Learning Assistant (LA) model. The LA model includes the recruitment of students that will lead and conduct group-study groups for programs in science.

Education

2003 – 2007 Northeastern University Chicago, IL

Master of Science in Computer Science

Graduated December 17, 2007

Master's Project

- Designed a course in Database Management for students majoring in business. The course included selection of proper textbook, creation of power point presentations, syllabus, labs, homework, quizzes and exams plus a detailed outline stating how the course should be implemented.
- Created four database case study problems from the conceptual design up to the actual implementation process.

1990 – 1993 DeVry University Chicago, IL

Bachelor in Computer Information Systems

Graduated August, 1993

- Concentration Applications and Database Programming

1988 – 1990 St. Augustine College Chicago, IL

Associate of Applied Science in Computer Information Systems

Graduated June, 1990

- Concentration Applications Programmer



LEONARD MUGADILI

📍 Chicago, ILL 60617 📞 773 707 4680 ✉️ Lmusalia1@yahoo.com

PROFESSIONAL SUMMARY

Seeking a position of respiratory care instructor in respiratory care education program that will utilize the clinical experience and academic background.
SUMMARY: One year of teaching as college respiratory therapy professor
Fifteen years of experience in large medical teaching hospital as adult critical care respiratory practitioner. One year as respiratory care clinical preceptor and college instructor in a community college. Bachelor degree in biology and master degree in respiratory care from highly rated universities.

SKILLS

- Licensed respiratory care practitioner in state of Illinois and Indiana, USA by state professional regulatory board
Licensed Respiratory therapist by Saudi Commission for Health Specialties in Kingdom of Saudi Arabia Registered Respiratory Therapist (RRT) by National Board of Respiratory Care (NBRC). Certified by NBRC as Adult Critical Care Specialist (RRT-ACCS) Certified by NBRC as and Pediatric Specialist (NPS) Certified National Asthma educator (AC-E) by United States Asthma Education Board.
Certified by American heart association BLS, ACLS.

WORK HISTORY

RESPIRATORY CARE INSTRUCTOR

08/2021 to CURRENT

ST Augustine College | Chicago, Illinois

Deliver instruction in didactic, lab and clinical settings.
Participate in planning and developing program curriculum.
Supervise, evaluate, and mentor students in all settings
Create coursework aligned with accreditation standards.
Participate in departmental and team meeting
Perform other duties as assigned.

CLINICAL PRECEPTOR AND RESPIRATORY

01/2015 to 01/2020

PRACTITIONER

King Abdulaziz University Hospital | Riyadh, Saudi Arabia

Collaborated with the interdisciplinary team of physicians, nurses and specialists to give each patient the best possible care. Administered breathing treatments and utilized specialty gases to treat patients with various lung diseases such as bronchitis, pneumothorax, and pulmonary edema. Set up, operated and monitored mechanical ventilators and therapeutic gas administration devices to support the individual needs of each patient. Supported patients with emergency issues by providing them skilled assistance with artificial respiration and external cardiac massage. Tracked the physiological response of each patient to therapy and documented data such as vital signs and blood chemistry changes. Initiated oxygen delivery and respiratory medication to assess effectiveness. Monitored processes and recommended methods for improvement. Precepted Interns and new employers during orientation to adult critical care unit. Designed new and updated old policies, procedures and protocols LM Demonstrated initiative in optimizing patient care by participating in physician rounds and documenting assessment findings and therapy changes

ADVANCE RESPIRATORY PRACTITIONER

01/2005 to 01/2015

Rush University Medical Center | Chicago, Illinois

- Lead or coordinate shift operations of assigned activities, resources, and/or associates
- Serve as a technical or functional resource and performs similar duties with staff
- Evaluate and treat patients with cardiopulmonary system deficiencies and abnormalities
- Basic care of oxygen, aerosol and chest physiotherapy
- Ventilator management and advance physiologic monitoring
- Cardiopulmonary diagnostics and disease management, consult with physicians and other clinicians to help develop and modify patient care plans
- Monitor patients physiological responses to therapy, such as vital signs, arterial blood gases and blood chemistry and modify therapy if warrant
- Design patient care protocols and review and update Rush respiratory care policy and procedure
- Perform procedures such as arterial blood puncture and mini bronchoalveolar lavage
- Assist physician in performing advance procedures such as bronchoscopy
- Train new respiratory therapists, students and other clinicians in respiratory care modalities
- [Http://www.jobsatrush.com/respiratory-careers.htm](http://www.jobsatrush.com/respiratory-careers.htm)

RESPIRATORY CARE INSTRUCTOR AND CLINICAL PRECEPTOR

01/2009 to 01/2010

Oliver-Harvey City College | Chicago, Illinois

Respiratory Care Instructor and Clinical Preceptor 2009-2010

Oliver-Harvey City College, Chicago, Illinois.

Responsibilities: Instructor

- Taught advance mechanical ventilation and hemodynamic monitoring course.
- Taught clinical competence in the respiratory care laboratory

Responsibilities: Clinical preceptor at Southshore and Mercy Hospitals

- Facilitated and guided students in learning how to critically integrate and apply respiratory theories into practical skills in the clinical setting.
- Mentored students into professional clinicians.
- Taught students respiratory therapy clinical skills.

RESPIRATORY THERAPIST

01/2005 to 01/2006

Trinity Advocate Hospital | Chicago, Illinois

- Treated and assessed patients with cardiopulmonary abnormalities
- Treated patient with oxygen, aerosol, chest physiotherapy and other special gases therapy
- Mechanical ventilation management and assisted in airway stabilization.

RESEARCH ASSOCIATE

01/2001 to 01/2004

Fibrogenex INC | Chicago, Illinois

- Observed, analyzed and interpreted research data results
- Performed bench chemistry and maintained laboratory inventory
- Developed bioassay such as Elisa and Western blot
- Purified proteins by High Performance Liquid Chromatography
- Maintained culture cell line
- Performed scientific literature search and review on fibronectin and bone morphogenetic protein.

EDUCATION

Master of Health Science | Respiratory Care

05/2012

Rush University, Chicago Illinois

Associate Degree | Applied Science, Respiratory Care

2006

Olive-Harvey College, City College Of Chicago, Illinois

Bachelor of Science Degree | Biology

2000

University of Illinois At Chicago, Chicago, IL

Associate Degree | Biotechnology Technician, Applied Science

1994

Truman College, Chicago, IL

AFFILIATIONS

State of Illinois Respiratory Therapy Professional License, 2006. Certified Respiratory Therapist (CRT) by NBRC, 2006. Registered Respiratory Therapist

(RRT) by NBRC, 2006. Certified Neonatal/Pediatric Specialist (NPS) by NBRC, 2009. ACLS, PALS and NRP PROFESSIONAL ACCOMPLISHMENT: Design a lung expansion protocol for respiratory care at Rush University Medical Center. Research in side effects of endotracheal suctioning of mechanically ventilated patients. Reviewed and updated AARC Pulse Oximetry Evidence-Based Clinical Guidelines.

Noe Lopez

11001 Deblin Ln Oak Lawn IL 60453 • (708) 571-5442 • nlopez@staugustine.edu

Profile

Creative and passionate Higher Education leader dedicated to fostering a student-centered classroom environment based on mutual respect and collaboration. Committed to helping students identify and develop their own passions while becoming successful, confident learners.

Education

DePaul University

PhD Educational Leadership

Expected June 2024

DePaul University

Masters of Science in Applied Statistics

June 2012

Chicago State University

MAT Secondary Education (Mathematics)

December 2006

University of Illinois at Chicago

Bachelors in Finance

May 2002

Certifications

Illinois Teaching Certificate Type 09 (Mathematics)

Illinois Teaching Certificate Type 29 (Transitional Bilingual)

Teaching Experience

St. Augustine College

Program Director of Mathematics and Science

Chicago, IL

August 2022-present

- Oversee successful delivery of instruction by their resident and adjunct faculty and complies with college policies and procedures
- Coordinate, support, and evaluate resident and adjunct faculty
- Support the Chair and participate in required committees
- Perform studies and research that will contribute to the strategic imperatives for the next two years.
- President of the Faculty Council
- Member of the Academic Council.
- Member of the Retention and Persistence Committee

Acting Chair School of STEAM/Mathematics Coordinator

August 2020-August 2022

- Managed the School of STEAM. Included the following programs or departments: Business Program, CIS Program, Culinary Arts Program, Mathematics Department and Science Department.
- President of the Faculty Council.
- Member of the Academic Council.
- Member of the Retention and Persistence Committee (since August 2021).
- Member of the Teaching committee.

Mathematics Coordinator

August 2013-August 2020

- Coordination and supervision of faculty teaching Elementary Mathematics, Intermediate Algebra, Math for Health Careers and Special Topics in Mathematics.
- Design the curriculum and teach Elementary Mathematics and Intermediate Algebra classes using the web-based **Assessment and Learning in Knowledge Space (ALEKS)**.
- Preparation and revision of the curriculum and syllabi of Elementary mathematics, Intermediate Algebra, Math for Health Careers, and Mathematics for Elementary School Teachers.
- Coordination and supervision of tutors for MTL(Math Tutoring Lab).
- Tutoring of Mathematics students during office hours.
- Make grade change for students with Incompletes in Elementary Mathematics and Intermediate Algebra.

- Make ALEKS PLACEMENT recommendations of students completing Intermediate Algebra after the end of the regular semester.
- Member of the Faculty Council.
- Member of the Adjunct committee
- Member of the Teaching committee.

Morton College

Cicero, IL

Mathematics Adjunct Instructor

January 2010-May 2020

- Design and teach Algebra, Geometry, General Mathematics, College Algebra, Introduction to Statistics and Business Calculus.
- Design and the curriculum of each of the classes in **MyMathLab**.
- Work with a diverse population of students, including many International Students and ESL students.
- Administered and developed subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans.
- Use online learning management systems to organize content and communicate with students outside of class to encourage clarity and transparency.

Morton College

Cicero, IL

Mathematics Tutor

January 2011-May 2015

- Tutor a wide variety of subjects such as Elementary Algebra, Intermediate Algebra, General Mathematics, College Algebra, Statistics and Calculus.
- Work with a diverse population of students, including many International Students and ESL students.

Bloom High School

Chicago Heights, IL

Mathematics Teacher

July 2007-July 2010

- Designed and implemented lesson plans in the following subjects: Pre-Algebra, Algebra, and Advanced Geometry.
- Administered and developed subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans.
- Advised parents and/or legal guardians of student progress for the purpose of communicating expectations.
- Assessed student progress towards objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
- Instructed students for the purpose of improving their success in academics through a defined course of study.
- Managed student behavior for the purpose of providing a safe and optimal learning environment.
- Participated in a variety of meetings and professional development activities for the purpose of conveying and/or gathering information required to perform functions.

Professional Experience

Amador Mortgage

Chicago, IL

Loan Manager

August 2005- July 2009

- Coordinated sales strategies and implemented new sales methods
- Managed and helped the employees to meet their sales target.

Walgreens

Chicago, IL

Assistant Manager

May 2002-August 2005

- Assisted the store manager in merchandising and performing daily management duties.
- Provided help as a Pharmacy Technician to the Pharmacy department as needed.
- Maintained great employee relations and helped the employees to work in groups.
- Created balance sheet reports using AS400.

SKILLS

- Statistical Packages and Programming: SAS, Minitab, R, and C++
- Educational Packages: ALEKS, MyMathlab and Blackboard.
- Business Packages: AS400 and Microsoft Office

PROFESSIONAL AFFILIATIONS

- Illinois Culinary and Hospitality Advisory Committee
- National Education of Developmental Education
- National Education Association
- American Statistical Association
- Applied Probability Society

CURRICULUM VITAE

Maria Josefina S. Natividad
6321 North Claremont Avenue
Chicago, Illinois 60659

Email: natividadmarijo@gmail.com
Telephone: (773) 531-5004

SUMMARY OF QUALIFICATIONS

Practiced Pediatric Medicine from 1987 to 1995 at Nueva Vizcaya Provincial Hospital and Philippine Children's Medical Center. I worked as a Medical Assistant at Antillas Medical Center from 1997 to 2003. I also became the office manager of the clinic from 1999 to 2003. I started my teaching career in 2004 as an instructor of Medical Assisting, Anatomy and Physiology, Patient Care Technician, and other General Education courses. I also created a new curriculum for NWIHT, and had one approved by ISBE (Illinois State Board of Education). Supervised 20 faculty members and 3 department staff members when I was the Director of Education at NWIHT. Was involved in writing the General Education syllabi for the Associate Degree in Nursing curriculum at NWIHT. I was involved in writing institutional and educational policies for NWIHT. I am currently employed at Coyne College, and I am the lead instructor for the Medical Assistant program of the school for 7 years now. I also have been with Richard J. Daley College, one of the City Colleges of Chicago as an adjunct instructor since 2005. I have excellent verbal, written, and communication skills.

EDUCATION

Degree	Major	School	Year
Doctor of Medicine	Medicine	University of the East – Philippines	1982-1986
Bachelor of Science in Biology	Biology	University of Santo Tomas – Philippines	1978 - 1982

Affiliations

- December 2020 and September 2021: Program Advisory Committee: State Career Colleges
- 2016 to present – Member, American Medical Technologists
- 2006 to present – Member, Illinois Education Association-National Education Association
- 1989 to present – Philippine Medical Association, Life Member
- 1987 to present – Nueva Vizcaya Medical Association

Certifications

- September 2016 – Present – Registered Medical Assistant (AMT)
- October 2017 – Present – Certified Allied Health Instructor (AMT)
- July 2022 – Present – Certified CPR Instructor (AHA)

CURRICULUM VITAE

Maria Josefina S. Natividad
6321 North Claremont Avenue
Chicago, Illinois 60659

Email: natividadmarijo@gmail.com
Telephone: (773) 531-5004

Certificates and Continuing Education

- Intermediate Excel Training Program, July 2010 – NWIHT
- Basic Excel Training Program, July 2010 – NWIHT
- Teaching Online – An Introduction to Online Delivery – Quality Matters
- Applying the QM Rubric – Quality Matters
- Certificates of Continuing Education: Available upon request

PROFESSIONAL and TEACHING EXPERIENCE

January 4, 2022 to Present: St. Augustin College, Chicago, Illinois
Program Director, Allied Health and Resident Faculty

- Develop curricula for both the Medical Assistant and Pharmacy Technician programs and submitted to Illinois Board of Higher Education
- Teach General Education classes: Biology 108 (Human Anatomy and Physiology), Biology 115 (Medical Terminology), and MAA 105 (Law and Ethics) to Respiratory Therapy students
- Member, Faculty Council
- Member, Criterion 2, HLC Accreditation
- Member, Hispanic Heritage Month Committee
- Member, School of Social Work Committee

October 2016 to April 2022: Coyne College, Chicago, Illinois
Lead Instructor, Medical Assistant Program and Instructor

- Visit Medical Assisting externs at their clinical sites
- Involved with the accreditation process with ABHES and ACCSC
- Coordinated with American Medical Technologists for approval of the school as a testing site for Phlebotomy
- Assist in creating institutional and educational policies
- Teach Clinical procedures, laboratory procedures, medical office procedures, and CPR
- Teach Clinical Medical Assisting as a hybrid class – lectures are done online and clinical classes are conducted face-to-face

February 25, 2014 – April 2022: Coyne College, Chicago, Illinois
Instructor, Allied Health Program

- Teach Anatomy and Pathophysiology, Law and Ethics, Medical Terminology, Clinical Procedures, Laboratory Procedures, Medical Office Procedures
- Teach students vital signs, venipuncture, capillary puncture, and CPR

2013 – March 7, 2014: Illinois School of Health Careers, Chicago, Illinois

CURRICULUM VITAE

Maria Josefina S. Natividad
6321 North Claremont Avenue
Chicago, Illinois 60659

Email: natividadmarijo@gmail.com
Telephone: (773) 531-5004

Instructor, PCT Program

- Teach vital signs, phlebotomy, professionalism to PCT students
- Involved with the accreditation process with ABHES

2009 – 2013: Northwestern Institute of Health and Technology, Chicago, Illinois

Director, Allied Health and General Education, Instructor

- Involved in curriculum development – responsible for writing the General Education curriculum for the Associate Degree in Nursing; writing the Physical Therapy Aide curriculum; applying for NWIHT's Basic Nursing Assistant Program (BNATP) to Illinois Department of Health (IDPH); creating institutional and educational policies; revising NWIHT's existing curriculum as needed; writing new educational programs for the school
- Supervise instructors and support staff of the department
- Teach General Education Courses: Math for Healthcare Professionals, Psychology, Medical Terminology, Anatomy and Physiology
- Teach Allied Health Courses: Phlebotomy, Pharmacy Technician, EKG Technician

2007 – 2009: Northwestern Institute of Health and Technology, Chicago, Illinois

Instructor, Allied Health and General Education

- Teach General Education courses: Math for Healthcare Professionals, Psychology, Medical Terminology, Anatomy and Physiology
- Teach Allied Health courses: Phlebotomy, Pharmacy Technician, EKG Technician

2005 – Present: Richard J. Daley College, Chicago, Illinois

Adjunct Instructor

- Teach Biology 226 (Human Structure and Function I) and Biology 227 (Human Structure and Function II)
- Teach Biology 226 and Biology 227 online since April 2020 to present.

2004 – 2007: Illinois School of Health Careers, Chicago, Illinois

Medical Assisting Instructor

- Teach Medical Terminology, Medical Ethics, Medical Billing and Coding, and administrative skills
- Teach vital signs, injections, electrocardiography, venipuncture, and dermal puncture

1997 – 2003: Antillas Medical Center, Chicago, Illinois

Medical Assistant/Office Manager

- Performed venipunctures, dermal punctures, electrocardiography, vital signs, injections, and patient education

CURRICULUM VITAE

Maria Josefina S. Natividad
6321 North Claremont Avenue
Chicago, Illinois 60659

Email: natividadmarijo@gmail.com
Telephone: (773) 531-5004

-
- Performed administrative duties such as filing charts, entering patient data in computer, medical coding
 - Ordered vaccinations, office supplies, supervised support staff of the clinic, interviewed potential employees
 - Coordinated externs from different Chicago-area schools
 - Provided excellent patient care

January 1993 to June 1996: Philippine Children's Medical Center, Quezon City, Philippines
Resident Physician

- Took care of sick and well pediatric patients
- Performed medical procedures on pediatric patients such as venipuncture, dermal puncture, tracheal intubation, IV insertion, lumbar puncture, CPR, prescribed medications, and performed physical examinations on patients

August 1987 to December 1992: Nueva Vizcaya Provincial Hospital, Nueva Vizcaya, Philippines
Resident Physician

- Took care of sick and well pediatric patients
- Performed medical procedures on pediatric patients such as venipuncture, dermal puncture, tracheal intubation, IV insertion, lumbar puncture, CPR, prescribed medications, and performed physical examinations on patients

REFERENCES

Available upon request

BUSINESS ADMINISTRATION AND DEVELOPMENT | FINANCIAL AND MANAGERIAL ACCOUNTING | RESEARCH AND ANALYSIS |

Proactive and accomplished professional with solid background in teaching, mentoring, and coordinating experiences, and initiating solutions aimed to increase organizational performance is seeking a position to utilize strong managerial, analytical, strategic-thinking, and leadership skills, and to make a positive contribution to the further success of the employer

SUMMARY OF QUALIFICATIONS

- Experienced in overseeing and coordinating business operations, handling issues pertaining to budgeting, accounting, and auditing, and strategic planning and scheduling
- Excellent analytical skills and flexible business thinking that serve to perform in-depth market analysis, accurate risk assessment, tactical forecasting and planning, strategic sales positioning, and identification of potential businesses
- Well versed in qualitative and quantitative analyses, SPSS analyses, statistic and survey analysis, and financial statements
- Recognized as a natural leader with strong charisma, effective in setting priorities, interpreting goals, and team building
- Highly experienced in create curriculum and building syllabus for new courses.
- Highly experienced in coordinate the department and assigned the work for others stuff.
- Experience in teaching a wide range of business subjects

AREAS OF EXPERTISE

Business Administration and Development | Finance | Accounting | Auditing | Sales and Marketing | Strategic Planning | Research and Analysis | Qualitative and Quantitative Analysis | Statistic and Survey Analyses | SPSS Analyses | Business Operations | Decision Making | Organizational Leadership | Team Player | Professional Advice and Counseling | Communicative Skills | Customer Service | Organizational Skills | Time Management | Problem Solving | Information Management | Documentation and Reporting | Quality Management

ACADEMIC BACKGROUND

Doctor's Degree in Business Administration with Specialization in Accounting • Argosy University, Chicago, IL • Apr 2014

Dissertation Thesis: Small Business Owners' Perception of Balanced Scorecard for Business Performance.

The abstract of the paper is illustrated below:

"The United States Small Business Administration (SBA) defines small and medium business enterprises (SMEs) as business establishments that are independently owned, managed, or operated. Some small business organizations have found the Balanced Scorecard (BSC) to be very significant in boosting general performance

in two key perspectives: higher complexity and management capability, and drives change and enhances rapid growth. The objective of this study was to determine how small business owners in the United States perceive the aspects of BSC in regard to business performance. The research included descriptive analysis by taking the average for the questions in the same factor. The sample size of 111 participants from different companies selected completed a survey questionnaire and the results indicated that the most significant BSC perspective is the customer, after excluding the financial perspective. The researcher found a significant positive perception of the BSC as a tool to enhance growth and survivability among small businesses."

Key Accomplishments:

- Regarded as a **Member** and **Honor** of Alpha Beta Gamma International Business Honor Society
- Recognized with the **Approval Note** from Illinois Board Examiner to take the CPA exam

Master's Degree in Business Administration with Specialization in Auditing • Governors
State University • 2009

Specialized Credits Acquired: Qualitative and Quantitative Analyses, Statistic and Survey Analyses,
SPSS Analyses

Bachelor's Degree in Finance • Jordan • 1999

RELEVANT EXPERIENCE

RELEVANT EXPERIENCE

<i>Bachelor accounting director</i>	<i>present</i>
<i>Bachelor business director</i>	<i>2020-2021</i>
<i>Bachelor Business coordinator at St. Augustine College – Chicago, IL.</i>	<i>2015-2020</i>

- Business coordinator for the bachelor's degree.
- Member of council committee and assessment committee.
- Teach classes according to need and schedule.
- Planned curriculum and course syllabus to inform students of material assignments and course requirements
- Researched new techniques and strategies for teaching and presented findings to other college professors
- Meet with students regarding their academic goals and how to meet them
- Communicate with other professors regarding specific programs and how to better them
- Conduct research into specific areas of study and implement new information into curriculum when possible.

Collage Instructor at Chicago City College:

2017- Present

- Richard J. Daley College.
- Olive Harvey College.

SMALL BUSINESS MANAGER

- Utilized a range of sales and marketing techniques and best practices, and competitive pricing to initiate profitable solutions
- Investigated and analyzed the market, identified new opportunities, and performed risk assessment and forecasting
- Expanded the client portfolio via opening new wireless accounts
- Managed the entire scope of business operations and procedures

SMALL BUSINESS MANAGER**123 Wireless – Chicago, IL****2006-2009**

- Managed a variety of operations and activities to assure proper business functioning
- Involved in business strategic planning and scheduling
- Utilized company financial statement and risk analysis system to develop detailed and accurate analyses
- Analyzed market trends and demands to identify potential customer, and to deliver effective commercial proposals

Conference

-Effective leadership and management in a changing word. Western Michigan University, 2016

Certificate:

- *Business trends: operation a business in a diverse and global environment. Western Michigan University, 2016*
- *Educational leadership's role in managing change, Western Michigan University, 2016*
- *Investment management and financial planning, Western Michigan University, 2016*

Publications:**# HAKEEM E-SYSTEMS USABILITY IN JORDAN PUBLIC HOSPITALS: A CASE**

STUDY OF PRINCE HAMZA HOSPITAL, Dr. Emad Ahmed, Dr. Medhat Alsafadi, JournalNX- A Multidisciplinary Peer Reviewed Journal , VOLUME 7, ISSUE 6, June. -2021

The impact of human resources (HR) activities on competitive advantage in private schools in Jordan: A case study, Dr. Emad Ahmed, Dr. Medhat Alsafadi, INTERNATIONAL JOURNAL OF RESEARCH IN BUSINESS AND SOCIAL SCIENCE 10(4)(2021) 139-149

Small Business Owners' Perception of Balanced Scorecard for Business Survival and Growth, Dr. Emad Ahmed, Dr. Medhat Alsafadi, *International Journal for Innovation Education and Research* ISSN 2411-2933

REFERENCES

- Juvenal Nava, Chair Department at St Augustine College: Email : jnava@staugustine.edu
- Jose Lara, St Augustine College: Email address: jlara@staugustine.edu.
- Felicia Baldwin, Chair Department at Daley College: Email address: fbaldwin@ccc.edu
- jeff Dillard, Chair Department at Olive–Harvey College: Email address: jdillard22@ccc.edu

Antuanette Marie Mester
7524 North Odell
Chicago, IL 60631
H.773-775-8334; Cell: 773-354-3182
E-mail:antuanette60622@yahoo.com

2019 to Present	Director of early Childhood Education at St Augustine College Gateways- Faculty Fellows since 2019 Committee member SAYD
2018	Scorer for ed-TPA
2018 to present	Full time Faculty at St Augustine College
2012 to 2020	Coach-for Chicago Public Schools Principals and Teachers Hold Current Principal's Qualification /Certificate and eligible for renewing in 2022 for five additional years (2027).
2007 to 2012	Principal of Chopin Elementary School
1998 to 2019	Instructor at Northeastern IL University (NEIU) (20years)
2007 to 2018	Instructor (Adjunct) at St Augustine College
2007 to 2016	Instructor of Blended classes through ASPD for students attaining ESL through Bradman University.
1985-2007	Assistant Principal at Chopin Elementary School
1982-1985	Reading Specialist and Bilingual Coordinator- Chopin
1976-1982	Teacher –Chopin Elementary
1971-1976	Teacher –British-Catholic Archdiocesan School
Education:	MA in Language Arts- Essex University-England MA in Reading – Northeastern IL University MA in Administration and Supervision-Northeastern IL Univ. Teaching Certificate- Cambridge University, England Bachelor of Arts-Essex University-England Cambridge Certificate Literacy –Cambridge, England Royal Society of Arts-(England)Endorsed- English; Literature; Spanish and Social Studies Teaching Endorsement -Middle School- University of West Indies- Jamaica

Additional Certifications

Illinois Type 75 Administrative Certificate
Reading Endorsement
Bilingual Endorsement
Early Childhood Certificate
ESL Endorsement
Reading Specialist
Teaching Endorsement – University of the West Indies-Jamaica
Teaching Certificate-St John's College of Jesuits
Other 5 years of Intensive studies in Latin
7 years of Spanish
Bilingual- English (1st Language is English); Academic Spanish

HIGHLIGHTED ACCOMPLISHMENTS:

Improved student achievement:

- 90/90 School-Chopin Elementary school: Was a teacher, then Assistant Principal and Principal at same school, 1976-2012 inclusive (36 years).

Developed Teacher Capacity:

- Provided Literacy PD: Balanced Literacy, Guided Reading, Daily 5, Lucy Calkins, Haggerty/Phonics Sight Words, the Comprehensive Toolkit, the Learning Continuum, Words Their Way, CCSS, WIDA, Close Reading, Fluency/Running Records, Accountable Talks
- Provided Math PD: Mathematical _Math Dimensions and Mathematical practices 3&6.
- Provided SEL PD (PBIS, 2nd Step Programs and CHAMPS.
- By invitation (Dr. Huberman-CPS CEO) addressed 500 Principals at the Principal's forum-topic: How to improve Student-Achievement and what worked in my school.

PROFESSIONAL EXPERIENCE/CAREER PROFILE

Instructional Leader/Principal

- Strategized and focused on the development, monitoring and implementation of priorities, strategies milestones in the continuous improvement work plan (CIWP) for Chicago Public Schools.
- Accountable for all aspects of administration, fiscal management and effective budget development programs.
- Engaged staff in long and short term planning to improve the academic instructional programs and socio-emotional learning.
- Collaborated and fostered teamwork with teacher leader/ staff community and district/network staff.
- Trained teachers on Charlotte Danielson domains (REACH evaluation).

- Monitored effectiveness of teaching and provided accurate and thorough feedback to enhance learning.
- Communicated effectively with staff, students, parents and stakeholders
- Involved and developed strategic parent involvement plans that include family events and parent workshops.

Other Accomplishment:

- Co-authored papers with Dr. Villegas to present at the world forum in Rome 2011; 2012; 2013
- Attend conferences in Rome on a yearly basis on World Forum.
- Member of the transition team, for CPS overseeing the merging of closing schools transitioning to new schools, summers of 2012 and 2013, under the leadership of, Network Chief, Dr. Steve Zrike.
- Served on the committee for ICTS (ILLINOIS CERTIFICATION TESTING SYSTEM) for the writing and review of items on the “Test of Academic Proficiency” for the onset of the test as it replaced the Basic Skills Test. Member of the TAP committee for PEARSON, along with 22 members of my committee, participated in re-writing items for the TAP exam; made recommendations and modified rubrics for the writing and Language Arts component.
- On-going -Budget trainer for new Principals in CPS
- 2012- Served on the Search and Screen Committee for assistant to Kate Wycoff in CEST office.
- 1998 (Jan) to Present- Instructor at NEIU in the College of Education Department
- Committee member since 1995– Review of the National Evaluation System- Content Area Review for Teachers Exam ISBE
- Committee member – Review of passing score for Teacher’s Exam-ISBE
- Trained and certified to “Train the Trainers” for Curriculum Mapping
- Member of the committee that wrote the first “Writing Handbook”- Chicago Board of Education, under the supervision of Dr. Margaret Harrigan
- Grant Writer
- Prepared students for Basic Skills Test Exam at St Augustine College; CPS and at NEIU
- Chairperson of the School Improvement Plan for Chicago Public Schools
- Chairperson of and overseeing the implementation of LRE Educational Connection at Chopin School.
- Committee member of the “At Risk National Forum”-Drop-out prevention tools: Improving Attendance, Attitudes and Achievement for K-12 students.

Instructor at NEIU January, 1998 to Present

Hired By: Dr. Beverly Otto Chair of Teacher Ed. at NEIU

Courses I have taught:

ELED and BLBC courses at NEIU –Taught all Method courses, namely, ELED and BLBC 301,302, 306, 306A, 311,304 and 319 as well as 407. The latter, I taught for 2

semesters when Dr. Jennings was on Sabbatical and prior to separation of our
Departments
ECED Methods courses (1998 through 2008); Organizational Communication-314; Time
Management 321

Membership

CPAA

ASCD

Member of NABE (National Association of Bilingual Education)

Prepared adults for GED at Chopin School

Prepared adults to become US citizens

Educator Professional Development Education

Participated in the following professional Development sessions in order to enhance
professional career and submitted to:

Licensure Information System (ELIS) this academic year

- ACC Proactively Dealing with Conversations Bringing out the Best in People.
- Attended the Yearly Legal Conferences at CPS
- Teacher Orientation Facilitator PD class Code 4050(Teacher Facilitator Train the Trainer)
- ACC (IAAMS) Creating PARCC-Ready Districts Schools and Classrooms: Common Core State Standards (ELA Focus)
- Googlepalooza (2014)
- Developing Emotional Intelligence

References:

Dr. Steve Zrike- My former Chief CPS 617-548-1133

Dr. Olga La Luz-District AIO- 312-479-1616

Mr. Alberto Lopez- Associate Dean at Northeastern Il University 773-517-9123

Dr. Kate Smith and Dr. Nguyen Former Chair at NEIU 773-583-4050

Dr. Nguyen-Chair of Northeastern Il University

Victor H. Lara Rivas

4343 N Clarendon, Apt 1813 Chicago, IL 60613

773-407-2527

victorlararivas@yahoo.com

PROFESSIONAL SUMMARY

Respiratory Therapist with extensive experience in caring for adult, pediatric, and neonate patients at major teaching hospitals in the Chicago area, as well as providing respiratory therapy education in one of the few programs in the entire city of Chicago. An empathetic and altruistic individual that continuously demonstrates passion for providing health care, shares knowledge with patients, colleagues, and students.

WORK EXPERIENCE

Respiratory Therapist 2018- 2019
Kindred- Lakeshore Hospital Chicago, IL

- Provided general adult respiratory care with emphasis on mechanical ventilation weaning

Respiratory Therapist 2018 – Present
Pulmonary Exchange, LTD Oak Lawn, IL

- Inspection and maintenance of respiratory therapy equipment utilized in various nursing homes in the city and suburbs, on a PRN basis

Resident Faculty & Director of Respiratory Therapy Clinical Education 2020 - Present

Adjunct Faculty 2018 - 2020

Resident Faculty & Director of Respiratory Therapy Clinical Education 2010- 2017

Respiratory Therapy Clinical Coordinator/Instructor 2003-2006

St. Augustine College Chicago, IL

- Management of the program's clinical instruction and supervision of the clinical instructors and served as a liaison between the college and clinical affiliations
- Ensured the policies in order to meet the CoARC standards and requirements for accreditation
- Taught theoretical, laboratory, and clinical RT courses according to my experience in all aspects of respiratory therapy such as caring for patients in intensive care units, trauma units, and providing general floor therapy

Respiratory Therapist 2006-2013
University of Chicago Medical Center Chicago, IL

- Provided respiratory care to adult patients in MICU, SICU, Burn Unit, Neurological ICU, Emergency Room, and general medical floors

Respiratory Therapist 2001-2003/1988- 1998
Advocate Illinois Masonic Medical Center Chicago, IL

- Provided respiratory care to adults, children, and neonates in MICU, SICU, SHU, Trauma Unit, PICU, NICU, Emergency Room, and general medical floors
- Supervised RT staff as Charge Therapist as needed

EDUCATION

Northeastern Illinois University *Bachelor of Arts in Education, Cum Laude* Chicago, IL

Central YMCA Community College *Associate of Applied Science in Respiratory Therapy* Chicago, IL

CERTIFICATIONS

- Advanced Cardiac Life Support (ACLS)
- Registered Respiratory Therapist (RRT), 2019-2023
- Licensed Respiratory Care Practitioner with the State of Illinois

PROFESSIONAL ASSOCIATIONS

American Association for Respiratory Care (AARC) and National Board for Respiratory Care (NBRC)

Ziggy John Swiatkowski

4661 N. Milwaukee Avenue
Chicago, Illinois 60630

(773) 294-3476
zswiatowski@sbcglobal.net

PROFILE To obtain a position as a manager in a progressive health care institution.

EXPERIENCE: Respiratory Therapy Program Director who is a leader, manager, mentor and role model of the program.

LEADERSHIP: Team builder who collaborates with clinical instructors and hospital staff to provide the highest standards for patient care and hands-on training.

QUALIFICATIONS

- Clinical Assignments
- Teaching Skills
- Technical Demonstrations
- Site Visits
- Staff Supervision
- Presentation Skills

EDUCATION

SIENA HEIGHTS UNIVERSITY
BS, Respiratory Therapy & Healthcare Administration 2017

ST. AUGUSTINE COLLEGE
AAS, Respiratory Therapy 2013

NORTHWESTERN BUSINESS COLLEGE
AAS, Executive Accounting

EXPERIENCE **SAINT AUGUSTINE COLLEGE** Chicago, Illinois 2014-Present

PROGRAM DIRECTOR (2019-Present)

Administrative duties: Monitor and advance student success. Determine goals and lead continuous quality improvement of the program. Supervise and evaluate staff of 5 full time/adjunct faculty and clerical support, assign teaching responsibilities, serve as a role model and provide appropriate mentoring, coaching and feedback. Conduct virtual and face to face classroom observation and evaluate faculty performance. Monitor enrollment and recommend adjustments in course offerings. Hears and resolves student or faculty grievances and grade challenges. Ensure meaningful assessment of student achievement. Follow guidelines for NBRC and CORAC accreditation. Actively participate in Academic Council Committee.

- Achieved 100% students' passing rate on Therapist Multiple Choice NBRC Board Exam for 2 consecutive years.
- Currently designing and implementing changes to Respiratory Remedial Course and NBRC Seminar to improve students' performance of NBRC Clinical Simulation Exam.
- In the process of implementing Trajecsys the clinical rotation management system

(continued)

Ziggy John Swiatkowski

(Page Two)

DIRECTOR OF CLINICAL EDUCATION (2018-2019)

Administrative Duties: Ensure students in the Respiratory Therapist program have clinical education needed for placement. Maintain relationships with clinical sites, and conduct site assessments of equipment/facilities. Sign contracts with each site, ensuring that liability coverage is in place. Visit sites to communicate with clinical instructors, ensure that the syllabus is followed, and evaluate student performance. Communicate with both instructors and students to gauge quality of learning and address any concerns proactively. Direct, supervise and evaluate a teaching staff of 7 Clinical Instructors and 4 of Staff Faculty. Guide a Marketing Specialist in promoting the program at hospitals. Conduct post-clinical evaluations of students. Follow guidelines for NBRC and CORAC accreditation.

- Currently designing a web-based class and tests to assess students' preparedness for clinical placement.
- Currently implementing changes for a new class, Introduction to Clinical Experience.
- Built a strong network of managers/instructors at clinical sites.
- Served on the Student Mentor and Tutoring Committees.

Teaching: Instruct students in 3 courses as well as clinical instruction at Ascension Resurrection Medical Center. Evaluate students' critical thinking, motor skills, and ability to interact with patients and families. Demonstrate techniques in labs, and evaluate students' performance in hands-on exercises. Monitor students during clinical activities at the hospital. Demonstrate proper use of respiratory technology.

- Instruct students in the following courses: Introduction to Respiratory practices (Basic, Advanced, and Pediatric-Neonatal), Laboratory Courses, and Introduction to Clinical Experience.
- Introduced new lab equipment to align with current professional standards, including ventilators, CPAP and BIPAP.

CLINICAL & CLASSROOM INSTRUCTOR (2014-Present)

Teach lab and theory respiratory courses at St. Augustine, clinical training at St. Anthony Hospital, Our Lady of Resurrection/Community First, and Resurrection Medical Center.

RELATED EXPERIENCE

ASCENSION RESURRECTION MEDICAL CENTER

Chicago, Illinois

2014-Present

RESPIRATORY THERAPIST

Treat critical care patients in the ICU of a specialty hospital (Heart-Neuro). Evaluate blood gas and work with doctors to develop plans of care. Communicate with nurses and medical staff regarding medication drips and adjust ventilators. Prepare and assist doctors with intubation, tracheostomies, and bronchoscopies. Ensure ventilator settings are appropriate to the patient's condition. Respond to code blue and rapid response situations in a calm, professional manner. Educate patients and families regarding post-discharge planning and use of equipment, including in-home oxygen use and nebulizer treatments. Demonstrate how to clean and care for tracheostomies as part of infection control. Communicate in language that patients and families can understand.

- Served as Charge Therapist, assigning duties to 6-8 therapists per shift.
- Acted as a mentor to new hires (therapists and nurses) and train all staff, including how to care for patients on ventilators and the impact of medication for patients on ventilators.

(continued)

Ziggy John Swiatkowski

(Page Three)

COMMUNITY FIRST MEDICAL CENTER Chicago, Illinois 2014-Present

RESPIRATORY THERAPIST

Manage care for patients in various units, including ICU and ER.

- Interact with patients who speak Polish, often serving as a translator for other employees.

MOUNT SINAI MEDICAL CENTER Chicago, Illinois 2013-2015

RESPIRATORY THERAPIST

Developed skills needed to be a therapist at a high-volume hospital with a trauma center.

WEISS MEMORIAL HOSPITAL Chicago, Illinois 2010-2011

STAFFING COORDINATOR

Managed scheduling for RNs, Nursing Assistants, and clerical staff. Assisted the Nurse Manager in recruiting and training new staff.

**LICENSURE &
CERTIFICATION**

Registered Respiratory Therapist, Certified Nursing Assistant, CPR, ACLS, PALS, NRP, EKG, Phlebotomy; In-class & Online Learning Environments

**TECHNICAL
SKILLS**

Instructional Technology: Simulations: **EMR:** Epic, Meditech, Network Star;
Medication Management: Pyxis, Accudose; **Forms:** Care Manager; **MS Office:** Excel, PowerPoint, Word

LANGUAGE

Polish (Fluent)



CHAIR OF SCHOOL OF HEALTHCARE AND SCIENCES JOB DESCRIPTION

DEPARTMENT: OFFICE OF ACADEMIC AFFAIRS
CLASSIFICATION: FULL-TIME Position

PRIMARY ROLE:

The Chair is the chief administrative and academic leader of the School of Healthcare and Sciences and reports directly to the Dean of Academic Affairs. The Chair is responsible for, but not limited to, all aspects of teaching, research and service including academic planning, enhancement of programs, curriculum, online teaching, assessment, professional and regional accreditation, curriculum, recruitment of faculty, faculty development and evaluation, student recruitment and retention, academic advising, budget development, and allocation of resources.

MAIN DUTIES:

1. Provide leadership and expertise in his or her academic education field.
2. Lead and participate in resident, adjunct, and part time faculty hiring, retention, promotion, orientation, evaluation, professional development, and supervision.
3. Plan, schedule and preside at area meetings.
4. Promote and maintain positive relations and open communication with area faculty as well as other college schools and departments.
5. Contribute to the governance of the college through leadership and participation in various committees, including Academic Council, Chairs meeting, Faculty Council and others as assigned.
6. Maintain accountability for the advancement of program; the design, development and implementation of new and/or program expansion; and assessment, accreditation and pedagogical program development.
7. Develop strategic plans and financial models for the academic school.
8. Ensure alignment of program activities with the mission, vision and strategy of the college.
9. Design and implement strategies to enhance the academic success of the students enrolled in the programs of the School.
10. Participate in the development and or management of at least two grant proposals per year.
11. Fulfill other duties assigned by the Dean of Academic Affairs related to school areas of expertise.
 - a. Due to the Higher Learning Commission Comprehensive Visit in January 2024, the Chair duties and responsibilities will temporarily be adapted to the duties listed in the "School Chair and Program Directors' Objectives and Responsibility" policy document for the academic years 2022-2023 and 2023-2024.

JOB QUALIFICATIONS:

- Doctoral degree preferred, in a field relevant to the position, from an accredited institution.
- Oral and written bilingual skills (English, Spanish) preferred.
- Understanding of appropriate accreditation and experience in developing curriculum and assessment.
- Minimum of three years teaching experience at undergraduate or graduate level.
- Experience working with a diverse population.
- Record of teaching, demonstrated research/scholarship, and service in any of the programs of the School of Healthcare or related academic disciplines.

SALARY: Commensurable with qualifications and skills and in accordance with the college's current salary scale.



PROGRAM DIRECTOR OF SOCIAL WORK

JOB DESCRIPTION

PRIMARY ROLE: Provide academic leadership to the Social Work program, accredited by the Council on Social Work Education (CSWE), which is essential for licensure after graduation. The program director demonstrates and fosters excellence in teaching, professional research and service activities at a variety of levels within the academic discipline, within the program, within the School of Healthcare, within the institution and within the community.

MAIN DUTIES:

- Provide leadership and expertise in his or her academic field.
- Teach 8 courses in the area of expertise each academic year per agreement with Dean of Academic Affairs.
- Lead course development and assessment, planning, quality and the CSWE accreditation processes within the program.
- Submit midterm and final grade reports, performance notices, attendance records and any other reports pertaining to the assigned courses.
- Engage in classroom observations, supervision and evaluation of faculty.
- Report to the School Chair and participate on College, School and Program committees.
- Participate in the planning and development of program meetings and academic schedules.
- Develop an annual professional development plan for the program.
- Assist in the assignment and hiring of adjunct, part time and resident faculty.
- Demonstrate commitment to the mission of the college.

JOB QUALIFICATIONS:

1. Both, a Master degree in Social Work and a LCSW- licensed clinical social worker.
2. Oral and written bilingual skills (English, Spanish) preferred.
3. A minimum of two-years' work experience in one of the following fields
4. A minimum of two years' teaching experience at undergraduate or graduate level.
5. Experience teaching courses in at least one of the following topics: Social justice and social action, ethics and values in social work, human behavior, social welfare policy, diverse populations, and or social sciences research.
6. Experience in teaching online and/or using course learning management systems (LMS).
7. Experience in course development and assessment, planning, quality and CSWE accreditation processes.
8. Experience working with a diverse population.
9. Willingness to work a flexible schedule
10. Demonstrated initial research portfolio that shows promise in terms of generating a highly productive and impactful record including publications and external funding.

SALARY: Commensurable with qualifications and skills in accordance with SAC current salary scale.

School Chair and Program Directors' Objectives and Responsibilities

Fall 2022 – Spring 2024

July 1, 2022

The Faculty Handbook, currently discussed by the School Chairs and Resident Faculty of SAC, describes both the Chair and Program Director's responsibilities. In 2023 and 2024, the college-specific objectives require that our academic focus be modified for the next two academic years. When adopted, all other terms of the faculty manual will remain in force.

Academic imperatives for academic years:

- Reconfirmed HLC accreditation
- Implementation of an institution-wide assessment program
- Develop and implement standardized course packages for all courses
- Improve programs, and develop one program, certificate, or concentration per area per year
- Continue preparing programs and faculty for a digital teaching environment
- Develop and implement strategies to increase enrollment

Chair or Chair & Program Directors	Program Directors & Program Coordinators
<p>1. General Responsibilities</p> <ul style="list-style-type: none">• Oversee successful delivery of instruction in all academic programs administered by the school and complies with college policies and procedures• Supervise, evaluate and support program directors• Support the Dean and participate in required committees• Perform studies and research that will contribute to the strategic imperatives for the next two years. <p>2. HLC Accreditation</p> <ul style="list-style-type: none">• Ensure that the school and its academic programs are in HLC compliance• Ensure that all resident faculty and adjunct faculty affiliated with the School have received at least two evaluations that include classroom observations before the accreditation visit• Collect evidence of any academic internal or external work performed by the School• Actively participate in HLC criteria assigned and prepare required reports <p>3. Assessment</p> <ul style="list-style-type: none">• Create the School assessment plan for the years 2022 and 2023 following	<p>1. General Responsibilities</p> <ul style="list-style-type: none">• Oversee successful delivery of instruction by their resident and adjunct faculty and complies with college policies and procedures• Coordinate, support, and evaluate resident and adjunct faculty• Support the Chair and participate in required committees• Perform studies and research that will contribute to the strategic imperatives for the next two years. <p>2. HLC Accreditation</p> <ul style="list-style-type: none">• Ensure that academic programs and their courses under their direct administration are thoroughly reviewed and evaluated according to HLC guidelines• Actively engage and participate in criteria assigned• Perform a minimum of two required resident and adjunct faculty evaluations, including classroom observations• Prepare and submit the review of the academic program and courses for academic years 2022 and 2023• Prepare required reports as indicated by the Chair of the HLC Subcommittee <p>3. Assessment</p> <ul style="list-style-type: none">• Participate in the development of the school assessment plan for the academic years

guidelines set by the Institutional Assessment Plan

- Supervise, collect information and keep evidence of assessment results of what students know and can do by academia the c program.
- Verify the insertion of institutional learning outcomes, program learning outcomes, and course learning outcomes in all academic programs administered by the School
- Ensure that all academic programs are successfully implementing assessment

4. Course Packages

- Select academic programs and their specialization courses that will be packaged into homogeneous course design and development
- Oversee the design and development of courses packages for all selected courses
- Monitor the collaboration between the instructional designer and the program directors on the development of course packs
- Supervise the final implementation of the academic program course packages

5. Program Development

- Ensure that all curriculum content of academic programs is updated and aligned to the latest research in the discipline
- Oversee the development and improvement of new academic programs, certificates, and areas of concentration
- Oversee development and participation in the development of the bilingual education program

6. Teaching Workload

- May teach only one course of overload at adjunct pay per academic year

7. Paid Work

- Must maintain St. Augustine as their only full-time responsibility and perform all required duties of a full-time faculty

2022-2023, following guidelines set by the Institutional Assessment Plan

- Ensure that program learning outcomes and course learning outcomes are assessed to demonstrate what students know and can do
- Follow with fidelity and integrity the program and course review guidelines provided by the Accreditation Liaison Officer
- Collect, analyze and store assessment evidence from selected academic programs and courses following 14 steps for program and course review provided by the ALO
- Submit to the School Chair aggregated assessment results of programs and courses to visualize the impact of student learning

4. Course Packages

- Work closely with the instructional designer on the design and development of packages for all courses
- Provide any information and or data requested by the instructional designer to develop the course packages
- Coordinate the implementation of the final product of the course packages

5. Program Development

- Ensure that all curriculum content of academic programs is updated and delivered with high fidelity by resident and adjunct faculty
- Develop one new program, certificate, or area of concentration for their program each academic year

6. Teaching Workload

- May teach two courses only of overload at adjunct pay per academic year

7. Paid Work

- Must maintain St. Augustine as their only full-time responsibility and perform all required duties of a full-time faculty

8. Digital Teaching and Pedagogy <ul style="list-style-type: none"> Ensure that faculty are using the best-of-class digital teaching pedagogy 	8. Digital Teaching Pedagogy <ul style="list-style-type: none"> Ensure that faculty are using the best-of-class digital teaching pedagogy

Teaching Loads:

Chairs and Program Directors	20 credit hours per year, must teach in fall and spring terms, and summer optional; plus, stipend
Chairs	24 credit hours per year, must teach in fall and spring terms, and summer optional plus stipend
Program Directors	24 credit hours per year, must teach in fall and spring, and summer optional no stipend
Program Coordinator	32 credit hours per year, must teach in at least four terms plus a stipend
Resident Faculty	32 credit hours per year, must teach in at least four terms

Outside Paid Employment Maximum:

Chairs and Program Director/Chair	Up to 10 hrs. per week
Program Directors	Up to 10 hrs. per week
Program Coordinators	Up to 15 hrs. per week
Resident Faculty	Up to 15 hrs. per week



CHAIR OF SCHOOL OF EDUCATION JOB DESCRIPTION

DEPARTMENT: OFFICE OF ACADEMIC AFFAIRS
CLASSIFICATION: FULL-TIME Position

PRIMARY ROLE:

The Chair is the chief administrative and academic leader of the School of Education and reports directly to the Dean of Academic Affairs. The Chair is responsible for, but not limited to, all aspects of teaching, research and service that include academic planning, enhancement of programs, curriculum, teaching scholarship and service, professional and regional accreditation, curriculum, recruitment of faculty, faculty development and evaluation, student recruitment and retention, academic advising, budget development, and allocation of resources.

MAIN DUTIES:

1. Provide leadership and expertise in his or her academic education field.
2. Participate in resident, adjunct, and part time faculty hiring, retention, promotion, orientation, evaluation, professional development, and supervision.
3. Promote and maintain positive relations and open communication with area faculty as well as other college schools and departments.
4. Contribute to the governance of the college through leadership and participation in various committees, including Academic Council, Chairs meeting, Faculty Council and others as assigned.
5. Be accountable for the advancement of program; the design, development and implementation of new and/or program expansion; and assessment, accreditation and pedagogy program development.
6. Develop strategic plan and financial models for its academic school.
7. Ensure alignment of program activities with the mission, vision and strategy of the college.
8. Design and implement strategies to enhance the academic success of the students enrolled in the programs of the School.
9. Participate in the development and or management of at least two grant proposals per year.
10. Fulfill other duties assigned by the Dean of Academic Affairs related to school areas of expertise.
 - a. Due to the Higher Learning Commission Comprehensive Visit in January 2024, the Chair duties and responsibilities will temporarily be adapted to the duties listed in the "School Chair and Program Directors' Objectives and Responsibility" policy document for the academic years 202-2023 and 2023-2024.

JOB QUALIFICATIONS:

- Doctoral degree preferred, in a field relevant to the position, from an accredited institution.
- Oral and written bilingual skills (English, Spanish) preferred.
- Understanding of appropriate accreditation and experience in developing curriculum and assessment.
- Minimum of three years teaching experience at undergraduate or graduate level.
- Experience working with a diverse population.
- Record of teaching, demonstrated scholarship, and service in any of the programs of the School of Education

SALARY: Commensurable with qualifications and skills and in accordance with the college's current salary scale.



CHAIR OF SCHOOL OF STEAM JOB DESCRIPTION

ACADEMIC UNIT: OFFICE OF ACADEMIC AFFAIRS
CLASSIFICATION: FULL-TIME

PRIMARY ROLE:

The Chair is the chief administrative and academic leader of the School of STEAM and reports directly to the Dean of Academic Affairs. The Chair is responsible for, but not limited to, all aspects of teaching, research and service that include academic planning, enhancement of programs, curriculum, teaching scholarship and service, professional and regional accreditation, curriculum, recruitment of faculty, faculty development and evaluation, student recruitment and retention, academic advising, budget development, and allocation of resources.

MAIN DUTIES:

1. Provide leadership and expertise in his or her academic education field.
2. Participate in resident, adjunct, and part time faculty hiring, retention, promotion, orientation, evaluation, professional development, and supervision.
3. Promote and maintain positive relations and open communication with area faculty as well as other college' schools and departments.
4. Contribute to the governance of the college through leadership and participation in various committees, including Academic Council, Chairs meeting, Faculty Council and others as assigned.
5. Be accountable for the advancement of program; the design, development and implementation of new and/or program expansion; and assessment, accreditation and pedagogy program development.
6. Develop strategic plan and financial models for its academic school.
7. Ensure alignment of program activities with the mission, vision and strategy of the college.
8. Be responsible for the academic success of the students enrolled in the programs of the School.
9. Participate in the development and or management of at least two grant proposals per year.
10. Fulfill other duties assigned by the Dean of Academic Affairs related to school areas of expertise.
 - a. Due to the Higher Learning Commission Comprehensive Visit in January 2024, the Chair duties and responsibilities will temporarily be adapted to the duties listed in the "School Chair and Program Directors' Objectives and Responsibility" policy document for the academic years 202-2023 and 2023-2024.

JOB QUALIFICATIONS:

- Doctoral degree preferred, in a field relevant to the position, from an accredited institution.
- Oral and written bilingual skills (English, Spanish) preferred.
- Understanding of appropriate accreditation and experience in developing curriculum and assessment.
- Minimum of three years teaching experience at undergraduate or graduate level.
- Experience working with a diverse population.
- Record of teaching, demonstrated scholarship, and service in any of the programs of the School of STEAM.

SALARY: Commensurable with qualifications and skills and in accordance with the college's current salary scale.

Instructor Assessment and Class Observation Form

Instructor: _____

Adjunct _____ Resident _____

Course/Section: _____

Observer: _____

Date: _____

Length of Observation: (50 mins) _____

Week of Semester: _____

INSTRUCTIONS:

1. Review course syllabus and language of course before observing class
2. Inform instructor and class as you enter and before class starts if possible. Do not disrupt the class.
3. Submit the completed form to the Instructor to review with you and then to the Chair of Department, then Dean of Instruction

TEACHER ENGAGEMENT WITH STUDENTS

To what extent did the instructor achieve or demonstrate the following behaviors:	Completely	Adequately	Minimally	Not at all	Unknown
Brief time at beginning of class to connect with students and acknowledge those missing from class.	4	3	2	1	0
Student strengths were acknowledged and corrective feedback respectfully provided to improve learning.	4	3	2	1	0
All students encouraged to ask questions and participate regardless of language skills.	4	3	2	1	0
A class atmosphere of belonging, learning, and collaboration was created by the instructor.	4	3	2	1	0
Teaching style and techniques were appropriate for today's lesson.	4	3	2	1	0
Adapted the lesson plan when needed to keep students engaged and motivated.	4	3	2	1	0
Feedback was provided when students appeared hesitant or confused.	4	3	2	1	0

Comments:

Instructor Assessment and Class Observation Form

KNOWLEDGE OF SUBJECT MATTER AND INSTITUTION

To what extent did the instructor achieve or demonstrate the following behaviors:	Completely	Adequately	Minimally	Not at all	Unknown
Enthusiasm and knowledge of subject matter was conveyed to observer.	4	3	2	1	0
Guidance, feedback, and assistance was provided with subject matter and academic language.	4	3	2	1	0
Critical thinking, problem solving, and creative synthesis of material was encouraged in class.	4	3	2	1	0
Competence was displayed in technology, online library use, and organizational resources available for students.	4	3	2	1	0

Comments:

SAC REQUIREMENTS, ORGANIZATION OF CLASS, AND TEACHER PREPARATION

To what extent did the instructor achieve or demonstrate the following behaviors:	Completely	Adequately	Minimally	Not at all	Unknown
Class began and ended on time with a 15-minute break in the middle of the class.	4	3	2	1	0
Attendance was taken during the class observation.	4	3	2	1	0
Course was taught in the language stated in the course schedule.	4	3	2	1	0
Students were oriented to the learning objectives for the class session.	4	3	2	1	0
Instructor negotiated the day's plan with students when appropriate.	4	3	2	1	0
Instructor was using the required textbook/digital book for the course.	4	3	2	1	0

Comments

Revised January 2022

Instructor Assessment and Class Observation Form

SCORING	Tot. Completely Scores	Tot. Adequately Scores	Tot. Minimally Scores	Tot. Not at all	# of behaviors marked Unknown
Total of Scores for each area from preceding pages					
<p>1. Total number of points should be divided by the completed number of items in order to obtain an average. Seventeen behaviors could have been evaluated. If items are marked "Unknown", the denominator should be reduced by this number of items.</p> <p>2. Average rating on observation _____</p> <p>3. An average of "3" or higher qualifies the faculty member for a contract during the next term, unless there are extenuating circumstances. The observer or chair may also recommend a second observation of the class.</p>					

AREAS OF STRENGTH

SUGGESTIONS FOR TEACHING AND CLASS IMPROVEMENTS

Instructor Assessment and Class Observation Form

INSTRUCTOR COMMENTS:

Observer Signature _____ Date _____

Instructor Signature: _____ Date _____

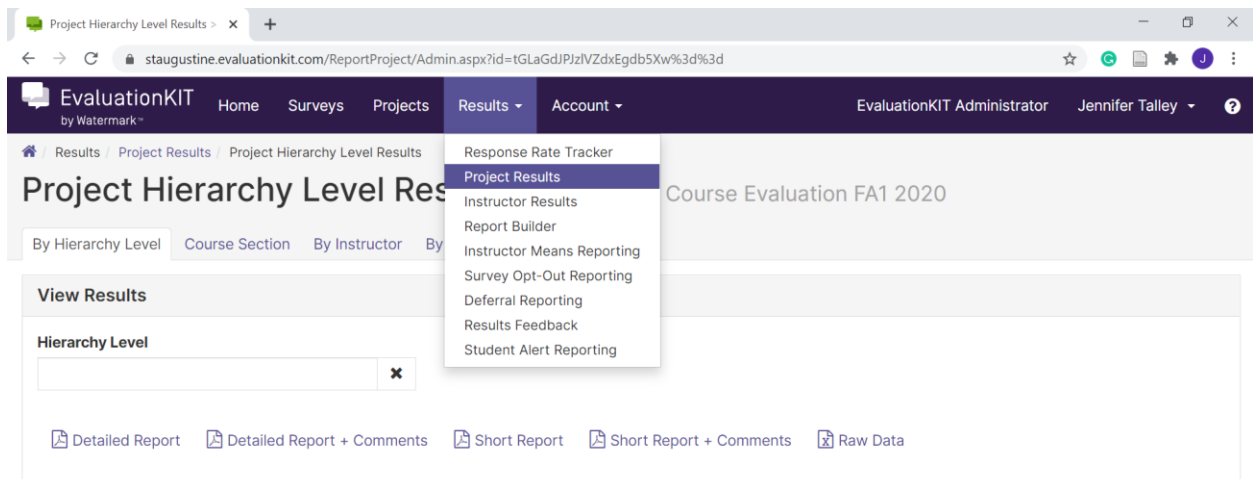
EvaluationKIT Report Generation-Fall 1 2020

Project Name= Instructor and Course Evaluations FA1 2020

Project Code= 104670

To review results by School

- Select the Project (Instructor and Course Evaluations FA1 2020)
- Click the **Results** Tab
- Click **Project Results**
- Select your **Hierarchy Level**-Chairs will only have access to their particular hierarchy (i.e. School of Education, STEAM, or Healthcare and Social Sciences). Dean of Academic Affairs will have access to all three Schools' data.
- Choose the type of report you want (Detailed, Detailed with Comments, Short Report, Short Report with Comments, or Raw Data) Note: In this type of report, all instructor comments are grouped together (it is not possible to know which comment was intended for which instructor). To see the comments made about a particular instructor, generate a report of Instructor Results (directions below).



To review results by Instructor

- Select the Project (Instructor and Course Evaluations FA1 2020)
- Click the **Results** Tab
- Click **Instructor Results**
- Search for an instructor by name, or select your School in the Hierarchy Level field for data of all faculty within a particular School- Chairs will only have access to faculty results within their particular hierarchy (i.e. School of Education, STEAM, or Healthcare and Social Sciences). Dean of Academic Affairs will have access to all three Schools' data.

staugustine.evaluationkit.com/ReportProject/InstructorResults.aspx

EvaluationKIT by Watermark™

Home Surveys Projects **Results** Account

EvaluationKIT Administrator Jennifer Talley

/ Results / Instructor Results

Instructor Results

Search

Instructor Firstname Instructor Last Name Project Hierarchy Level

Show Columns

☒ Course Code ☒ Title ☒ Unique ID ☒ Hierarchy Level ☒ Project

Search Reset

To Generate Custom Reports (such as means of each survey item within a School or results from only one particular section)

- Select the Project (Instructor and Course Evaluations FA1 2020)
- Click the **Results** Tab
- Click **Report Builder**
- Here you have the freedom to generate specific reports by instructor, by the survey question, by course, etc. The Benchmark tool will help you to see your faculty or School's performance in comparison to the institution-wide results.

staugustine.evaluationkit.com/Reporting/Instructor

EvaluationKIT by Watermark™

Home Surveys Projects **Results** Account

EvaluationKIT Administrator Jennifer Talley

/ My Reports / Instructor

Report Builder

My Reports Areas Projects Courses **Instructors**

Instructor

Run

Instructor Questions Grouping Question Filters Benchmarks

Select Select Select None None

Resident Faculty, Program Director, and Part-Time Instructional Faculty Evaluation Process

As an institution accredited by the Higher Learning Commission, St. Augustine College adheres to an evaluation process that ensures systematic and consistent review of faculty in order to ensure quality in instruction. Annual reviews provide opportunity for feedback and are an integral part of the faculty mentoring and development process. As a teaching institution, evaluation of faculty incorporates a review of activity within three domains: teaching/performance of primary duties, research/creative activities, and service activities. Each annual evaluation includes the submission of a performance portfolio that provides evidence from the year being evaluated.

Faculty include resident faculty, program directors, and part-time instructional faculty. They are academically ranked positions and are evaluated according to the criteria and processes outlined below. While programmatic accreditation is important, personnel actions such as retention and promotion are delineated and determined by the approved standards outlined in the St. Augustine College Faculty Handbook.

In seeking excellence, innovation and generation of knowledge, St. Augustine College proposes the Latino Educational Model. The model emphasizes faculty involvement in activities that promote three pillars: *high-touch*, *high-support*, and *high-tech*. Faculty are encouraged to participate in teaching, research, and service endeavors that further the college's mission in supporting Latino students.

- Pillar I, *high-touch*, refers to teaching, research, and service activities that connect with a culturally affirming atmosphere, Latino representation and bilingual education among faculty and students.
- Pillar II, *high-tech*, includes teaching, research, and service activities that demonstrate flexible modalities of learning environments that employ modern technological tools in education.
- Pillar III, *high-support*, describes teaching, research and service activities planned and implemented to, direct or indirectly, benefit all students with connection, guidance, and assistance during the transition to undergraduate life and throughout their undergraduate career.

In addition to ensuring quality instruction, the evaluation process also informs decisions regarding retention and promotion

Probationary Faculty
<ul style="list-style-type: none">• Faculty hired at the academic rank of Instructor or Assistant Professor are considered to be in a probationary period.• The length of the probationary period of the faculty is determined by the academic rank at which the faculty is hired.• The probationary period for faculty hired as Instructors is three years in the rank before potential promotion to Assistant Professor.• The probationary period for Assistant Professors is three years in the rank before potential promotion to Associate Professor.• Annual evaluations are conducted in order to retain and promote faculty at all academic ranks.

Retention Process

- During the probationary three-year period, all faculty are observed twice per year and formally evaluated once annually.

- All probationary faculty are required to submit electronic evaluation portfolios for annual retention.
- No faculty member shall be evaluated for annual retention until he/she has completed one full academic term of service at the college.
- Program needs may be used as a reason for non-retention only in the first two years of employment.
- If a faculty member in his/her first or second year of full-time employment is denied retention, his/her employment is terminated at the end of the first or second year respectively, provided notice is given to the employee no later than March 1 for employment ending at the end of the Spring 2 academic term.
- In the event of failure of a faculty to submit an evaluation portfolio for retention, the faculty shall not have his/her employment continued beyond that academic year.

NOTE: All faculty are placed in Probationary Year One at the time of initial appointment. They must follow the Year of Employment timetable in all retention activities. For faculty who begins employment after the beginning of the regular academic year, the probationary period will begin the following fall.

Methods of Evaluation

- All faculty will be observed twice during the academic year by the school chair, the program director, and a faculty peer according to the established schedule and academic rank.
- The observer will complete the approved Faculty Classroom Observation Form during the 50-minute observation.
- The observer will call a post-observation meeting in which the observer will provide feedback and recommendations within five days of the classroom visit.
- The Classroom Observation Form is signed by both parties, added to the faculty member's file, and becomes a component of that year's portfolio. The frequency of classroom observations is determined by rank.
- All faculty will conduct teaching evaluations in all courses taught. Student evaluations of courses taught during summer terms can be included at the discretion of the eligible faculty.
- Evaluations by students will be conducted through the Course and Instructor Evaluation Form automatically generated by EvaluationKit in accordance with the college's academic term schedule.
- Required peer observations will also take place on a schedule determined by the school chair or program director as a means of professional development.

Frequency of Classroom Observation by Academic Rank

Academic Rank	Frequency of Observation	Observation Term
Instructor	Two classroom observations annually	Fall 1 and Spring 1
Assistant Professor	Two classroom observations annually	Fall 2 and Spring 2
Associate Professor	Two classroom observations annually	Fall 2 and Spring 2
Professor	One classroom observation annually	Fall 1 or 2

Teaching/Performance of Primary Duties

As a teaching institution, teaching responsibilities comprise the bulk of every eligible faculty member's responsibilities. Evidence of demonstrated excellence in high-touch, high-tech, and high-support teaching is included in the faculty portfolio. Teaching responsibilities and primary duties include the following:

A. CRITERIA: The faculty member should demonstrate effectiveness in the following components of teaching and curriculum development:

- Command of subject matter and incorporation of scholarly literature and best practices into teaching
- Ability to engage students in the learning process and course content through active learning
- Ability to integrate technology into lessons
- Respect and appreciation for student diversity including students for whom English is not the primary language
- Ability to create a Hyflex classroom atmosphere conducive to learning
- Ability to use a variety of appropriate instructional strategies to enhance students' participation
- Use of appropriate techniques to assess student learning
- Ability to teach content in the designated language of instruction
- Ability to encourage and interest students in the learning process and in the development of critical thinking
- Expressed concern and respect for the student in class discussion, in advising and counseling, in student teaching supervision, in their accessibility outside of class and directing student independent work

B. CRITERIA: The faculty member should demonstrate supporting evidence for course development and preparation:

- Participation in revision of existing courses or development of new courses
- Participation in program and course review
- Adherence to an approved master's degree syllabus, scheduled class times, posting of recorded class sessions, and submission of midterm and final grades according to the Registrar's calendar
- Development of new courses or new materials
- Integration of instructional technology and e-classroom techniques in existing courses

C. CRITERIA: The faculty member should demonstrate supporting evidence for his/her own professional development:

- Attendance and participation in workshops, conferences, online education or courses which will benefit teaching performance or performance of other primary duties
- Online teaching certification

- Participation in professional organizations which are related to assigned teaching and/or other primary duties

Retention Process Based on Teaching Evaluation Criteria

All faculty will be evaluated according to *high-touch, high-tech, and high-support* teaching/primary duties activities by academic rank.

Years in the Rank	Evaluation Criteria	Academic Rank	Evidence
1-3	Satisfactory	Instructor	Criteria A, B, and C, including criteria from each pillar. Student evaluations of all courses taught in all academic terms demonstrating a minimum of 4.0 on a 5.0 scale, three classroom observations by School chair, Program director and a peer, and performance portfolio
		<i>Request for Exceptionality and Promotion to Associate Professor</i>	Portfolio including cumulative evidence of the three categories used for the academic ranks of Instructor, and Assistant Professor
4-6	Very Effective	Assistant Professor	Criteria A, B, and C, including criteria from each pillar. Student evaluations of all courses taught in all academic terms demonstrating a minimum of 4.0-4.5 on a 5.0 scale; two classroom observations by School chair, Program director and a peer, and performance portfolio
7-9	Highly Effective	Associate Professor	Criteria A, B, and C, including criteria from each pillar. Student evaluations of 50% of the courses taught in all academic terms demonstrating a minimum of 4.5-5.0 on a 5.0 scale, two School chair, Program director and peer evaluations, and performance portfolio
		<i>Request for Promotion to Full Professor</i>	Portfolio including cumulative evidence of the three categories used for the academic ranks of Instructor, Assistant Professor, and Associate Professor
10+	Superior	Professor	Criteria A, B, and C, including criteria from each pillar. Student evaluations of selected courses taught in any academic term demonstrating a consistent score of 4.5-5.0 on a 5.0 scale within the immediate past 3 academic terms, one

			School chair, Program director and peer evaluations, and performance portfolio
--	--	--	--

Evidence of Excellence in Teaching

Area	Possible Evidence
Demonstrated Excellence in Teaching	<ul style="list-style-type: none"> • Syllabi • Classroom observations according to requirements by academic rank • Peer observations • Recordings of class sessions in Canvas • Student evaluations according to requirements by academic rank • Sample assessments • Rubrics developed • Sample lesson plans/activities demonstrating innovative methodologies, design, or incorporation of technology • Course/program review reports or data analysis • Graded samples of student work • Evidence of communication with students • Syllabi developed for new courses • Research of new course materials • Materials from conferences attended • PPTs or session handouts from professional development events • Hyperlinks of class resources • New course or program proposals • Reports/contributions to reports • Evidence of professional organization membership • Certificates of attendance of professional development activities • Other documents evidencing excellence in teaching and primary duties

Research/Creative Duties

The review of high-touch, high-tech, and high-support research and creative activities assesses the quality and quantity of research in which the faculty member participates. Research and creative activity can encompass a variety of activities that demonstrate meaningful contributions to the field. Evidence demonstrating high-touch, high-tech, and high-support research and creative activities is included in the faculty portfolio.

Category I Research/Creative *High-touch, High-tech, and High-support* Activities may include:

- Books
- Original book chapters
- Peer reviewed articles in scholarly print or electronic journals
- Peer reviewed articles in scholarly print or electronic Latino/Hispanic journals
- Editorially reviewed articles in scholarly print or electronic journals
- Chair of editorial review committee of an indexed journal
- Keynote speech at an international or national conference
- Serving as principal investigator of a grant targeting Latino communities
- Serving as principal investigator of a grant

Category II Research/Creative *High-touch, High-tech, and High-support* Activities may include:

- Published book reviews or literature reviews
- Published technical manuals
- Published electronic and digital-based work
- Publications in ERIC clearinghouses
- Participating in joint research projects (school-college, college-community, faculty-teacher, or faculty-student)
- Leadership in grant writing or management
- Public, invited lectures
- Invited participation in panels
- In-person or virtual presentation at a regional conference
- In-person or virtual presentation at a national conference
- In-person or virtual presentation at an international conference
- Presentation at a professional conference related to the discipline with full text of published conference proceedings in print, electronically, or digital media
- Invited presentations related to the area of expertise
- Paper presentations at refereed international, national, regional, and state conferences
- Planning, coordinating, or directing professional in-person or virtual conferences, seminars, and workshops
- Citations by others in printed works
- Evaluation of grant research
- Program evaluation with reporting requirements
- Researching, designing, and delivering professional development activity
- Research team member for a grant

Category III Research/Creative *High-touch, High-tech, and High-support* Activities may include:

- Technology demonstrations at a conference
- Publication of a newsletter
- Membership of an editorial committee
- Publisher of a blog or non-refereed digital work
- Membership in a professional organization
- Publications in non-refereed journals including newspapers
- Demonstrated progress on manuscripts and grant proposals
- Fellowships, internships, and fieldwork

Retention Process Based on Research Evidence by Academic Rank

Years in the Rank	Evaluation Criteria	Academic Rank	Evidence
1-3	Satisfactory	Instructor	<ul style="list-style-type: none"> -Most activities in Category III equally related to all three pillars -Minimum of 3 Category II activities, one activity by pillar -Promotion to Assistant Professor rank requires a research plan that includes activities related to all pillars
		<i>Request for Exceptionality for Promotion to Associate Professor</i>	Portfolio including cumulative evidence of the three categories used for the academic ranks of Instructor and Assistant Professor.
4-6	Very Effective	Assistant Professor	<ul style="list-style-type: none"> -Most activities in Category III equally related to all three pillars -Minimum of 6 Category II activities, two activities for each pillar -Demonstrated progress on research plan that includes activities related to all pillars
7-9	Highly Effective	Associate Professor	<ul style="list-style-type: none"> -Most activities in Category III equally related to all three pillars -Minimum of 50% of activities in Category II equally related to all three pillars -Minimum of 3 activities in Category I related to each pillar
		<i>Request for Promotion to Full Professor</i>	Portfolio including cumulative evidence of the three categories used for the academic ranks of Instructor, Assistant Professor, and Associate Professor
10+	Superior	Professor	-Demonstrated evidence in all categories and pillars

Evidence of Excellence in Research/Creative Activities

Category I Research/Creative Activity	Possible Evidence	Category I Requirements by Academic Rank
<ul style="list-style-type: none"> • Books • Original book chapters • Peer reviewed articles in scholarly print or electronic journals • Editorially reviewed articles in scholarly print or electronic journals 	<ul style="list-style-type: none"> • Links to digital books, chapters • Links or physical copies of peer-reviewed articles • Links or physical copies of editorially reviewed works • Editorial review committee documents demonstrating 	Instructor No requirement. Retention and promotion to Assistant Professor rank requires research plan that includes activities related to all pillars.

<ul style="list-style-type: none"> Chair of editorial review committee of an indexed journal Keynote speech at an international or national conference 	<p>membership and committee leadership</p> <ul style="list-style-type: none"> Formal invitations, video/audio recordings, speech manuscript, documentation from official conference program, event advertising 	<p>Assistant Professor Demonstrated progress on research plan that includes activities related to all pillars</p> <p>Associate Professor Minimum of 3 activities in Category I related to each pillar</p> <p>Professor Demonstrated evidence in all categories and pillars</p>
Category II Research/Creative Activity	Possible Evidence	Category II Requirements by Academic Rank
<ul style="list-style-type: none"> Technology demonstrations at a conference Publication of a newsletter Membership of an editorial committee Publisher of a blog or non-refereed digital work Membership of a professional organization Publications in non-refereed journals including newspapers Demonstrated progress on manuscripts and grant proposals Fellowships, internships, and fieldwork 	<ul style="list-style-type: none"> PPT, video recording of presentation, handouts Links or scans of newsletters Evidence of involvement on the committee such as works reviewed Links to multimedia work Registration confirmation, evidence of events attended Links to or scans of non-refereed publications Submission of completed work in progress Award letters, position summaries, reports completed during the appointment 	<p>Instructor Minimum of 3 Category II activities (one activity per pillar). Promotion to Assistant Professor rank requires research plan that includes activities related to all pillars</p> <p>Assistant Professor Minimum of 6 Category II activities (two activities per pillar), and demonstrated progress on research plan that includes activities related to all pillars</p> <p>Associate Professor Minimum of 50% of activities in Category II (equally related to all 3 pillars)</p> <p>Professor Demonstrated evidence in all categories and pillars</p>
Category III Research/Creative Activity	Possible Evidence	Category III Requirements by Academic Rank
<ul style="list-style-type: none"> Published book reviews or literature reviews Published technical manuals Published electronic and digital-based work Publications in ERIC clearinghouses Participating in joint research projects (School-College, 	<ul style="list-style-type: none"> Copies of published work or links to work published digitally Copies of published work or links to work published digitally Copies of published work or links to work published digitally 	<p>Instructor Most activities in Category III, equally related to all 3 pillars</p> <p>Assistant Professor Most activities in Category III, equally related to all 3 pillars, and demonstrated progress on research plan that includes activities related to all pillars</p>

<p>College-community, faculty-teacher, or faculty-student)</p> <ul style="list-style-type: none"> • Leadership in grant writing or management • Public, invited lectures • Invited participation in panels • In-person or virtual presentation at a regional conference • In-person or virtual presentation at a national conference • In-person or virtual presentation at an international conference • Presentation at a professional conference related to the discipline • Invited presentations related to the area of expertise • Paper presentations at refereed international, national, regional, and state conferences • Planning, coordinating, or directing professional in-person or virtual conferences, seminars, and workshops • Citations by others in printed works • Evaluation of grant research • Program evaluation with reporting requirements • Researching, designing, and delivering professional development activity 	<ul style="list-style-type: none"> • Copies of published work or links to work published digitally • Research proposals or work done on independent research • PPTs or recordings of invited speeches or participation on panels • Submitted grant proposals or evidence of active management of a grant (demonstrate materials completed and submitted to the grantor) • PPTs, handouts, recording, or published details in conference program full text of published conference proceedings in print, electronically, or digital media • Original papers presented at conferences • Formal invitations for speaking engagements, recordings, documentation in conference or event program, or advertising of the event • Articles referencing • Reports written as part of course or program review processes • PPTs or recordings of professional development activities designed and delivered 	<p>Associate Professor Most activities in Category III, equally related to all 3 pillars</p> <p>Professor Demonstrated evidence in all categories and pillars</p>
---	--	---

Institutional Review Board Evidence

Any faculty member of St. Augustine College, in any academic rank or administrative appointment, who plans to conduct research, either quantitative or qualitative, must apply to the Institutional Review Board for approval. The IRB must assure the protection of all subjects and compliance with federal regulations. The task of the IRB is the screening of research projects for review and oversight and ethical review of any and all research involving human participants conducted by faculty, staff, administrators, students, and outside researchers.

A letter from IRB should be included in the faculty portfolio as a proof of verification for each research study designed or implemented during the time of the performance evaluation term. The IRB panel is composed of faculty members from each discipline and different specializations, whose knowledge and

experience provide additional oversight and ethical review, determines the exemption or the approval of the study to be investigated.

Service Activities

All faculty are expected to engage in activity that demonstrates leadership and contribution to the program, institution, community, and/or discipline. Service responsibilities include service to students, service to the program and college, and service to the community. All *high-touch, high-tech, and high-support* activities demonstrating service must be supported by evidence in the faculty portfolio. Examples of *high-touch, high-tech and high-support* services include (but are not limited to):

Category I Service: *High-touch, high-tech, and high-support* Service to the School/program may include:

- Service on academic committees
- Service on personnel committees
- Service on administrative committees
- Development of co-curricular activities
- Participation in program meetings
- Participation in recruitment events related to the program
- Leadership work on an academic program review or creation
- Primary authorship of program revision and/or program development proposals or reports
- Academic program advising
- Contributing author of school/program committee reports
- Leadership on development work on school/program websites
- Leadership position on a school/program committee or taskforce
- Leadership in program or course review
- Primary authorship of program revisions and/or program development proposals or reports

Category II Service: *High-touch, high-tech and high-support* Service to the college may include:

- Attendance at graduation ceremonies
- Attendance at Faculty Institute Day
- Representing the institution at job fairs
- Representing the institution at recruitment events
- Presentation of special projects to the college community
- Service on college committees
- Attendance at advisory board meetings
- Membership on Faculty Council
- Service as an invited peer evaluator
- Participation in new student orientation
- Mentorship of new resident faculty
- Contributing author of college committee reports
- Leadership on development work on college websites
- Primary author on accreditation reports such as HLC, ISBE
- Leadership on institution-wide committee or taskforce

- Faculty advisor to student organization
- Attendance at regional or state level meetings related to accreditation, certification, or program development
- Leadership position in accreditation review process

Category III Service: *High-touch, high-tech and high-support* Service to the community at-large may include:

- Service as an elected official for state, national, or international academic or professional organizations
- Representing St. Augustine College at community events
- Leadership in boards of not-for-profit community organization
- Committee membership for state, national or international professional organization
- Member of thesis or dissertation committee outside of the college
- Editorial Review Board for state, national, or international professional journal or publication
- Participation and/or leadership position in a community group or organization related to the academic discipline
- Reviewer for book manuscript(s) for a commercial publisher
- Reviewer for academic papers for publication in educational professional journals
- Service as a consultant to local Schools or state educational agencies
- Other participation in service to community or state educational entities related to candidate's discipline or areas of expertise

Retention Process Based on Service Activities by Academic Rank

All faculty will be evaluated according to *high-touch, high-tech, and high-support* activities by academic rank.

Years in the Rank	Evaluation Criteria	Academic Rank	Evidence
1-3	Satisfactory	Instructor	-Participation in a minimum of 2 activities in Category I, a minimum of 2 activities in Category II, and a minimum of 2 activities in Category III, with activities in each of the 3 pillars
		<i>Request for Exceptionality for Promotion to Associate Professor</i>	Portfolio including cumulative evidence of the three categories used for the academic ranks of instructor and assistant professor.
4-6	Very Effective	Assistant Professor	-Participation in a minimum of 3 activities from Category I, a minimum of 3 activities in Category II, and a minimum of 3 activities in Category III, with activities in each of the 3 pillars

7-9	Highly Effective	Associate Professor	-Participation in a minimum of 4 activities in Category I, a minimum of 4 activities in Category II, and 4 activities in Category III, with activities in each of the 3 pillars
		<i>Request for Promotion to Full Professor</i>	Portfolio including cumulative evidence of the three categories used for the academic ranks of Instructor, Assistant Professor, and Associate Professor
10+	Superior	Professor	-Demonstrated service in multiple leadership positions and continuous service in all categories and pillars

Evidence of Excellence in Service

Category I: Service to the School/program	Possible Evidence	Category I Requirements by Academic Rank
<ul style="list-style-type: none"> • Service on academic committees • Service on personnel committees • Service on administrative committees • Development of co-curricular activities • Participation in program meetings • Participation in recruitment events related to the program • Leadership work on an academic program review or creation • Primary authorship of program revision and/or program development proposals or reports • Academic program advising • Contributing author of School/Program committee reports • Leadership on development work on School/Program websites 	<ul style="list-style-type: none"> • Meeting agendas and/or minutes of academic committees • Candidate evaluation forms completed as part of service to personnel committee • Co-curricular activity proposals, advertising of events, attendance lists • Program meeting agendas and/or minutes • Evidence of recruitment involvement such as contact lists of prospective students • Reports written as part of program review or creation • Reports written as part of program revision and/or development • Notes related to student meetings and/or advising sessions • Reports written as part of a School or program committee • Links to websites developed or edited 	<p>Instructor Minimum of 2 activities in Category I, with all activities related to the 3 pillars</p> <p>Assistant Professor Minimum of 3 activities from Category I, with all activities related to the 3 pillars</p> <p>Associate Professor Minimum of 4 of activities Category I, with all activities related to the 3 pillars</p> <p>Professor Demonstrated service in multiple leadership positions and continuous service in all categories and pillars</p>

<ul style="list-style-type: none"> • Leadership position on a School/Program committee or taskforce • Leadership in program or course review • Primary authorship of program revisions and/or program development proposals or reports 	<ul style="list-style-type: none"> • Committee or taskforce reports written 	
Category II: Service to the College	Possible Evidence	Category II Requirements by Academic Rank
<ul style="list-style-type: none"> • Attendance at graduation ceremonies • Attendance at Faculty Institute Day • Representing the institution at job fairs • Representing the institution at recruitment events • Presentation of special projects to College community • Service on College committees • Attend advisory board meetings • Membership on Faculty Council • Service as an invited peer evaluator • Participation in new student orientation • Mentorship of new Resident faculty • Contributing author of College committee reports • Leadership on development work on College websites • Primary author on accreditation reports, such as HLC, ISBE • Leadership on institution-wide committee or taskforce • Faculty advisor to student organization 	<ul style="list-style-type: none"> • Faculty Institute Day handouts • Lists of prospective students from recruitment events • PPTs or recordings of presentations to the college community • Agendas and/or minutes demonstrating service on College committees • Agendas and/or minutes of advisory board meetings • Agendas and/or minutes of Faculty Council meetings • Completed peer classroom observation forms • PPTs or handouts presented at new student orientation • Meeting notes or correspondences with faculty mentees • Links to websites developed or edited • Accreditation reports • Agendas and/or meeting notes and reports demonstrating participation in institution-wide committees or taskforces • Communications with student organizations, meeting agendas and/or minutes, evidence of 	<p>Instructor Minimum of 2 activities in Category II, with all activities related to the 3 pillars</p> <p>Assistant Professor Minimum of 3 activities in Category II, with all activities related to the 3 pillars</p> <p>Associate Professor Minimum of 4 activities in Category II, with all activities related to the 3 pillars</p> <p>Professor Demonstrated service in multiple leadership positions and continuous service in all categories and pillars</p>

<ul style="list-style-type: none"> Attendance at regional or state level meetings related to accreditation, certification, or program development Leadership position in accreditation review process 	<p>events led by the student organization</p> <ul style="list-style-type: none"> PPTs, handouts, recordings, or other materials provided at meetings related to accreditation, certification, or program development 	
Category III: Service to the Community at-large	Possible Evidence	Category III Requirements by Academic Rank
<ul style="list-style-type: none"> Service as an elected official for state, national, or international academic or professional organizations Representing St. Augustine College at community events Leadership in boards of not-for-profit community organization Committee membership for state, national or international professional organization Member of thesis or dissertation committee outside of the college Editorial Review Board for state, national, or international professional journal or publication Participation and/or leadership position in a community group or organization related to academic discipline Reviewer for book manuscript(s) for a commercial publisher Reviewer for academic papers for publication in educational professional journals Service as a consultant to local Schools or state educational agencies. It is 	<ul style="list-style-type: none"> Agendas and/or meeting minutes from organization meetings or evidence of contributions made to the organization Board agendas and/or minutes Dissertation committee selection form Publications reviewed through Editorial Review Board Agendas and/or meeting minutes from community organizations related to the academic discipline or evidence of contributions made to the organization Book manuscripts reviewed Academic papers reviewed Reports developed as a result of consulting contracts 	<p>Instructor Minimum of 2 activities in Category III, with all activities related to the 3 pillars</p> <p>Assistant Professor Minimum of 3 activities in Category III, with all activities related to the 3 pillars</p> <p>Associate Professor Minimum of 4 activities in Category III, with all activities related to the 3 pillars</p> <p>Professor Demonstrated service in multiple leadership positions and continuous service in all categories and pillars</p>

<p>the faculty member's responsibility to justify and document the relationship between the consulting activity and College service</p> <ul style="list-style-type: none"> • Other participation in service to community or state educational entities related to candidate's discipline or areas of expertise 		
---	--	--

Building the Faculty Evaluation Portfolio in Paycor

Resident faculty, program directors, and part-time instructional faculty will submit evidence to support their professional activities in teaching, research, and services in an online repository (Paycor) and will use this platform to build their electronic portfolios. Each eligible faculty member will find a dedicated evaluation tab in their Paycor portal. The faculty's evaluation tab will be accessed by immediate supervisors as well as the Institutional Faculty Personnel Committee during the annual review process without compromise of confidential information stored elsewhere in the Paycor system.

The faculty will find a total of five folders within the Evaluation tab. They include:

- Narrative and Summary of Evidence Form
- Teaching/Primary Duties
- Research/Creative Duties
- Service Activities
- Final Evaluations

Faculty will have access to their portal and the evaluation folders year-round and are encouraged to upload evidence incrementally as activities are completed. Within each of the primary folders listed above, additional nested folders will help faculty upload documents in an organized manner.

Folder Contents

Primary Folder 1: Teaching/Performance of Primary Duties

- Nested Folder 1: Criteria I Evidence
- Nested Folder 2: Criteria II Evidence
- Nested Folder 3: Criteria III Evidence

Primary Folder 2: Research/Creative Duties

- Nested Folder 1: Category I Evidence
- Nested Folder 2: Category II Evidence
- Nested Folder 3: Category III Evidence

Primary Folder 3: Service Activities

- Nested Folder 1: Category I Evidence
- Nested Folder 2: Category II Evidence
- Nested Folder 3: Category III Evidence

Primary Folder 4: Final Evaluations

This folder stores completed annual retention forms, documents the decisions and comments of the Institutional Faculty Personnel Committee and Dean of Academic Affairs, and houses documentation associated with grievances. All parties involved in the evaluation process must acknowledge and sign completed evaluation forms signifying acceptance of the decisions and feedback found therein. The Faculty evaluations letters summarizing the evaluation given by students, peers, school chair, program directors and or Dean of Academic Affairs, depending on the academic rank of the eligible faculty.

Primary Folder 5: Narrative and Summary of Evidence Form

Narrative

A narrative is produced by each faculty member summarizing the major accomplishments in the areas of teaching, research, and service within the one-year review period. The introduction may also include information about ongoing projects, works in-progress, or leadership in other long-term initiatives.

Summary of Evidence Form

This form provides a visual overview of the evidence contained within the portfolio. Faculty are responsible for determining which pillar of the Latino Education Model is supported by their accomplishments in the areas of teaching, research/scholarly activity, and service.

Instructions: Inventory your contributions and accomplishments within the past year and complete the chart below.

Step 1: Review the teaching criteria, research categories, and service categories

Step 2: Determine which activities you have completed from the criteria and category lists

Step 3: For each activity, determine whether it supports the high-touch, high-tech, or high-support pillar.

- Pillar I, *high-touch*, refers to teaching, research, and service activities that connect with a culturally affirming atmosphere, Latino representation and bilingual education among faculty and students.
- Pillar II, *high-tech*, includes teaching, research, and service activities that demonstrate flexible modalities of learning environments that employ modern technological tools in education.
- Pillar III, *high-support*, describes teaching, research and service activities planned and implemented to, direct or indirectly, benefit all students with connection,

guidance, and assistance during the transition to undergraduate life and throughout their undergraduate career

Step 4: After you have determined the criteria, categories, and pillar(s) that your activity supports, please choose the number of completed activities from the drop-down menu in the chart. Choose 1 if you have completed one activity in the area, 2 if you have completed two activities in the area, and so on. Please note that the number of activities required varies according to academic rank. To review teaching requirements by rank, see pg. 73 of this document. To review research requirements by rank, see pg. 75 of this document. To review service requirements by rank, see pg. 79 of this document.

To complete this form, select the correct number of activities in each category from the drop-down menu.

	High-touch	High-support	High-tech
Teaching			
Criteria A (pg. 72)	0	0	0
Criteria B (pg. 72)	0	0	0
Criteria C (pg. 73)	0	0	0
Research	0	0	0
Category I (pg. 75)	0	0	0
Category II (pg. 75)	0	0	0
Category III (pg. 76)	0	0	0
Service	0	0	0
Category I (pg. 79)	0	0	0
Category II (pg. 80)	0	0	0
Category III (pg. 80)	0	0	0

Annual Retention Schedule for Resident Faculty, Program Directors, and Part-Time Instructional Faculty

*Timetables should be customized annually at the discretion of the Institutional Faculty Personnel Committee, School chairs, and Dean of Academic Affairs to solidify deadlines.

Action to be completed by	Action
February	All e-portfolios completed and uploaded to the Paycor system.

Week 1	The Institutional Faculty Personnel Committee and Dean of Academic Affairs are granted access to each faculty's Paycor evaluation materials in order to begin the review process
February Week 3	Institutional Faculty Personnel Committee retention recommendations submitted to school chair
February Week 4	Retention recommendations and rationale of school chair submitted to faculty member
End of February	<i>**Grievance of School chair's Recommendation- Step 1: Faculty may request reconsideration of negative recommendation by Institutional Faculty Personnel Committee or school chair</i>
End of February	<i>**Grievance of school chair's Recommendation- Step 2: The Institutional Faculty Personnel Committee or school chair provides written statement(s) of reconsideration to faculty member and to Dean of Academic Affairs.</i>
March Week 1	Retention recommendations and rationale of Dean of Academic Affairs submitted to faculty member.
March Week 2	<i>**Grievance of Dean of Academic Affairs's Recommendation- Step 1: Reconsideration request of negative recommendation by Dean of Academic Affairs.</i>
March Week 3	Retention recommendations reviewed by Dean of Academic Affairs; written retention recommendations of Dean of Academic Affairs submitted with accompanying retention recommendations to Academic Council. Copy of retention recommendation of Dean of Academic Affairs, with supporting reasons if a negative recommendation, submitted to the faculty member being evaluated.
March Week 3	Institutional Faculty Personnel Committee submits retention recommendations and supporting reasons to President.
End of March	President submits written recommendation to President's Cabinet for each faculty member being evaluated. A copy of the President's recommendation is provided to faculty member.
End of March	<i>**Grievance of the President's Decision- Step 1: Reconsideration request of negative recommendation by Dean of Academic Affairs.</i>
April Week 1	President submits written statement of reconsideration to faculty member and to President's Cabinet.
April Week 2	Retention decisions provided to probationary faculty members in first, second and third year of full-time employment by the college President, with statement of reasons if decision is negative. A negative decision dictates termination at the end of the first, second or third year of full-time employment, respectively.
May Week 1	Notice of retention or dismissal

Part-time Academic Administrators Evaluation

The Dean of Academic Affairs is the direct supervisor of any part-time academic administrator with an academic task among their duties. The purpose of part-time academic administrator evaluation by the Dean of Academic Affairs is to provide guidance and support in their fundamental roles of helping faculty members flourish academically and leading high-quality academic programs. The evaluation plan should emphasize leadership development and improvement, safeguard academic freedom, and be consistent with St. Augustine College policies.

The administrative position, duties, and responsibilities determine the process of evaluation of the part-time academic administrator. If the part-time academic administrator is holding a chair or program director position, the performance evaluation will be conducted by the Dean of Academic Affairs and a second senior academic administrator who is familiar with the part-time academic administrator's performance, appointed by the Dean of Academic Affairs.

The performance evaluation includes:

1. an annual classroom observation by the Dean of Academic Affairs,
2. the evidence of submission of two grants,
3. the growth of the program(s) in terms of recruitment, retention, persistence, and graduation, and
4. professional development and growth of the faculty supervised.

Retention

Based on a score of 85% or greater on the performance evaluation criteria identified above. The evaluation is conducted by the Dean of Academic Affairs and two program directors from different programs.

B. Adjunct Faculty Evaluation

As an HLC-accredited institution of higher education, St. Augustine College seeks to hire and retain a diverse faculty of only the most knowledgeable, student-centered, committed, and innovative adjunct instructors. The adjunct evaluation process allows supervisors to recognize and celebrate effective and innovative performance, empowers faculty to pursue their own growth, aids in identifying areas of improvement, encourages open communication between adjuncts, supervisors, and peers within the program, and informs retention decisions.

In the college's pursuit of excellence, there are five elements required in the adjunct faculty evaluation process:

- The adjunct faculty must demonstrate a robust understanding of St. Augustine College by completing the Faculty Onboarding Training
- All adjunct faculty must demonstrate excellence in instruction through regular classroom observations
- All adjunct faculty must demonstrate commitment to continuous improvement through participation in professional development
- All adjunct faculty must achieve satisfactory scores on instructor and course evaluations

- All adjunct faculty must complete training in online instruction within four months of hire

Faculty Onboarding Training

The College Onboarding Training is an on online program that consists of modules on a variety of topics critical to effective instruction at St. Augustine College. Modules include an introduction to the college's Learning Management System (Canvas), telecommunication platform (Zoom), academic policies, institutional policies and procedures, college history, and an introduction to the Latino Education Model. The College Onboarding Training is mandatory for any new adjunct faculty regardless of the number of courses contracted to teach in any specific academic term. All adjunct faculty must complete the training modules before the first day of instruction in the term for which they were hired.

Classroom Observations

The adjunct faculty will be observed once during each of their first and second terms of employment by a school chair and or program director. In the second term of instruction, the adjunct faculty may be observed by a faculty peer designated by the program director. The process of classroom observation consists of the following steps:

1. The adjunct faculty will be informed by the school chair or program director about the classroom observation to be conducted. They both will decide date and time of the classroom observation.
2. In the 50-minute observations, the observer will complete the St. Augustine College Faculty Classroom Observation Form.
3. The observer will meet with the adjunct faculty member within five days of the observation to discuss the results. The adjunct faculty will be given a score, with a minimum score of 3.0 on a 4.0 scale (75%) required to continue in the next term.
4. After the initial two observations, returning adjuncts will then be observed twice annually (once in Fall I or Fall II and again in Spring I or Spring II) according to the Observation Schedule below.
5. All adjunct faculty will have access to an online portal in which copies of all signed classroom observation forms should be uploaded.

Term of Instruction	Observation Schedule
1 st Term	Observation to occur during the instructor's first 8-week term of employment
2 nd Term	Observation to occur during the instructor's second eight-week term of employment
3 rd Term and Beyond	Two observations annually (Fall I or Fall II and Spring I or Spring II) as determined by the school chair or program director

Professional Development

Continuous improvement and professional and personal evolution are priorities at St. Augustine College. To this end, adjunct faculty are required to participate in a minimum of one hour of in-house professional development activities each term they are employed by contractual obligations.

Each month, the Office of Academic Effectiveness offers a range of professional development sessions on various topics. Adjunct faculty can choose to join curated webinars on pedagogical topics, become inspired by presentations from St. Augustine College colleagues, participate in faculty roundtable discussions, learn about instructional technology, become informed about St. Augustine College's new initiatives, and attend live presentations from expert guest speakers, among other topics. All adjunct faculty will have access to an online portal where evidence of participation in professional development should be uploaded.

Instructor and Course Evaluations

Each term in week six, students receive instructor and course evaluations via the St. Augustine College evaluation system, EvaluationKit. Students can access the evaluation links from their Canvas dashboard as well as through invitation e-mails and reminders that include links to the class surveys. At the conclusion of the term, school chairs and/or program directors review each instructor's results. All adjuncts must score a minimum of 4.0 on the 5.0 scale (80%). All adjunct faculty will have access to an online portal in which copies of instructor and course evaluations for each term should be uploaded.

Timing and Method of Evaluation

Formal annual evaluations of adjuncts are required to ensure continuous improvement of classroom instruction. Offers for additional contracts are contingent upon this review and a determination of satisfactory performance by the program director. The adjunct faculty is responsible for uploading to Paycor the following documents for review by program directors: classroom observations, professional development evidence, course syllabus, and instructor/course evaluations.

The Institutional Faculty Personnel Committee may develop the evaluation calendar for adjunct faculty. The school chair or program director will implement the calendar immediately after it is officially published. All adjunct faculty will receive from their respective school chairs the evaluation and classroom observation schedule. Normally, an adjunct will be provided with at least one (1) weeks' notice of a classroom observation.

The school chair or program director will be responsible for conducting annual evaluations according to the Institutional Faculty Personnel Committee schedule.

- The adjunct faculty will receive instructions on how to organize their respective portfolios for their annual evaluation. The portfolio should contain evidence of classroom observation, a letter of evaluation performance, Instructor and Student EvaluationKit results, examples for students' projects, peer review observation, and a copy of course syllabus.

The school chair or program director will review the adjunct faculty's portfolio and will complete the evaluation form within 30 days of the review. Evaluation categories include: Faculty Onboarding Training proof, classroom observations, professional development evidence, instructor/course evaluation, and the completion of training on online instruction. The school chair or program director will place the evaluation form in the adjunct faculty's personnel file for acknowledgement and signature.

- Under exceptional circumstances, the college in its sole discretion may conduct an evaluation without notice. If production of student work is requested, the adjunct will be allowed up to an additional week to assemble and provide the requested materials.

Adjunct faculty who would like to pursue a formal grievance should follow the produces found on pg. 114, Faculty Grievance Procedures.

C. Visiting Professors Evaluation

Given the specialized nature of a visiting professor appointment and the varying needs of each school and program:

- The visiting faculty and school chair will agree on a plan for evaluating the success of the professorship in terms of increased knowledge, greater awareness, and potential for practice change.
- The visiting faculty will be observed only upon request of the visitor. If a classroom observation occurs, the visiting faculty selects the faculty observation tool regularly used to observe the college faculty or may propose an alternative observation that includes measurable outcomes/objectives.
- The results of the evaluation conducted must be included in the final report presented by the visiting faculty.

Retention

- A retention process is not applicable to visiting faculty. The primary academic appointment begins and ends in agreement between visiting faculty and St. Augustine College.
- If the primary academic, research, or administrative appointment ends before the planned end of the visit to the college, the affiliation with the college will automatically conclude unless expressly extended.

D. Instructional Assistant Evaluation

Instructional assistants' work may vary depending on school or program needs. As such:

- The schools and programs establish the standards for the supervision and evaluation of instructional assistants depending on discipline and course assignments.
- The instructional assistant shall be evaluated by the appropriate academic unit for the solely purpose of teaching improvement as early in the first semester as possible.
- All instructional assistants shall be evaluated by the appropriate academic unit each semester.
- Instructional assistants must be informed of any additional institutional policy created by the Department of Department of Human Resources that may affect their performance.
- The school and program must establish a process for receiving and addressing student complaints and concerns about instructional assistants. This information should be made available in the course syllabus.

Retention

- A resident faculty, part-time academic administrator or visiting professor is designated as the mentor of the instructional assistant.
- The instructional assistant will be retained to continue for one additional academic semester of two terms according to the above categories and measured by distinguished, excellent, and good performance.
- The mentor will observe the instructional assistant and write an evaluation that will include three categories:

Knowledge	Skills	Professional Attributes
Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.	<ul style="list-style-type: none">• Active Listening• Speaking• Social Perceptiveness• Critical Thinking• Instructing	<ul style="list-style-type: none">• Dependability• Concern for Others• Integrity• Team Orientation

Instructor and Course Evaluation

Online Instructor Evaluation (Likert scale)

- 1) The instructor was organized and prepared for each class session
- 2) The instructor was responsive when students had questions or needed assistance
- 3) The instructor used class time effectively
- 4) The instructor used a variety of methods to present course content (such as textbook, multimedia resources like videos, articles, discussions, presentations, etc.)
- 5) The instructor clearly explained the goals of the course
- 6) The instructor was respectful of all cultures and all levels of language ability
- 7) The instructor provided useful feedback on my work
- 8) The instructor used the appropriate language of instruction (English only or Spanish only)
- 9) The instructor explained course content in a way I could understand
- 10) The instructor gave clear instructions about accessing digital books
- 11) I would recommend this instructor to other students

Online Course Evaluation (Likert scale)

- 1) The course syllabus was well-organized and easy to navigate
- 2) The course syllabus and components were easily accessed in Canvas; i.e. GoToMeeting link
- 3) The online classroom activities were clear and relevant
- 4) The syllabus provided guidance on how to effectively use the class resources
- 5) The course activities encouraged opportunities to interact with other students in class
- 6) Assignments and tests were aligned with course content
- 7) The workload required in this class was appropriate
- 8) The syllabus included assessments, grading scale, course objectives, attendance policy, course calendar, online resources and other information I needed to be successful in this course
- 9) I learned a lot in this course and would recommend it to other students

Face-to-Face Evaluation (if applicable)

- 1) Proper safety protocols were followed when meeting in-person
- 2) Labs were aligned with the course content

What is your experience with online courses?

This is my first online class

I previously enrolled, but did not complete an online class

I have completed at least one online course at St. Augustine

I have completed at least one online course at another institution

Open-Ended Questions (optional)

- 1) List two strengths of the instructor.
- 2) What are areas in which the instructor can improve?

- 1) List two strengths of the course.
- 2) How can this course be improved?



ST. AUGUSTINE COLLEGE

Office of Faculty Development, Performance, and Assessment

A division of the Office of Academic Effectiveness

Professional Development Annual Review

2021

STUDENT TECHNOLOGY OFFICE

01.

INTRODUCTION

02.

ADULT LEARNING FRAMEWORK

03.

NEEDS ASSESSMENT-FACULTY

04.

NEEDS ASSESSMENT- STUDENTS

05.

SUMMARY OF WORKSHOPS

06.

EVALUATION

07.

SUCCESS METRICS

08.

YEAR IN REVIEW

09.

GOALS FOR 2021-2022

10.

OFFICE OF TRAINING AND
TECHNOLOGY SUMMARY OF
WORKSHOPS

11.

OFFICE OF TRAINING AND
TECHNOLOGY YEAR IN REVIEW

12.

OFFICE OF TRAINING AND
TECHNOLOGY YEAR IN REVIEW

WHAT IS THE OFFICE OF FACULTY DEVELOPMENT, PERFORMANCE, AND ASSESSMENT?

Created as a division of the Office of Academic Effectiveness in 2020, the Office of Faculty Development, Performance, and Assessment aims to provide ongoing training and development to all St. Augustine faculty in a variety of areas related to teaching and learning.

The office strives to ensure professional development content that is:

- Directly applicable to instruction
- Interactive and sustained
- Timely and relevant to the online environment
- Instructor-driven

Unique professional development workshops are developed each month and are circulated to faculty through e-mail, the OAE monthly newsletter, *The Quality Journey*, as well as through the Professional Development archive page.

A second function of the Office of Faculty Development, Performance, and Assessment is the coordination and dissemination of results of instructor and course evaluations. Each academic term, the office uses the EvaluationKit software to provide mission-critical data to academic leadership. This data is indispensable in its role in course and program review, instructor evaluation, and for recognizing emerging trends in student feedback. Data collected by the Office of Faculty Development, Performance, and Assessment allows for responsive professional development opportunities that is informed by faculty and student needs.

ADULT PROFESSIONAL LEARNING

Professional development design at St Augustine College is guided by Knowles' (1970) theory of adult learning (andragogy). The four principles of andragogy are incorporated into the design of each professional development activity.

1 Adults must be involved in the planning of their learning.

This is realized through consistent needs assessment and interest surveys.

2 Experience provides the basis for the learning activity.

Professional development workshops are not lectures; rather they are interactive idea-shares amongst a community of educators. Each participant brings unique experiences to a respectful environment in which all contributions are valued.

3 Professional development must have immediate relevance and impact on instructors' lives.

Sessions are designed with practical applications in mind. Each participant should feel empowered to leave a workshop armed with a new technique, theory, technology, or teaching methodology that can be applied immediately.

4 Adult learning is problem-centered.

Workshops focus on real-world pedagogical challenges and best practices that can be used in the classroom. Faculty are encouraged to submit their own suggestions for professional development sessions based on their own professional experiences and areas of interest.

NEEDS ASSESSMENT

Professional development offerings are informed by data derived from two sources:

1. The Professional Development Interest Survey completed by faculty**
2. Trends in data provided by students on instructor and course evaluations each term

Faculty Professional Development Interest Surveys conducted in [Fall 2020 \(A\)](#), [Fall 2020 \(B\)](#), [Spring 2021](#), and [Fall 2021](#) indicated that the most in-demand areas of professional development include:

01

Priority 1: Engaging Students in the Remote Environment

To help give your audience an overview, this section can include a brief description of the goal, its relevance to your sector or industry, and the specific sub-targets your organization is addressing.

02

Priority 2: Self-Evaluation/Reflection of Teaching

To help give your audience an overview, this section can include a brief description of the goal, its relevance to your sector or industry, and the specific sub-targets your organization is addressing.

03

Priority 3: Practical Pedagogical Tools and Strategies

Faculty express interest in e-tools for teaching such as polls, quizzes, games, interactive presentations, etc.

04

Priority 4: Assessment Design

Faculty express interest in assessments that are alternatives to traditional multiple-choice, T/F format and can be implemented in the online environment

05

Priority 5: Supporting Academically Struggling Students

Faculty recognize the academic needs of their students and look for ways to provide support.

**Faculty completion rates of Professional Development Interest Surveys are poor, indicating a lack of overall interest (Fall 2020, n=13; Spring 2021, n=2; Fall 2021, n=11).

NEEDS ASSESSMENT

Student instructor and course surveys conducted in [Fall 1 2020](#), [Fall 2 2020](#), [Spring 1 2021](#), [Spring 2 2021](#), and [Summer 2021](#) concluded that students most frequently request:

01

Priority 1: Increased Opportunities to Engage With Peers

Overwhelmingly, students request more opportunities to interact with classmates and engage in group work and discussion.

02

Priority 2: A Course Calendar Aligned With the Demands of an Accelerated 8-Week Format

Students report obstacles with the pace of 8-week courses and the workload.

03

Priority 3: Additional Time for Explanation and Examples

Students report that the condensed timeframe does not allow for sufficient time to fully explore concepts, does not allow instructors time to expound on concepts with examples, and does not allow students time to practice or ask clarifying questions.

04

Priority 4: Multi-Media Integration

Students request additional materials in addition to PPT such as videos, diagrams, and alternatives to traditional print materials.

05

Priority 4: Communication

Students request clear grading rubrics, timely replies to emails, and differentiation for English language learners.

"reconstruct the workload in this class-too much to do for the amount of time we have"

"lectures are too long...engage us a little more"

"too much information for just 8 weeks"

SUMMARY OF WORKSHOPS

ACADEMIC YEAR 2020-2021

Workshop Title	Date	Total Attendance
Developing Formative and Summative Online Assessments (Faculty Institute Day 2020)	8-14-20	15
Developing Formative and Summative Online Assessments	9-9-20	1
	9-11-20	1
Introduction to Quizlet	9-15-20	0
Introduction to Active Learning	9-16-20	1
Introduction to EvaluationKit Student Evaluation System	9-17-20	2
	9-25-20	4
	9-29-20	2
	10-27-20	0
Overcoming Transactional Distance (webinar/discussion)	9-21-20	3
	6-15-21	0
Introduction to Socrative	9-24-20	0
Best Practices in Assessment Design	9-30-20	0
Improving Academic Performance of English Language Learners *Guest speaker Dr. Judith Yturriago	10-6-20	6
Alternatives to Breakout Groups for Small Groups	10-8-20	2
	10-28-20	0
Incorporating Videos and Webinars into GTM Synchronous Sessions	10-15-20	1
Using Canvas and Digital Book Analytics to Gauge Student Engagement	10-21-20	0
	11-24-20	0
	6-21-20	0
Building Community with the Remind Text System	10-26-20	0
Faculty Roundtable	10-30-20	5
	11-20-20	0
	12-17-20	0
	1-22-21	0
	2-15-21	1
	3-26-21	0
Cengage Publisher Session: Accessing Faculty Portal and Online Resources for the School of Education	11-10-20	1
	11-16-20	0
	11-18-20	8
	1-7-21	1
	1-18-21	0
The 4 Pillars of Online Course Design (Cengage webinar/discussion)	11-12-20	0
Seal of Biliteracy *Guest speaker Luis Narvaez	12-7-20	20
Ensuring Academic Integrity in the Online Environment	12-15-20	10
Diversity and Inclusion Series	12-8-20	13
	12-8-20	15
	12-10-20	25
	12-10-20	18
Achieving Student Success with the Library and Tutoring Center *Guest speaker Kathryn Webb	1-14-21	5
	1-28-21	0
	2-9-21	0
	2-11-21	2
McGraw Hill Publisher Session: Accessing Faculty Portal and Online Resources	2-9-21	3
When Students are Involved, Everyone Learns *Guest speaker Leticia Cortez	2-17-21	6

SUMMARY OF WORKSHOPS

ACADEMIC YEAR 2020-2021

Evaluating Your Teaching Using the OLC Scorecard	3-22-21	4
Introduction to Statistics for Program Review *Guest speaker Noe Lopez	3-30-21	11
Interactive Activities Using QR Codes	4-13-21	1
Chinese Americans Facing the New Jim Crow *Guest panel: Dr. Joaquin Villegas, Dr. Luyan Li, Dr. Rene Delgado	4-15-21	18
Latino Education Model Series (Dr. Gonzalez)	4-19-21	26
Latino Education Model Series (Dr. Carmen Arellano)	4-20-21	17
Latino Education Model Series (Dr. Ana Gil Garcia)	4-22-21	13
Latino Education Model Series (Dr. Ana Gil Garcia & Jennifer Talley)	5-3-21	16
Bloom's Taxonomy for New Instructors	4-30-21 7-14-21	0 0
KAHOOT! Interactive Quiz Platform	5-5-21	2
Creating Narrated PPT Slideshows	5-18-21	2
Differentiated Instruction *Guest speaker Dr. Judith Yturriago	5-26-21	6
Active Learning with the Google Suite	5-27-21 6-10-21	0 4
Designing Interactive Discussion Boards in Canvas	7-8-21 8-2-21	0 0
Validation Theory: Easy Tips to Make Your Teaching More Impactful	7-12-21	0
E-Tools (Jamboard, Google Forms, Zoom Polls, Kahoot!) (Faculty Institute Day 2021)	8-4-21	30
The HyFlex Instructional Model: The New Normal	8-19-21	0

Sessions	Registrations	Attendees per Session
65 Total Sessions (including duplicate sessions) 36 different topics	322 attendees (includes duplicate attendees)	4.95 average attendees per session
10 Institutionally-Sponsored Sessions	188 total attendees (includes duplicate attendees)	18.8 average attendees
55 OFDPA Sessions	55 total sessions 124 total registrations (includes duplicate attendees)	2.25 average attendees (24 sessions with 0 attendees)

EVALUATION

The framework for professional development evaluation at St. Augustine College is guided by Guskey's (2000) 5-stage evaluation process. This model provides criteria for evaluating professional development programs for educators.



Source: Guskey (2000)

Level 5

Measures student learning outcomes: • Cognitive (performance and achievement data) • Affective (attitudes and dispositions) • Psychomotor (skills and behavior).

Level 4

Measures the degree to which the practices and strategies learned in the program are implemented effectively and as intended.

Level 3

Measures the extent to which the institution provides support, advocacy, accommodation, facilitation, and recognition for the professional learning program.

Level 2

Focuses on measuring the knowledge, skills, attitudes or beliefs that participants gain from the professional learning experiences.

Level 1

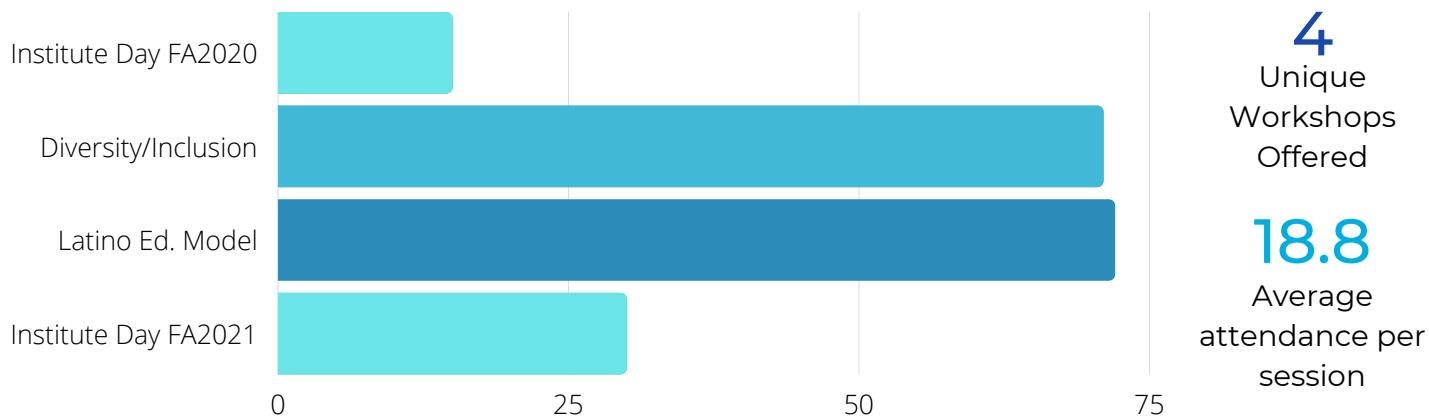
Measures the quality of the professional learning design and gathers participants' satisfaction data. Level 1 also gathers input and ideas for enhancing future professional learning sessions.

SUCCESS METRICS

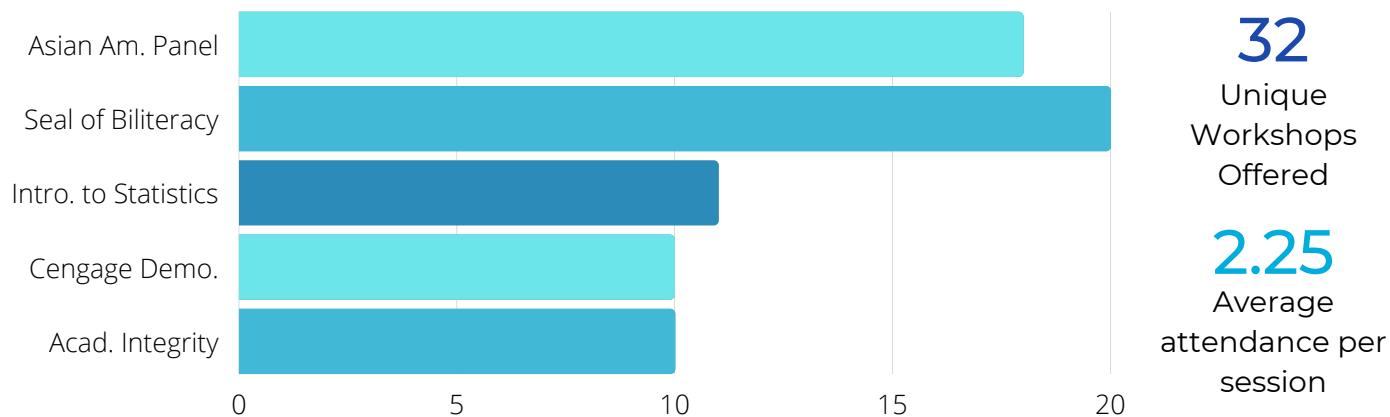
<i>Level 1 Key Indicator- Reaction</i>	<i>Evaluation Tool</i>	<i>Data / Outcome</i>
Surveys yield a minimum 90% satisfaction rating	Post-workshop surveys	Sample size led to unreliable data (n=7) New survey tool needed
<i>Level 2 Key Indicator- Knowledge or Skill Gained</i>	<i>Evaluation Tool</i>	<i>Data / Outcome</i>
Attendees demonstrate understanding, application, and technology requirements of the content through various evaluation tools with minimum scores of 75%	Formative assessments such as polls, games, exit quizzes, collaborative brainstorming, Q&A, group discussion, and individual reflective work	Participants are actively engaged, ask questions, share experiences, and dialogue with peers openly
<i>Level 3 Key Indicator- Instructional Support</i>	<i>Evaluation Tool</i>	<i>Data / Outcome</i>
Evidence of institutional support: Website visibility and dedicated PD pages Promotion of PD sessions by Academic Affairs and academic leadership Inclusion in Faculty Institute Days Compensation for attendance	Email communication and reminders Attendance records Faculty Institute Days surveys Web traffic data	Institutionally encouraged or mandated sessions have higher attendance
<i>Level 4 Key Indicator- Practice/Strategy Implementation</i>	<i>Evaluation Tool</i>	<i>Data / Outcome</i>
Instructors self-report through the annual review process and are observed to integrate practices and strategies from sessions in class	Instructor Observations and annual evaluations Student evaluation feedback	Confidential results-to be addressed with individual instructors during annual review process
<i>Level 5 Key Indicator- Student Outcomes</i>	<i>Evaluation Tool</i>	<i>Data / Outcome</i>
A culture of professional development yields improved student outcomes	Student evaluations Pass rates GPA trends Student attendance trends Course/program review	New trends will be outlined in program and course review documents, if warranted

Year in Review

Best Attended Institutional Sessions



Best Attended OFDPA Sessions



Key Findings



Overall attendance and interest remain low for PD that is not institutionally prioritized or mandated



New satisfaction survey instrument is needed



Faculty preference for peer-led sessions as well as more resources for self-guided PD



Student engagement in synchronous, remote courses remains a primary concern of both students and faculty; however, these sessions have the fewest attendees

GOALS: AY 2021-2022

01

Improve Marketing

Increase number of e-mail reminders and pre-event flyers
Include Professional Development content on new website in prominent location

02

Improve Participant Feedback Collection

A new SurveyMonkey tool integrated with Zoom will be implemented beginning September 2021

03

Provide More Flexible Delivery Options

Add evening sessions
Add option to attend in-person or remotely (HyFlex)

04

Expand Online Resources

Build library of videos on the Development on Demand YouTube channel
Add additional How-To guides for e-teaching tools
Fewer monthly live events- quality over quantity

05

Emphasize Faculty-Led Workshops

Goal of one faculty-led session per month
Recognition of presenters through OAE newsletter and certificates
Increase support from Academic Affairs and Chairs/Prog. Directors

06

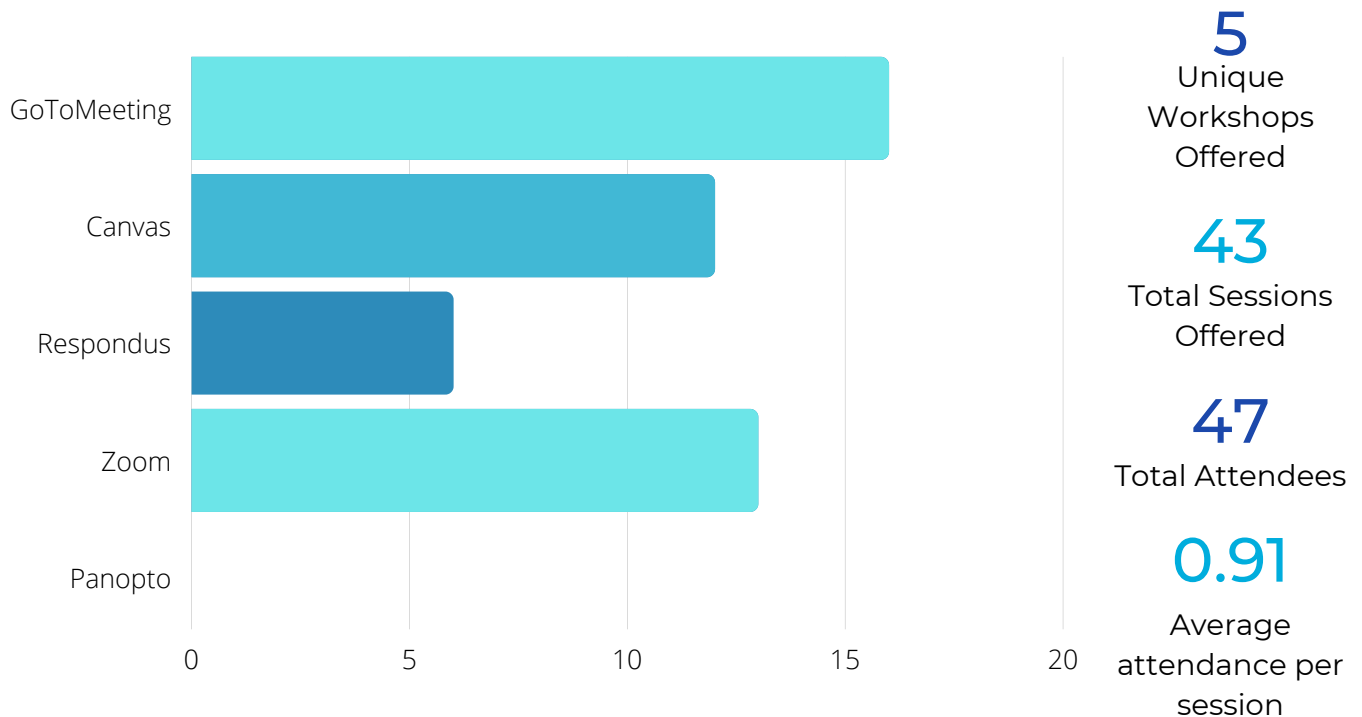
Incentivize Participation

Compensate adjuncts for participation
Provide certificates of attendance for e-portfolios
Spotlight faculty participation and professional accomplishments

OFFICE OF TRAINING AND TECHNOLOGY WORKSHOPS

Workshops Academic Year 2020-2021		
Workshops Title	Date	Total Attendance
Go to Meeting	9/8/2020	6
Go to Meeting	9/10/2020	3
Canvas	9/23/2020	2
Canvas	9/28/2020	1
Go to Meeting	10/3/2020	2
Go to Meeting	10/10/2020	2
Canvas	10/24/2020	1
Canvas	10/31/2020	1
Go to Meeting	11/3/2020	0
Go to Meeting	11/13/2020	0
Canvas	11/17/2020	1
Canvas	11/19/2020	1
Go to Meeting	12/4/2020	0
Go to Meeting	12/7/2020	0
Respondous	1/21/2021	1
Respondous	1/23/2021	0
Go to Meeting	2/15/2021	0
Go to Meeting	2/26/2021	0
Respondous	3/18/2021	2
Respondous	3/27/2021	1
Go to Meeting	4/12/2021	1
Go to Meeting	4/17/2021	2
Canvas	4/24/2021	2
Respondous	4/29/2021	0
Respondous	5/6/2021	2
Canvas	5/11/2021	1
Canvas	5/15/2021	1
Canvas	5/29/2021	1
Zoom	6/8/2021	4
Zoom	6/16/2021	0
Zoom	6/19/2021	1
Zoom	6/20/2021	1
Zoom	6/23/2021	3
Zoom	6/26/2021	3
Zoom	7/10/2021	0
Zoom	7/17/2021	0
Zoom	7/24/2021	0
Zoom	8/9/2021	1
Zoom	8/14/2021	0
Panopto	8/17/2021	0
Panopto	8/23/2021	0
Panopto	8/26/2021	0
Panopto	8/31/2021	0

Office of Training and Technology Year in Review



Key Findings



Faculty express interest in ongoing technology training yet attendance remains low



Attendance at Fall 2021 Institute Day Zoom training was approximately 50. In this instance, institutional prioritization, mandate, and/or compensation for technology training increased attendance by more than 5000 percent over attendance at traditional weekly sessions.

CONCLUSION

The newly-created Office of Faculty Development, Performance, and Assessment has experienced growing pains within its first year. A lack of historical emphasis on professional development, the COVID-19 pandemic, and rapid, unforeseen adoption of remote delivery presented many obstacles for students and faculty alike.

In analyzing Year 1 data, the areas of concern are easily discernable. Year 2 begins with a renewed investment and commitment to the faculty of St. Augustine College. We look forward to concretizing a new culture of professionalism in teaching and learning and inspiring faculty to excel in an environment in which adaptation and evolution have become mission-critical.



”

I want to learn as many techniques as I can that will make me a more effective teacher

-Faculty comment on the Fall 2021 Interest Survey



St. Augustine
COLLEGE

PROGRAM REVIEW

The Office of Academic Effectiveness and the Institutional Assessment Committee have prepared 14 steps and forms/templates to assist and simplify the institutional program review process

STEPS AND FORMS

Table of Content

Introduction.....	2
Program Review Steps.....	3
Step 1: Organize a program committee.....	4
Step 2: Define the mission of the academic program.....	5
Step 3: Appoint an Advisory Board including stakeholders.....	6
Step 4: List and define the Program Learning Outcomes.....	7
Step 5: Complete a table including Institutional Learning Outcomes aligned to Program Learning Outcomes.....	8
Step 6: Create and complete a table including course learning outcomes of a sample of two courses with the largest enrollment, selected to be reviewed.....	9
Step 7: Create and complete a table including Institutional Learning Outcomes, Program Learning Outcomes, and Course Learning Outcomes (curriculum map).....	10
Step 8: Select one assessment tool from the selected courses.....	11
Step 9: Collect data from two courses with the largest enrollment using the course assessment tool selected.....	12
Step 10: Collect data from internal reviewers (Retention, Persistence and Graduation Institutional Committee) of the two selected courses.....	13
Step 11: Collect data from Course Review Form C for the two courses selected.....	14
Step 12: Conduct the data analysis for the two courses selected using the data from the assessment selected.....	15
Step 13: Write the “closing the loop” section (recommendations) according to the assessment cycles.....	16
Step 14: Write and submit your report to the Institutional Assessment Committee, Dean of Academic Affairs, School Chair and Office of Academic Effectiveness.....	18

Introduction

In preparation for the Higher Learning Commission Comprehensive Accreditation Visit on January 2024, St. Augustine College has embarked on a carefully designed program review process that evaluates the status, effectiveness, quality, and progress of all 15 academic programs and helps identify the future direction, needs, and priorities of those programs.

The Office of Academic Effectiveness, leading the institutional accreditation effort, presents this document, "Program Review: Steps and Forms", to operationalize the directions provided by the Institutional Assessment Plan, dated August 2021. The forms and templates are aligned with 14 assessment steps that are conducive to the successful completion of the program review.

There are two main components of the assessment process of the institution: program and course review. The systematic, intentional and careful implementation of both processes will allow the verification of the effectiveness and quality of the College's associate and bachelor degrees.

Program Review Steps

STEPS FOR PROGRAM REVIEW	COMPLETION DATE
1. Organize a program committee	
2. Define the mission of the academic program	
3. Appoint an Advisory Board including stakeholders	
4. List and define the Program Learning Outcomes	
5. Complete a table including Institutional Learning Outcomes aligned to Program Learning Outcomes	
6. Create and complete a table including course learning outcomes of a sample of two courses with the largest enrollment , selected to be reviewed	
7. Create and complete a table including Institutional Learning Outcomes, Program Learning Outcomes, and Course Learning Outcomes (curriculum map)	
8. Select one assessment tool from the selected courses	
9. Collect data from two courses with the largest enrollment using the course assessment tool selected	
10. Collect data from internal reviewers (Retention, Persistence and Graduation Institutional Committee) of the two selected courses	
11. Collect data from Course Review Form C for the two courses selected	
12. Conduct the data analysis for the two courses selected using the data from the assessment selected	
13. Write the “closing the loop” section (recommendations) according to the assessment cycle	
14. Write and submit your report to the Institutional Assessment Committee, Dean of Academic Affairs, School Chair and Office of Academic Effectiveness	

STEP 1. FORM 1

PROGRAM REVIEW COMMITTEE MEMBERS

Committee Member Name	Resident/Adjunct	Years at SAC

ACADEMIC PROGRAM MISSION STATEMENT

Program Name: _____

Academic Program	Mission Statement
Associate Degree	
Bachelor Degree	

ACADEMIC PROGRAM ADVISORY BOARD

Stakeholder Name	SAC Staff: Yes/No	Organization Affiliation (if external)

PROGRAM LEARNING OUTCOMES

Name of the Program: _____

Program Learning Outcome	Program Learning Outcome Description
PLO 1	
PLO 2	
PLO 3	
PLO 4	

**Mapping Institutional Learning Outcomes (ILO)
and
Program Learning Outcomes (PLO)**

Institutional Learning Outcomes (ILO)	PLO 1	PLO 2	PLO 3	PLO 4
Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.				
Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.				
Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning				
Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions				
Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately				

STEP 6. FORM 6

**Mapping Program Learning Outcome (PLO) and
Course Learning Outcome (CLO)**

Course #1: _____

Enrollment 2020	Enrollment 2021	Enrollment 2022

Program Learning Outcome	Course Learning Outcome 1	Course Learning Outcome 2	Course Learning Outcome 3
1.			
2.			
3.			
4.			

Course#2: _____

Enrollment 2020	Enrollment 2021	Enrollment 2022

Program Learning Outcome	Course Learning Outcome 1	Course Learning Outcome 2	Course Learning Outcome 3
1.			
2.			
3.			
4.			

Mapping ILO, PLO, and CLO**Course #1** _____

ILO	PLO 1	PLO 2	PLO 3	PLO 4	CLO 1	CLO 2	CLO 3	CLO 4
Communication								
Global Learning								
Quantitative Fluency								
Critical Thinking								
Information Literacy								

Course #2 _____

ILO	PLO 1	PLO 2	PLO 3	PLO 4	CLO 1	CLO 2	CLO 3	CLO 4
Communication								
Global Learning								
Quantitative Fluency								
Critical Thinking								
Information Literacy								

Assessment Tool by Academic Term

Course Assessment Tool #1 Selected _____

Course Assessment Tool #2 Selected _____

Course Names	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023

Course Assessment Data Collection by Academic Term

Data Collection							
Course Name	Assess. Tool	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023

Note:

1. The Program Review Committee will collect data from two courses by degree that are housed under the Program Director leadership. There are 10 Associate and five bachelor degrees.
2. The data collected by course and by academic term should be attached to this form.

Retention, Persistence and Graduation Data by Program

Program	Retention %	Persistence %	Graduation %

Retention and Persistence by Course

Program Name: _____

Course Name	Retention %	Persistence %

Note: The Retention, Persistence and Graduation Committee chaired by Dr. Juan Ojeda should provide the data needed to complete the above forms.

COURSE ASSESSMENT REPORT FORM C

Course Title	
Prepared by	
Date	

Summary of Assessments for the Current Cycle

Assessment Activity	Findings	Recommendations (Closing the Loop Form B)

NOTE: Use Form C for two selected courses, one form per course. The completed form should be saved in the Assessment SharePoint and e-mailed to the Dean of Academic Affairs, the School Chair, Program Director and the Office of Academic Effectiveness.

Program Assessment Data Analysis

Program Name: _____

Course Name	Assessment Tool	Data Analysis Tool*	Data Analysis Results

Note:

*A descriptive statistical analysis tool as for example percentage or frequency can be used to examine the results of the data

Student Learning Assessment: Course Assessment Report Form B

Course Title	
Prepared by	
Date	

Course Learning Outcomes mapped to Program Outcomes and Institutional Learning Outcomes (and professional/industry standards if this was not determined during the creation of the program):

Data Collected for Course Assessment (Which assessment was used for the review? Number of samples? Sections? How were samples determined? Was student feedback about the course included? What stakeholders participated in providing feedback?)

Data Analysis by Course Learning Outcome (questions to consider: Have our students achieved the learning objectives with a minimum of 70%? How much did our students learn? When should we be concerned about student learning? Do you note statistically significant variance between sections? Insert a chart outlining the percentages achieved for each learning outcome)

Learning Outcome One:

Learning Outcome Two:

Learning Outcome Three:

Learning Outcome Four:

Reflection and Discussion (Is there evidence that students are attaining the course learning outcomes? What are the areas for improvement?)

Dissemination Plan (Who should this report be shared with? How will you share the above results and recommendations?)

Closing the Loop

Given the issues that emerge through your data analysis, provide a broad overview of the improvements you would like to make (Strategic Planning to meet these goals will be developed with the completion of Form C)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

The completed form should be saved in the Assessment SharePoint and e-mailed to the Dean of Academic Affairs, the School Chair, Program Director and the Office of Academic Effectiveness. It is presented in the Assessment Committee for discussion.

Academic Program Assessment Report Template

Introduction

All programs will submit twice a year assessment reports as part of program assessment. The Office of Academic Effectiveness is working with the Institutional Assessment Committee to begin this effort. It is the expectation of SAC that academic programs are regularly collecting and analyzing program/course assessment data to improve their programs. The assessment report is due twice a year, at the end of Spring and Fall terms.

Part I. Program Learning Outcomes:

Please provide your academic program learning outcomes. Describe the process by which the learning outcomes receive faculty review. Which, if any, of your outcomes were modified, deleted, or added in the last year?

Part II. Curriculum Map:

Provide the linkage between your program learning outcomes and their instructional delivery via your curriculum. This can be demonstrated with a matrix that lists the learning outcomes by the courses that address each.

Part III. Assessment Methods/Calendar:

Provide a listing of the systematic methods and procedures for gathering information about achievement of your program learning outcomes. Additionally, specify the expected student achievement results. Please also describe the process for systematic data collection. Finally, discuss the current and future calendar of assessment your program plans to complete.

Part IV. Learning Outcomes Accomplishments/Results:

Provide a description of your program's assessment results for the last two terms. Provide an interpretation of the program's assessment results. What do these results mean for you and your faculty? In your interpretation, refer to your program learning outcomes/instructional methods and expectations of results.

Part V. Dissemination/Reflection:

Describe how your assessment results are shared with your faculty and others concerned with your program. Illustrate how your assessment results are incorporated in the planning and governance structure of your program.

Part VI. Uses of Results/Actions Taken:

Demonstrate how the program's assessment results have been used to contribute to program improvement and enhanced student learning and growth. Examples of program actions taken might include modification and/or additions to learning objectives, curriculum revisions, instructional delivery changes, changes in course sequencing, or increased emphasis on specific skill development. Additionally, explain any changes to the assessment process you have made this year or plan to make in the coming year.

The Evolution of the New SAC Mission Statement

Current:

“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.”

Proposed:

Version 1

“St. Augustine College, a Hispanic Serving Institution founded in 1980, promotes equitable social changes in society by providing academic excellence, advancement of knowledge, and creative innovations to equip our graduates with a strong educational foundation, integrity, genuineness, and compassion. Our multiculturally supportive and bilingual institution of higher learning is dedicated to strengthening ethnic identity and reinforcing cultural interaction for Latinos and individuals of diverse groups.”

Version 2: *After submitting Version 1 to SAC community and taken into considerations their feedback, the institution adopted Version 2 which is pending for Board of Trustees approval*

“St. Augustine College, a Hispanic Serving Institution founded in 1980, promotes equitable changes in a global society by providing academic excellence, advancement of knowledge, and creative innovations to equip our graduates with a strong educational foundation, integrity, genuineness, and compassion. Our multiculturally supportive and bilingual institution of higher learning is dedicated to strengthening personal identities and reinforcing cultural interaction for Latinos and individuals of diverse groups and faiths.”

Reframing SAC Mission Statement:

The last two years have forced higher education institutions to reframe their traditional forms of operation and functions. St. Augustine College was not an exception. As a result of an unimaginable and unpredictable pandemic, St. Augustine College community regrouped their spiritual forces and internal motivations to survive the unstoppable effects on the vulnerable population that serve. The College revitalized the traditional culture and modus of operandi by rebranding the institution, infusing new technologies, creating new units, revamping enrollment and admission procedures, restructuring programs and academic departments, adopting new instructional delivery modes, hiring system disruptors, rethinking academic advising, designing and implementing new policies and regulatory mechanisms, enforcing assessment measures, building new academic programs, restructuring and

evaluating curricula, setting up stronger community relations, crafting more effective faculty evaluation procedures, among other institutional changes in order to keep the institution afloat.

The institutionalization of all those changes needed to be reflected in the mission of the institution. The institution acknowledges that it used a modified model of the Backward Design (Wiggins & McThighe, 1998) in which the processes, structures and policies were designed to determine the final outcomes. Based on the multiple institutional organizational changes created, enforced, implemented and evaluated within the prior two years, the institution needed to adjust its mission statement to be the catalyst of the emerging organization that was striving to recover its place in the higher learning community.

Higher education institutions revised their mission statements every three years. St. Augustine College has preserved its current mission longer than 10 years. Unquestionably, the current academic environment imposed by the pandemic demanded a full revision and evaluation of the mission, if the institution was to survive.

The revised mission statement of St. Augustine College expresses the institution moral and ethical position and its guidance principles. Paraphrasing President Kennedy, it is not what St. Augustine College can do for you, but what we, faculty, students, administrators, staff, stakeholders can do for others.

The proposed mission statement starts by defining our federal identity as we declare that we are a Hispanic Serving Institution. Although we welcome all ethnicities, languages, races, nationalities, the institution keeps and exceeds the percentage required to be a minority serving institution, in this case more than 28% of undergraduate students in one group. At St. Augustine College, we are a proud family of more than 78% of Latino/Hispanic students.

During the pandemic, faculty met and deeply examined the what, how, and why of the existence of St. Augustine College. They all concluded that the institution professes a Latino Educational proposition that seems not to be present in other Hispanic serving institutions. Faculty identified three pragmatic perspectives continuously used for many years in any area of the institution. They called them: high touch, high support, and high tech. To reinforce the model, research was used to define the foundations of these practical applications: academic excellence, advancement of knowledge, and creative innovations. Our revised mission statement proclaims what we expect from our graduate students: excellence, knowledge, and innovation.

The revised mission statement also defined our multicultural approach in which any bilingual individual is welcome. Bilingualism is not perceived as only one language, Spanish in our case, but the conjunction of many languages that are currently interchanging in our classrooms. Regardless of the 2nd language spoken at St. Augustine, the community value the multicultural supportive environment to support the cultural interaction of Latinos with individual of other groups.

The revised mission statement clarifies the use of dual language as a bilingual term. By definition, dual language is a form of bilingual education in which students are taught literacy and content in two languages. Bilingual education is an umbrella term for many types of programs in which two languages are used for instruction and that includes dual language. It is important to note that, the revised mission preserves our bilingual foundation, stated in the current statement, which makes this institution of

higher learning different from any other in the midwestern states. Our core curriculum is bilingual. Our core interaction with students is bilingual. Our core community service is bilingual.

Performance Evaluation Form

Employee:		Job Title:	
Reviewer:		Review Period: 07/01/2021 - 06/30/2022	
		Merit	

Competency: Excellence			
	Below Expectations	Meets Expectations	Exceeds Expectations
Displays commitment, quality, and dedication to the job performed			
Demonstrates commitment, quality, and dedication to the success of the team			
Demonstrates recognition commitment, quality behaviors, and time dedication to the college			
Comments / Remarks			Rating
			/5

Competency: Innovation			
	Below Expectations	Meets Expectations	Exceeds Expectations
Takes initiative in solving problems and involving new ideas to improve the institution's instructional and management operations			
Collaborates on the development of strategies for innovation that impact the work performed by the team			
Embraces innovative ideas and practices implemented at SAC with a high degree of commitment and fidelity			
Comments / Remarks			Rating
			/5

Competency: Knowledge			
	Below Expectations	Meets Expectations	Exceeds Expectations
Proposes new ideas, actions, policies, and programs among other practices to strengthen the creation of knowledge at the college level			
Acquires new knowledge and skills as necessary to perform the job			
Stays current and up to date with developments in the field of work			
Works independently and demonstrates capability as a self-starter			
Looks for ways to create and utilize knowledge that support the SAC mission			
As a member of a team, initiates the creation of knowledge by proposing research and or writing of new practices that reinforce growth and job success			
Utilizes appropriate resources (people, skills, services) to accomplish objectives			
Comments / Remarks			Rating
			/5

Competency: Quality of Work			
	Below Expectations	Meets Expectations	Exceeds Expectations
Meets expectations for employee productivity			
Completes work on time			
Reaches goals established for work product			
Comments / Remarks			Rating
			/5

Competency: Dependability			
	Below Expectations	Meets Expectations	Exceeds Expectations
Willingness to assist others in the College			
Accountability for actions and work product			
Dedication to quality of work			
Dependability and reliability			
Comments / Remarks			Rating
			/5

Competency: Cooperation			
	Below Expectations	Meets Expectations	Exceeds Expectations
Builds productive relationships with others			
Has a positive attitude			
Participates in group work			
Comments / Remarks			Rating
			/5

Competency: Initiative			
	Below Expectations	Meets Expectations	Exceeds Expectations
Take initiatives to make additional contributions to the organization or team			
Seeks out additional responsibilities			
Demonstrates independence and initiative			
Takes advantage of new opportunities			
Comments / Remarks			Rating
			/5

Summary	
Overall Rating:	/5
Reviewer Remarks:	

Signatures:

Employee

Reviewer

Date

Date



St. Augustine
COLLEGE

Institutional Assessment Plan

Institutional Assessment Plan

Data Analysis Schedule

In 2019-2020 all Institutional Learning Goals and General Education Outcomes were assessed. Moving forward, data collection for all goals/outcomes will be collected every academic year, but only 1-2 Institutional Learning Goals/General Education Outcomes will be assessed per academic year. When an institutional learning goal is assessed, all data collected in previous years for that outcome that were not analyzed will be incorporated into the analysis. This will allow for the analysis to include any trends that may have occurred. The three-year cycle will also provide the data needed to complete the AALAS Program Review (also on a three-year cycle). The year following data analysis and reporting, the entire institution will engage in implementation of the data-driven recommendations proposed as a result of the review process.

Review of Institutional Learning Outcomes Schedule

Learning Goals	General Education Outcomes		FA 2019	SP 2020	FA 2020	SP 2021	FA 2021	SP 2022	FA 2022	SP 2023	FA 2023	SP 2024	FA 2024	SP 2025
Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Students use appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.	Collect/ Analyze Data	X				X						X	
		Report		X				X						X
Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Students recognize and respect diversity through cultural interactions in and outside of the classroom	Collect/ Analyze Data	X						X					
		Report		X						X				
Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Students create mathematical models and use technology to solve real life situations.	Collect/ Analyze Data	X						X					
		Report		X						X				
Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.	Collect/ Analyze Data	X				X						X	
		Report		X				X						X
Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.	Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.	Collect/ Analyze Data	X								X			
		Report		X								X		

Institutional Academic Goals Assessment

The following table identifies the four institutional completion goals (meant to operationalize the College's goals), the instrument that will be used to measure the goal, the data collection process, and assessment procedure.

Learning Goals	Indicators	Benchmarks (how will we know if students achieve the goal?)	Data Collection Process	Data Analysis Procedure	Dissemination and Action Plans
Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	<p>MAT 225 midterm and final exam multiple-choice questions: empirical rule, binomial formula mean, linear correlation coefficient, linear correlation, basic probability, basic probability table, Discrete/binomial probability, binomial formula mean, normal distribution, sampling distribution, binomial formula std, confidence interval</p> <p>MAT 200 midterm and final exam multiple-choice questions: simple interest, effective simple interest, compound interest, rule of 72, effective annual rate, Annuity, permutations and combinations</p> <p>ALEKS (Integers & Rational Numbers, Algebraic Expressions & Equations, Graphing Exponents & Polynomials, Real Numbers & Linear Equations, Systems & Equations, Functions & Graphing)</p>	<p>At least 80% of students score 70% or higher on indicators.</p> <p>At least 80% of students score 70% or higher on indicators.</p> <p>At least 70% of students score 70% or higher on indicators.</p>	<p>MAT 200 and 225 Coordinator collects completed midterm and final every term. All data (or a cluster sample for each course) will be analyzed by the Data Scientist.</p> <p>All students enrolled in MAT 101 or 112 will take the pre-test in ALEKS when they first enter the math course. Students then take the post-test at the end of MAT 112.</p>	<p>Data analysis occurs as outlined on the schedule (pg. 4)</p> <p>Analysis will be focused on growth over time and proficiency. Growth will be compared at the <i>Standard</i> level for each of the indicators identified above. Additional exploration may occur at the <i>Topic</i> level.</p>	<p>Reports are disseminated to the Math Department, Assessment Committee, Faculty Council, and Teaching and Learning Committee. Recommendations are presented to Academic Council.</p> <p>Recommendations are submitted to the COO/President in May through the Academic Council for budget and strategic planning considerations.</p>
Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Mini Ethnography Assignment Rubric* (ENG 162): Writing	At least 80% of students score 80% or higher on communication sections.	Rubrics will be completed by course instructors and submitted at the end of the term. Cluster sampling will be used to identify a sample size of at least 30 students	<p>Data analysis occurs as outlined on the schedule (pg. 4)</p> <p>Analysis will be focused on growth over time and proficiency.</p>	Reports are disseminated to the Languages, Literature, and Humanities Program, Assessment Committee, Faculty Council, and Teaching and Learning Committee. Recommendations are presented to Academic Council.

			enrolled in ENG 162.		Recommendations are submitted to the COO/President in May through the Academic Council for budget and strategic planning considerations.
Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Questions included in the Student Satisfaction Survey, Graduate Exit Survey: <ul style="list-style-type: none"> • I learned about myself at SAC • I believe my culture is valuable • I am proud of who I am • I feel comfortable talking with others about my culture • I think a lot about how culture affects my behavior • I recognize and avoid language that reinforces stereotypes 	At least 80% of students agree or strongly agree	Student Satisfaction: Sent electronically to all enrolled students in Fall 2 every year. Graduate Exit: Completed by all students the term of graduation.	Data analysis occurs as outlined on the schedule (pg. 4)	Reports are disseminated to the Assessment Committee, Faculty Council, and Teaching and Learning Committee. Recommendations are presented to Academic Council. Recommendations are submitted to the COO (Chief Operations Officer) and President in May through the Academic Council for budget and strategic planning considerations.
	<ul style="list-style-type: none"> • Since starting at SAC I attended events focused on diversity (eg. Presentations, performances, art exhibits, debates) • I visited a museum to learn about a different culture • I made an effort to get to know someone from a different culture 	At least 80% of students respond with yes			
	<ul style="list-style-type: none"> • I am able to work on a team with people who are different from me • I can work with people who have beliefs different from my own • I can be friends with people who have beliefs 	At Least 85% of students agree or strongly agree			

	<p>different from my own</p> <ul style="list-style-type: none"> • I enjoy working with people who are different from me • I enjoy learning about different cultures <p>In my classes at SAC, I am encouraged to engage in the following activities</p> <ul style="list-style-type: none"> • Discuss my own life experiences • Learn about my own culture • Learn about a different culture • Understand opinions that are different than my own <p>Resident & Adjunct Faculty Surveys:</p> <p>Do you encourage students to _____ within your classes?</p> <ul style="list-style-type: none"> • Discuss their own life experiences • Explore their cultural identities • Learn about a belief system different from their own • Explore differences in opinion <p>Level of comfort in facilitating a conversation in class about...</p> <ul style="list-style-type: none"> • Controversial Topics • Difference in Opinions and Beliefs • Cultural Identity • Discrimination or Prejudice 	<p>At least 80% of students agree or strongly agree</p> <p>At least 80% of faculty agree or strongly agree</p> <p>At least 70% of faculty agree or strongly agree</p>			
Critical Thinking Graduates will be able to apply	Mini Ethnography Assignment Rubric*	At least 80% of students score 80% or higher	Rubrics will be completed by course	Data analysis occurs as outlined on	Reports are disseminated to the Assessment

critical thinking to make effective context-appropriate decisions.	(ENG 162): Critical Thinking Sections Graduate Exit Survey: Questions 21 A, 21C, and 21 D.	on critical thinking sections. At least 80% of students respond with <i>I definitely can do it</i> for each of the survey questions.	instructors and submitted at the end of the term. Cluster sampling will be used to identify a sample size of at least 30 students enrolled in ENG 162. Students complete the survey the term they plan to graduate.	the schedule (pg. 4)	Committee, Faculty Council, and Teaching and Learning Committee. Recommendations are presented to Academic Council. Recommendations are submitted to the COO (Chief Operations Officer) and President in May through the Academic Council for budget and strategic planning considerations.
Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.	History 105 Capstone Rubric* Categories: <i>Evaluate Information and its Sources Critically, Use information effectively for the topic, and References</i> PSY 101 Capstone Rubric Dimensions: <i>Research/Literature Review Format, Evaluation of Sources, APA citing in the Paper, and References/Works Cited/Bibliography.</i>	At least 80% of students score <i>Fulfills Standard</i> or higher on rubric scale for identified rubric categories. At least 80% of students score 70% or higher on rubric scale for identified rubric categories.	Rubrics will be completed by course instructors and submitted at the end of the term. Cluster sampling will be used to identify a sample size of at least 30 students enrolled in HIS 105. Rubrics from each section will be completed by course instructors and submitted at the end of the term.	Data analysis occurs as outlined on the schedule (pg. 4)	Reports are disseminated to the Assessment Committee, Faculty Council, and Teaching and Learning Committee. Recommendations are presented to Academic Council. Recommendations are submitted to the COO (Chief Operations Officer) and President in May through the Academic Council for budget and strategic planning considerations.

*Portions of rubric used and altered with permission from "VALUE: Valid Assessment of Learning in Undergraduate Education." Copyright 2018 by the Association of American Colleges and Universities.

<https://www.aacu.org/value>.

Program Review Schedule

* The AALAS and AGS programs will not be reviewed exactly as other programs are reviewed. Parts One and Two of the Program Review are not applicable, Parts Three and Four are relevant. The AALAS and AGS Program Reviews are completed by the General Education Committee

FALL 2019	Due: March 10, 2020	Due: Oct. 31, 2021	Due: April 30, 2022	Due: April, 30 2023	Due: April 30, 2024	Due: April 30, 2025
AA Business Administration (completed Spring 18)	AAS Early Childhood Education	AAS Culinary Arts (analysis during summer 2021)	BA Business Administration (Human Resources and Small Business Operations) BA Hospitality	AA Business Administration	AAS Early Childhood Education	BA Early Childhood Education
AAS Accounting (completed Spring 18)	BA Psychology	AAS Respiratory Therapy (Completed in 2020)	AGS*	AAS Accounting	BA Psychology	AAS Respiratory Therapy
AAS Business Management (completed Spring 18)	AALAS* (Child Development, Interdisciplinary, Psychology, CIS, Criminal Justice)	AAS Computer Information Systems	AAS Administrative Assistant (Office Technology, Accounting Assistant, Medical Office Technology)	AAS Business Management	AALAS* (Child Development, Interdisciplinary, Psychology, CIS, Criminal Justice)	AAS Computer Information Systems (Applications Programmer, Systems Support)
AA, LAS Spanish*	Bachelor of Social Work (CSWE Self-study)	BS Computer Information Systems (Database Systems Management, Network Systems Administrator, Web-Based Applications)		AA, LAS Spanish* (pending enrollment)	Bachelor of Social Work	BS Computer Information Systems (Database Systems Management, Network Systems Administrator, Web-Based Applications)

General Education Assessment Plan (assessed as a Program)

The following table shows the Institutional Learning Goals aligned with the General Education Goals

Institutional Learning Goals	Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
-------------------------------------	---	---	--	--	---

General Education Learning Outcomes	Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.	Students recognize and respect diversity through cultural interactions in and outside of the classroom	Students create mathematical models and use technology to solve real life situations.	Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.	Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.
--	---	--	---	--	---

General Education Assessment Plan (assessed as a Program)

Assessment Plan

[illegible]

	<p>performances, art exhibits, debates)</p> <ul style="list-style-type: none"> • I visited a museum to learn about a different culture • I made an effort to get to know someone from a different culture • I am able to work on a team with people who are different from me • I can work with people who have beliefs different from my own • I can be friends with people who have beliefs different from my own • I enjoy working with people who are different from me • I enjoy learning about different cultures <p>In my classes at SAC, I am encouraged to engage in the following activities</p> <ul style="list-style-type: none"> • Discuss my own life experiences • Learn about my own culture • Learn about a different culture • Understand opinions that are different than my own <p>Resident & Adjunct Faculty Surveys: Do you encourage students to _____ within your classes?</p> <ul style="list-style-type: none"> • Discuss their own life experiences • Explore their cultural identities • Learn about a belief system different from their own • Explore differences in opinion <p>Level of comfort in facilitating a conversation in class about...</p> <ul style="list-style-type: none"> • Controversial Topics 	<p>At Least 85% of students agree or strongly agree</p> <p>At least 80% of students agree or strongly agree</p> <p>At least 80% of faculty agree or strongly agree</p> <p>At least 70% of faculty agree or strongly agree</p>	<p>Sent electronically to all resident and adjunct faculty in Fall 2 every year</p>	
--	---	---	---	--

	<ul style="list-style-type: none"> • Difference in Opinions and Beliefs • Cultural Identity • Discrimination or Prejudice 			
Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.	<p>Mini Ethnography Assignment Rubric (ENG 162) completed by course instructors: Sections assessing critical thinking</p> <p>Graduate Exit Survey: Questions 21 A, 21C, and 21 D.</p>	<p>At least 80% of students score 80% or higher on communication sections.</p> <p>At least 80% of students respond with <i>I definitely can do it</i> for each of the survey questions.</p>	<p>Cluster sampling will be used to identify a sample size of at least 30 students enrolled in ENG 162. Rubrics will be completed by course instructors and submitted Chairs/Program Directors at the end of the term.</p> <p>Completed by all students the term of graduation.</p>	Results will be presented to the Assessment Committee, Teaching and Learning Committee, and Faculty Council. Recommendations will be presented to Academic Council.
Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.	<p>HIS 105 Capstone Rubric completed by instructors: Sections assessing information literacy.</p> <p>PSY 101 Capstone Rubric completed by instructors: Sections assessing information literacy.</p>	<p>At least 80% of students score <i>Fulfills Standard</i> or higher on rubric scale for identified rubric categories.</p> <p>At least 80% of students score 70% or higher on rubric scale for identified rubric categories.</p>	<p>Cluster sampling will be used to identify a sample size of at least 30 students enrolled in HIS 105. Rubrics will be completed by course instructors and submitted to Chairs/Program Directors at the end of the term.</p> <p>Cluster sampling will be used to identify a sample of students enrolled in PSY 101 sections. Rubrics will be completed by course instructors and submitted to Chairs/Program Directors at the end of the term.</p>	<p>Results will be presented to Assessment Committee, Teaching and Learning Committee, and Faculty Council. Recommendations will be presented to Academic Council.</p> <p>Recommendations are submitted to the COO/President in May through the Academic Council for budget and strategic planning considerations.</p>
Students create mathematical models and use technology to solve real life situations.	<p>MAT 200 and MAT 225 midterm and final exam multiple-choice questions that directly address the goal.</p> <p>ALEKS (Integers & Rational Numbers, Algebraic Expressions & Equations, Graphing Exponents & Polynomials, Real Numbers & Linear Equations, Systems</p>	<p>At least 80% of students score 70% or higher on indicators.</p> <p>At least 70% of students score 70% or higher on indicators.</p>	<p>MAT 200 and 225 Coordinator collects completed midterm and final every term: A cluster sample for each course will be collected. Rubrics will be completed by course instructors and submitted to Chairs/Program Directors at the end of the term.</p>	<p>Results will be presented to School of STEAM, Assessment Committee, Teaching and Learning Committee, and Faculty Council. Recommendations will be presented to Academic Council.</p> <p>Recommendations are submitted to the COO/President in May through the Academic Council for</p>

	& Equations, Functions & Graphing)		Data is collected for all students enrolled in MAT 101 and 112.	budget and strategic planning considerations.
--	------------------------------------	--	---	---

Academic Program Assessment Plan Components

Program Review Purpose

Program review serves as one of the instruments St. Augustine College (SAC) uses to regularly evaluate its educational effectiveness and make plans for improvement. SAC's program review process involves a comprehensive analysis to evaluate and enhance the quality and currency of each program. Various levels of the institution- program, department, and School-use the program review's results to inform planning and Improvement, budgeting and resource allocation, and overall quality assurance. Other institutional department such as Student Support and Faculty Development also rely on data to inform activities and initiatives.

Program review provides an internal structure and process to foster continuous program improvements that may include:

- Aligning program strategic plan with the college mission and university strategic plan
- Aligning program strategic plan to program learning outcomes
- Refining program learning outcomes for assessing student learning
- Making curricular and/or instructional changes to improve student learning and retention
- Refining, reorganizing, or refocusing curricula to reflect changes in the discipline or profession
- Refining curriculum map and/or measures for assessing student learning
- Reorganizing or improving student support systems, including advising, library services and student development initiatives, to improve students' academic success in the program
- Designing needed professional development programs, including those that help faculty learn how to assess learning outcomes, increase pedagogical effectiveness, and improve curricular cohesion
- Reorganizing or refocusing resources to advance student learning and/or the curriculum
- Reassigning faculty/professional staff or requesting new lines
- Illuminating potential intra-institutional collaborations
- Informing decision-making, planning, and budgeting, including resource allocation
- Linking and aggregating program review results to the institution's broader quality assurance and improvement efforts.

Each program will present a Program Review Report to the Academic Council every four years following the Program Review Schedule. All approved program reviews and budget requests are sent to the President.

Recommended Program Review Timeline



Step One: Organize a Committee and Create a Timeline

- Every Chair should appoint one (or two) more people to the team
- Ensure the process is self- sustaining
- Request resources as necessary
- Create the timeline for each School
- Organize a faculty retreat to devise the plan and review timeline
- Establish an Assessment Committee within each School, with a rotating Chair for each review cycle who will lead the process and ensure the reports are completed by each program; this alleviates faculty workload as well as to provide quality assurance for planning and dissemination.
- It is essential that all faculty in the program participate in the decision-making process and in reviewing the reports. Faculty members are well suited to discuss the assessment results within the majors in their departments.

Step Two: Define the mission of the program (degree program or major)

Definition of Mission Statement

A Mission Statement is the overall description of the programs' purpose, primary functions, and educational goals for the students.

Creating a Program Mission Statement

- To understand and articulate what the program is trying to accomplish
- To achieve consensus from faculty members on the program's *Vision, Values and Goals* that will serve as guiding principles for developing program outcomes and collecting data
- To ensure the mission of the program is linked to both SAC mission and learning outcomes

A **Program Mission Statement** is a broad statement of what the program is, what it does, and for whom it does it.

The Program Mission Statement should:

1. Provide a clear description of the purpose of the program and its primary functions
2. Identify who the program will serve
3. Contain a description of how the program will contribute to the development and careers of the students participating
4. Be clear, powerful, and broad enough to guide the decision making and the foundation for the learning outcome
5. Be aligned with the mission statement of SAC

Example:

NEIU Entrepreneurship Minor

“The Entrepreneur minor is designed to develop entrepreneurial skills for business majors interested in the entrepreneurial activities in start-up and corporate organizations. The minor provides a basic overview of strategic entrepreneurial processes. Students will research models, investigate financial resources, and learn marketing and management skills”.

RESOURCES (Texas A&M University Assessment Handbook)

Illustrations/Samples from Texas A&M University	Page Number
Cycle of Interlinked Activities That Facilitates Continuum Improvement	8
Components of the Continues Improvements	10
Worksheet to Create a Mission Statement	12
Mission Statement Template	13
Mission Statement Checklist	14
Sample Completed Mission Statement Template	14-16

Step Three: External Review

- Market Demand (What jobs are students trained for? U.S. Department of Labor Statistics: What is the future for the field? What changes will happen in the field?)
- Success of Graduates (Based on collected data: For example, jobs, salaries, employer satisfaction, field instructor satisfaction, alumni satisfaction, clearinghouse data-*once available*, % of alumni working in field)
- Advisory Board Feedback-external stakeholder feedback (**some programs do not have advisory boards and will need to establish this**)
- Review of peer institutions' curriculum of similar majors, identifying similarities and differences in program requirements

Step Four: Collect Student Feedback

- Student Satisfaction (Instructor and Course Evaluations from EvaluationKIT and Student Satisfaction Survey data (created by each program), student focus groups, etc.

Step Five: Internal Review

Persistence and Completion

- Four years of enrollment, persistence, and graduation rates (data available from IT)
- Review of co-curricular events/activities organized by the program, results of feedback surveys, proposals for new co-curricular events or activities

Integration of Recommendations from Course Reviews

- Review Form C for each course that has been completed within the program
- Determine the impact of the recommendations on the program as a whole

Identifying Learning Outcomes

Recommendations for writing Learning Outcomes

- Department and program staff should consult the national standards related to their own discipline when creating learning objectives for each program outcome.
- The learning outcome statements should be specific and well defined. They should be explained in clear and concise terms. They outline the specific skills students should be able to demonstrate, produce, and know as a result of the program's curriculum. They should also exclude the greatest number of possible alternatives so that they can be measured.
- The learning outcomes should be realistic/attainable. They need to be reviewed in light of students' abilities, developmental levels, initial skills set and the time available to attain the skill sets. They should be in line with what is being taught.
- The learning outcomes should rely on active verbs in the future tense of what students should be able to do as the result upon completion of the program. They should also be active, observable, and measurable.
- Learning outcomes should be framed in terms of the program instead of specific courses that the program offers. They should address programs and not specific course goals. Assessment at the college level is program-focused; therefore, it should describe what a graduating student should be able to demonstrate as a result of the program.
- The learning outcomes should include 3-5 learning outcomes per goal. Fewer than three may not give adequate information, more than five may be too complicated to assess.
 - ***It is important to note that learning outcomes will not be assessed in all courses. The program may choose to focus their assessment of the outcomes in one or two outcomes, and in one or two applicable courses.***
- Learning outcomes should align with the program's curriculum. The outcomes developed in the plan need to be consistent with the curriculum goals of the program in which they are taught. This is critical in the interpretation of the assessment results in terms of where changes in the instruction should be made (feedback loop).
 - *Using curriculum map is one way to ensure that learning outcomes align with the curriculum. A curriculum map is a matrix in which learning outcomes are plotted against specific program courses, learning outcomes are listed in the rows and courses in the columns. This matrix will help clarify the relationship between what is assessing at the program level and what is taught in the course.*

Aligning Courses to Program Outcomes

	[program outcome 1]	[program outcome 2]	[program outcome 3]	[Program outcome 4]	[Program outcome 5]
[Course 1]					
[Course 2]					
[Course 3]					

- Learning outcomes should be clear and not compound. Avoid the use of compound statements that join the elements of two or more outcomes into one statement.
- Learning outcomes should focus on learning products and not the learning process. Learning outcomes should be stated in forms of expected student performance and not on what the faculty intends to do during instruction. The focus should be on the students and what they should be able to demonstrate or produce upon completion of the program.
- If programmatic learning outcomes change, re-evaluate course alignment with General Education course requirements.

EXAMPLE**NEIU Program Learning Goals and Learning Objectives: Minor in Entrepreneurship**

Learning Goal 1	Our students demonstrate functional competence in core business disciplines of management, marketing, accounting and finance
Learning Objective 1.1.	Management: Our students demonstrate an understanding of the management process.
Learning Objective 1.2.	Marketing: Our students demonstrate an understanding of the marketing process.
Learning Objective 1.4.	Finance: Our students demonstrate an understanding of the financial decision process.
Learning Goal 2	Our students demonstrate effective communication skills
Learning Objective 2.1	Our students demonstrate effective written and oral communication skills, appropriate for a business professional.
Learning Objective 2.2.	Our students are able to use technology to communicate effectively in team and individual groups.
Learning Goal 3	Our students demonstrate effective problem solving and decision-making skills
Learning Objective 3.1	Our students possess the quantitative, analytical, and reflective thinking skills necessary to evaluate and solve business problems and make sound business decisions

Learning Goal 4	Our students demonstrate knowledge to function as a successful professional in a local or global business environment.
Learning Objective 4.1	Our students demonstrate an understanding of leadership, diversity, ethical issues, and the legal environment, as they relate to the global business environment.

Constructing Learning Outcomes

Taxonomies of Learning Outcomes can provide a structure to help faculty think through the course goals and objectives, which then provide the basis for everything else in the course, particularly the assessments.

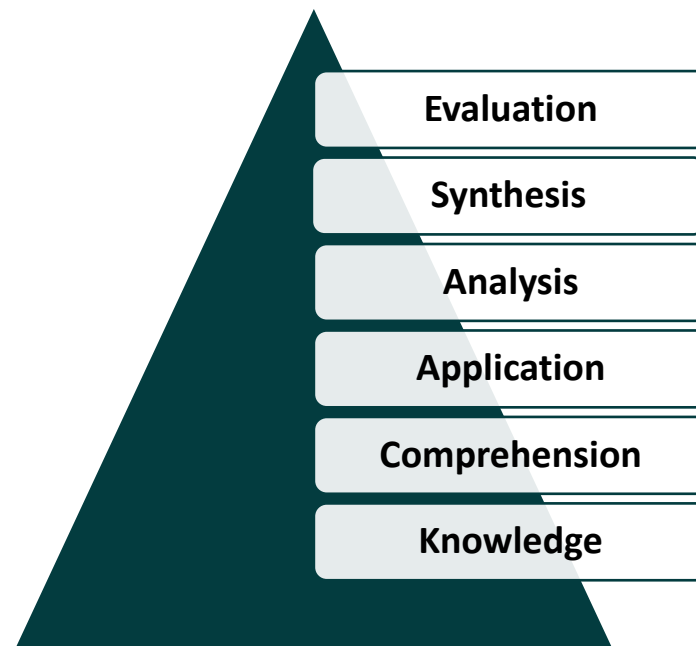
The taxonomies of educational objectives are used in the construction of learning outcomes. They can be constructed as useful guides for developing a comprehensive list of student outcomes. Taxonomies attempt to identify and classify all different types of learning.

The taxonomies of educational objectives usually attempt to divide learning into three types of domains: *Cognitive, Affective, and Behavioral*. They define the level of performance for each domain.

- **Cognitive outcomes-** describe what students should learn
- **Affective outcomes-** describe what students should think
- **Behavioral outcomes-** describe what students should be able to perform or do.

The Use of Bloom's Taxonomy in Constructing Learning Outcomes

Bloom's Taxonomy is a hierarchical classification of the different levels of thinking. It is a framework used to structuring learning outcome levels of performance. There are six levels in the taxonomy that each represent distinct levels of abstraction.



Level	Definition	Thinking Skill Order
<i>Knowledge</i>	To know and remember specific facts, terms, concepts, principles and theories	LOWER-LEVEL THINKING SKILL ORDER
<i>Comprehension</i>	To understand, interpret, compare, contrast, explain	
<i>Application</i>	To apply knowledge to new situations to solve problems using required knowledge and skills	
<i>Analysis</i>	To identify the organizational structure of something, to identify facts, relationships, and organizing principles	
<i>Synthesis</i>	To create something, to integrate ideas into a solution, to propose an action plan, to formulate a new classification scheme	HIGHER-LEVEL THINKING SKILL ORDER
<i>Evaluation</i>	To judge the quality of something based on its adequacy, value, logic or use	

Assess the Programmatic Outcomes to SAC Institutional Goals

Aligning Program Outcomes to Institutional Goals

Communication Graduates will be able to demonstrate proficiency in academic writing and communicative competence.	Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Quantitative Fluency Graduates will be able to solve real-life problems using logical reasoning.	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Information Literacy Graduates will be able to locate and evaluate sources of information and apply them appropriately.
<ul style="list-style-type: none"> [Program Outcome] [Program Outcome] 	[Program Outcome]	[Program Outcome]	[Program Outcome]	[Program Outcome]

RESOURCES (Texas A&M University Assessment Handbook)

Illustrations/Samples of Crafting/Creating Learning Outcomes	Page Number
Bloom Taxonomy	19
Using Power Words along Bloom's taxonomy	20
Sample Learning Outcomes	21
Curriculum Mapping	22
Group Exercise to Create Learning Outcomes	23
Template Curriculum Map	24
Sample Completed Curriculum Map	25
Learning Outcomes Checklist	26

Step Six: Select Assessment Methods and Identify Targets

Types of Assessment Approaches

The following tables summarize the types of assessment, characteristics, and examples. They also show different frameworks to interpret assessment results.

Direct Measure of Assessment	Indirect Measure of Assessment
Direct measures require students to represent, produce, or demonstrate their learning.	Indirect measures capture information about students' experiences and attitudes toward the learning process.
Examples: <ul style="list-style-type: none"> Standardized instruments (commercial tests and/or published instruments) Student portfolio Capstone projects Student performance Case studies Oral exams 	Examples: <ul style="list-style-type: none"> Informal observations of behavior Focus groups Alumni surveys Self-reports Curriculum and syllabus analysis Exit interviews Evaluation of retention rates

Objective Assessment	Performance Assessment
Objective assessments capture information about recall of factual knowledge and are less useful for assessing higher-order thinking skills due to their structured response format that allows for only one best answer.	Performance assessments allow for more than one correct answer. They require students to respond to questions by selecting, organizing, creating, performing and/or presenting ideas. They are better in measuring higher-order thinking skills; however, they are less reliable than objective assessment since they require expert judgement to score responses.
Examples: <ul style="list-style-type: none"> Short answer Completion Multiple-choice True or false Matching tests 	

Embedded Assessment	Add-On Assessment
Embedded assessments are highly recommended tasks integrated into specific courses	Add-on assessments are additional tasks that go beyond course requirements and are usually given outside of the classroom such as during designated days on campus.
Characteristics: <ul style="list-style-type: none"> Involve classroom assessment techniques designed to collect specific information on program learning outcomes. Commonly involves a process by which reviewers take a second look at materials generated by students in a course to see what evidence it reveals 	Characteristics: <ul style="list-style-type: none"> Classroom assessment refers to the use of a variety of techniques (classroom assessment techniques or CATs) to provide information for instructional improvement and for monitoring student learning within a course. According to Angelo & Cross (1993) classroom assessment techniques "help individual college teachers to obtain useful feedback on what, how much, and how well their students are learning."

<p>that students have met specified learning outcomes.</p> <ul style="list-style-type: none"> • May also involve the design of new exam questions and/or assignments for the explicit purpose of providing group level information on the achievement of student learning outcomes associated with an academic major. • Faculty understand that the intent is not to second-guess the assignment of grades, but only to focus on the assessment of student learning outcomes. • Are typically graded by course instructors and then pooled across sections to evaluate student learning at the program level. 	<p>Faculty can then use this information to refocus their teaching and help students make their learning more efficient and effective”.</p> <ul style="list-style-type: none"> • The intent is to provide the instructor of the course with a quick way of assessing how students are doing with the material in order to adjust instruction.
<p>Examples</p> <ul style="list-style-type: none"> • Capstone courses are often designed specifically provide information for program and institutional assessment activities by including an exam, paper or project that provide a rich source of information for the assessment of a number of student learning outcomes. • Portfolios are a collection of artifacts produced by the student throughout a specified time span. When used as a method for assessing student-learning outcomes for an academic major, the artifacts are typically created throughout the student’s course of study, even though the final review of the portfolio occurs during the senior year. 	<p>Examples</p> <ul style="list-style-type: none"> • The most common is the Muddiest Point. During the final five minutes of the class session, an instructor asks student to take out a piece of paper and anonymously write down a quick response to one question: “What was the muddiest (least clear) point in the_____? The subject in question could be a lecture, discussion, reading, homework assignment, etc. The instructor collects the response, reviews them and then decides whether any changes need to be made for the next class session.

Local Assessment	Standardized Assessment
Local assessments are instruments developed by faculty members within a program for internal use only.	Standardized Assessments are published instruments developed outside the institution.

Notes on Measurement and Assessment

Measurement and assessment are intrinsically interrelated. To measure the effectiveness of the assessment instrument used to measure student learning, the assessment tool must be reliable and valid. The two characteristics of a measurement instrument are: Validity and Reliability.

Validity	Reliability
Validity refers to the meaningfulness and appropriateness of the uses and interpretations to be	Reliability provides the consistency that makes valid interpretations possible. It looks at issues related to

made of assessment results and is considered the most important criteria when selecting an assessment procedure. A major goal in the construction, selection, and use of assessment instruments is to control for those factors that will have a potential effect on validity and to interpret the results in accordance with the available validity evidence	stability and consistency of test scores over time, test administrations, test forms, and raters as well as homogeneity of items within an instrument.
---	--

Considerations on Scoring Procedures

Once the means of assessment are identified, the next step is identifying a scoring procedure. The assessment methodology will dictate how to score student data.

- For any type of **objective assessment** to measure student learning by a measurement instrument, the instrument should be scored with an answer key to ensure standardization. Scores will be presented in the form of the number or percent correct.
- If using some type of **standardized instrument**—usually scored by a testing company- the results should be presented in the form of raw or scores to make the interpretation easy. Results may be aggregated across subscales or the test as a whole (i.e.; composite score).
- Using **performance assessment** requires the use of a standardized scoring procedure usually involving a rubric.
 - A rubric is matrix that identifies the expected outcomes of performance on task with the respective levels of performance along those outcomes.
 - There are two types of scoring rubrics.
 - Analytic scoring rubrics break scoring down into components. They provide descriptions and sub- scores for each characteristic of performance. It provides more information and diagnostic value than holistic scoring rubrics.
 - Holistic scoring rubrics provide a single score for overall performance.

RESOURCES (Texas A&M University Assessment Handbook)

Illustrations/Samples of Assessment Methods	Page Number
Direct versus Indirect Measures	30
Examples of Direct Assessment Methods	31
Example Assessment Schedule	34
Tips on Selecting Instruments	35
Tips to Increase Reliability	36
Examples of Scale Points	38

Step Seven: Collecting the Data

It is important to determine how the data collection will be implemented (i.e. who will collect the data, where it will be collected, and who will be sampled). All data will be reported in the form of group data to ensure privacy of those who are assessed.

Although it is impossible to predict the applications of assessment results until activities are conducted and results are considered, it is still important to think about how information will be shared, disseminated, and acted upon.

The program faculty are responsible for planning the dissemination and sharing of the information as well as the types of changes that could result as a consequence of the assessment results conducted (for example, changes in the curriculum, teaching materials, or instruction).

Suggested Template to Plan for Dissemination and Use

“Assessment data will be used to make decisions about [insert first item], [insert second item if appropriate] and [insert third item as appropriate]. Results will be shared via [insert dissemination vehicle]”.

Step Eight: Analyzing the Results

It is important to summarize and report the data in a meaningful way to communicate the findings to program faculty. Once the assessment plan and data collection are completed, the next step is to analyze the results. The following are some basic methods of summarizing and presenting data:

Scores	Analyzing data begins with scores. The assessment method will dictate the type of scores to report--- objective assessment, standardized assessment, or performance assessment.
---------------	---

Describing Quantitative Data	Once assessment data is collected and scored, analyze and describe the results. Describe the data as clearly, completely, and concisely as possible.		
<i>Ways of summarizing data</i>	Frequencies	Measures of central tendency	Measures of dispersion or variability
	<p>Data are organized into classes of single values rather than grouped data and the number of occurrences for each single class of values can be reported. Frequencies are easily converted to percentage by dividing counts by the sum of all frequencies and then multiplying by 100. An easy way to display these data is in a table.</p> <p>Example: If interested in determining the number of students who receive a particular score on an objective test or on a rubric</p>	<p>describe the average or typical value of as a set of scores.</p> <p>Example: Mean, Mode, Range</p>	<p>describe how scores are spread out above and below the measures of central tendency.</p> <p>Examples: The range, variance and standard deviation</p>

Drawing Conclusions about the Data	Having analyzed the data, what do results mean? The easiest way to start is with the learning outcomes. For each learning outcome, compare the results with the target performance set in the assessment plan and determine if students met or failed to meet each target. Assure that the conclusion drawn is valid in light of the assessment methodology for each outcome
<i>Questions to be answered</i>	<ol style="list-style-type: none"> 1. Did the sample selected reflect all the students in the program in terms of student demographics (i.e., gender, language proficiency in English/Spanish)? 2. Was the instrument selected valid and reliable? 3. Did it discriminate between high and low scorers? 4. Was scoring consistent among raters? 5. Did results follow expected patterns? 6. For each learning outcome, identify causes for success or failures within the program such as the curriculum or the academic process itself.
<i>Improvements based on data and questions</i>	Once causes have been identified, it will be easy to devise the appropriate solutions for making improvements. These improvements might include changes to the program's assessment plan, changes to the curriculum, or changes to the academic process.

Submitting the Report

The process to submit the Assessment Report of the program reviewed has been determined as below:

- Throughout the entire continuous improvement process each the Schools of Education, STEAM and Healthcare and Social Sciences will be submitting the improvement plan findings, action plans, and status reports for feedback to the Institutional Assessment Committee.
- The final report will be submitted to the Office of Academic Affairs and to the Office of Academic Effectiveness following the Program Review Schedule for the Bachelor of Arts, Bachelor of Science, Associate of Arts and Associate of Applied Science.

Factors to Consider

- Review the program recommendations outlined on Course Assessment Report Form C for this cycle. How have you addressed the concerns outlined in that report?
- Does the curriculum support student learning of the program outcomes?
- Program Learning Outcomes Assessment Findings (Appendix C)
- At what points in the program are students struggling?
- What are the assessment finding implications for the program? What is going well, what improvements can be made (course and program level), what are the current needs of the program?
- Faculty Assessment (Performance Reviews and Classroom Observations)
- Resources: Are resources sufficient to effectively support student learning of program outcomes? Cost/Benefit Analysis of Program to College (Not completed by program. The Assessment Committee will inform the Chief Finance Officer (CFO) of programs under review each academic year and will ask the CFO to identify what pertinent information is needed if it is decided an analysis will be completed).

Step Nine: Closing the Loop

Closing the loop is the last phase in the assessment cycle and involves making decisions about how to respond to programs shortcomings that have been identified through assessment data. It is a dynamic process that involves shared feedback and collaborative reflection on the part of the faculty in the program.

- Closing the loop begins first with making faculty aware of the assessment findings and then holding discussions about how to make improvements.
- Dissemination of the findings is the second step. This may be accomplished through faculty newsletters, informal emails, websites, and/or faculty meetings and retreats. Once this has been accomplished, faculty must decide what changes are needed and how they are going to make them.
- The most common types of changes often relate to the assessment plan, the program's curriculum, and/or the academic process. Limit modifications to, at most, two per year depending on their magnitude. Remember that improvements are generally gradual and cumulative in nature rather than sudden.
- This worksheet will help you answer the question: *Are students attaining the program outcomes* (as stated in college catalog)?
- Note: if your program uses a different form to show assessment findings for each program outcome, you can attach that as an alternative to completing this form. Please make sure to include data collected, data analysis results, and a discussion of findings for each program outcome.

Program Outcome 1:	
Data collected for Outcome 1:	(Should include any completed course assessment data linked to this program outcome)
Data analysis for Outcome 1:	
Reflection and Discussion:	(Is there evidence that students are attaining the outcome or is this an area for improvement? If it is an area for improvement, what program improvements can be made to increase student attainment of Program Outcome 1?)

Program Outcome 2:	
Data collected for Outcome 2:	(Should include any completed course assessment data linked to this program outcome)
Data analysis for Outcome 2:	
Reflection and Discussion:	(Is there evidence that students are attaining the outcome or is this an area for improvement? If it is an area for improvement, what program improvements can be made to increase student attainment of Program Outcome 2?)

Program Outcome 3:	
---------------------------	--

Data collected for Outcome 3:	(Should include any completed course assessment data linked to this program outcome)
Data analysis for Outcome 3:	
Reflection and Discussion:	(Is there evidence that students are attaining the outcome or is this an area for improvement? If it is an area for improvement, what program improvements can be made to increase student attainment of Program Outcome 3?)

Program Outcome 4:	
Data collected for Outcome 4:	(Should include any completed course assessment data linked to this program outcome)
Data analysis for Outcome 4:	
Reflection and Discussion:	(Is there evidence that students are attaining the outcome or is this an area for improvement? If it is an area for improvement, what program improvements can be made to increase student attainment of Program Outcome 4?)

Program Outcome 5:	
Data collected for Outcome 5:	(Should include any completed course assessment data linked to this program outcome)
Data analysis for Outcome 5:	
Reflection and Discussion:	(Is there evidence that students are attaining the outcome or is this an area for improvement? If it is an area for improvement, what program improvements can be made to increase student attainment of Program Outcome 5?)

The final step of closing the loop is the preparation for the next assessment cycle. This is the creation and follow-up of the Continuous Improvement Plan for the particular cycle. This includes completing action details and implementation plans (providing a timeline where applicable, key personnel, applicable measures, budget, and priority).

RESOURCES (Texas A&M University Assessment Handbook)

Illustrations/Samples of Planning for Dissemination/ Continuous Improvement/ Analyzing Assessment results and Closing the Feedback Loop	Page Number
Template for Plan for Dissemination and Use	41
Using a Rubric to Produce Both Grades and Assessment Data	58
Examples of Changes that May be Implemented as a Result of Assessment Findings	59

References

- Angelo, T.A. & Cross. K.P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco, CA: Jossey-Bass.
- Texas A&M University Central Texas. (2016). Assessment guide for academic programs. *College of Business Administration*. <https://www.tamuct.edu/coba/docs/coba-assessment-guide.pdf>.
- University of New England. (2019). Academic Program Review Guidebook. https://www.une.edu/sites/default/files/program_review_guidebook_programs_without_specialized_accreditation_rev_sept_2019.pdf.

Appendix: Assessing Program Outcomes

This worksheet will help you answer the question: *Are students attaining the program outcomes* (as stated in college catalog)? If your program uses a different form to show assessment findings for each program outcome, you can attach that as an alternative to completing this form. Please make sure to include data collected, data analysis results, and a discussion of findings for each program outcome.

Program Outcome 1:	
Data collected for Outcome 1:	(Should include any completed course assessment data linked to this program outcome)
Data analysis for Outcome 1:	
Reflection and Discussion:	(Is there evidence that students are attaining the outcome or is this an area for improvement? If it is an area for improvement, what program improvements can be made to increase student attainment of Program Outcome 1?)

Program Outcome 2:	
Data collected for Outcome 2:	(Should include any completed course assessment data linked to this program outcome)
Data analysis for Outcome 2:	
Reflection and Discussion:	(Is there evidence that students are attaining the outcome or is this an area for improvement? If it is an area for improvement, what program improvements can be made to increase student attainment of Program Outcome 2?)

Program Outcome 3:	
Data collected for Outcome 3:	(Should include any completed course assessment data linked to this program outcome)
Data analysis for Outcome 3:	
Reflection and Discussion:	(Is there evidence that students are attaining the outcome or is this an area for improvement? If it is an area for improvement, what program improvements can be made to increase student attainment of Program Outcome 3?)

Program Outcome 4:	
Data collected for Outcome 4:	(Should include any completed course assessment data linked to this program outcome)
Data analysis for Outcome 4:	
Reflection and Discussion:	(Is there evidence that students are attaining the outcome or is this an area for improvement? If it is an area for improvement, what program improvements can be made to increase student attainment of Program Outcome 4?)

Program Outcome 5:	
Data collected for Outcome 5:	(Should include any completed course assessment data linked to this program outcome)

Data analysis for Outcome 5:	
Reflection and Discussion:	(Is there evidence that students are attaining the outcome or is this an area for improvement? If it is an area for improvement, what program improvements can be made to increase student attainment of Program Outcome 5?)

Course-level Assessment

Course Review Schedule

Social Work

Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
SWK 315 Pre/Post Tests	SWK 319 Mid/Final Exams	SWK 355 Research Paper Rubric	SWK 410 Pre/Post Tests	SWK 450 Supervisor Evaluation	SWK 335 Pre/Post Tests	SWK 315 SWK 335 Pre/Post Tests	SWK 319 Pre/Post Tests	SWK 355 Pre/Post Tests
SWK 355 Research Paper Rubric	SWK 335 Pre/Post Tests	SWK 345 Mid/Final Exams	SWK 420 Pre/Post Tests	SWK 460 SWK 470 Supervisor Evaluation	SWK345 Pre/Post Tests	SWK 355 Research Paper Rubric	SWK345 Mid/Final Exams	SWK 315 Pre/Post Tests
SWK 200 Pre/Post Tests		SWK 305 Pre/Post Tests Values paper		SWK 200 Pre/Post Tests		SWK 305 Pre/Post Tests Values paper		SWK 200 Pre/Post Tests

Respiratory Therapy

Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
RES 100 Fundamentals of Respiratory Care Mid/Final Exams	RES 120 Respiratory Care Procedures I Mid/Final Exams	RES 201 Cardiopulmonary Pathophysiology Mid/Final	RES 220 Respiratory Care Procedures II Mid/Final Exams	RES 259 Clinical Practicum II Pre/Post Tests	RES 129 Introduction to Clinical Experience Mid/Final Exams	RES 230 Neonatal/Pediatric Respiratory Care Mid/Final Exams	RES 205 N.B.R.C. Seminar Final Test	RES 240 Respiratory Care Procedures III Pre/Post Tests
RES 239 Clinical Practicum I Pre/Post Tests	RES 210 Mechanical Ventilation I Mid/Final Exams	RES 211 Mechanical Ventilation II Mid/Final Exams	RES 249 Clinical Practicum II Pre/Post Tests	RES250 Hemodynamics and Cardiac Monitoring Mid/Final Exams	RES 280 Clinical Internship I Pre/Post Tests	RES 290 Clinical Internship II Pre/Post Tests	RES 300 Clinical Internship III Pre/Post Tests	RES 212 Clinical Case Simulations Mid/Final Exams

Psychology

Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
PSY 330 Forensic Psychology Mid/Final Exams	PSY 340 Counseling Psychology Mid/Final Exams	PSY 238 Social Psychology Pre/Post Tests	PSY 303 Domestic Violence Mid/Final Exams	PSY 201 Writing for Psycholo gy	PSY 101 General Psycholog y Pre/Post Tests	PSY 210 Child Psycholog y Pre/Post Tests	PSY 234 Abnormal Psychology Pre/Post Tests	PSY 270 Theories of Personality Pre/Post Tests	PSY 300 Cross Cultural Factors in MH	PSY 310 Tests & Measur ements Pre/Post Tests

				Research Paper Rubric					Pre/Post Tests	
PSY 450 Senior Seminar Supervisor Evaluation	PSY 342 Community Psychology Mid/Final Exams	PSY 401 Research Methods Research Paper Rubric	PSY 440 Health Psychology Pre/Post Tests	PSY 356 Gender & Society Mid/Final Exams	PSY 202 Human Growth & Develop. Pre/Post Tests	PSY 220 Adult Develop. & Aging Pre/Post Tests	PSY 238 Social Psychology Pre/Post Tests	PSY 201 Writing for Psychology Research Paper Rubric	PSY 303 Domestic Violence Mid/Final Exams	PSY 320 Behavioral Statistics Pre/Post Tests
	PSY 420 I/O Psychology Pre/Post Tests									

Early Childhood Education

Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
ECE 101	ECE 212	ECE 226	ECE 210	ECE 215	ECE 232	ECE 227
ECE 225	ECE 220	ECE 228	ECE 221	ECE 223	ECE 225	ECE 220

ADM, CIS, CUL, HOS

Program	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024
ADM Office Tech.	ADM 101(X)	ADM 105(Y)	ADM 230(Z)	ADM 250(P)	CIS 115(R)	ADM 210	CIS 106	
Accounting Assist.	(X)	ACC 101 (Y)	(Z)	ACC 161 (P)	(R)	BUS 110(Q)		
AAS CIS Application Prog.	CIS 110(A)	CIS 240(D)	CIS 210(G)	CIS 220(I) CIS 320(J)	CIS 312(L)	CIS 300(M)		
Systems Support.:	CIS 130(B) (A)	CIS 216(E) (D)	CIS 217(H)	CIS 328(K)		(M)		
BS CIS Database Mgmt.	CIS 303(C) (A), (B)	CIS 315(F) (D)	CIS 340 (G)	(I), (J), (K)	CIS 440	(M)	CIS 325(N)	CIS 460(O)
Network Admin.	(A), (B), (C)	(D), (E), (F)	(G), (H)	(K)	CIS 360	CIS 370 (M)	(N)	(O)
Web Applications	(A), (B), (C)	(D), (F)	(G)	(I), (J), (K)	(L)	(M)	CIS 400 (N)	(O)
CUL	CUL 101	CUL 104	CUL 105 CUL 120	CUL 106 MAT 109 CIS 109	CUL 108 CUL 100	CUL 201 (Q)	CUL 231	CUL 240 CUL 244
HOS		HOS 455		HOS 466		HOS 477 (M)		HOS 495

Business
Business Administration

Program	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024
AAS Business								
Accounting.	ACC 101 ECO 102	ACC 161 ACC 162	BUS 110 BUS 220	BUS 303 CIS 115	ACC 101 ECO 102	ACC 161 ACC 162	BUS 110 BUS 220	BUS 303 CIS 115
Business Mgmt.	ACC 101 ECO 102	ACC 161 ACC 162	BUS 110 BUS 220	BUS 303 CIS 300	ACC 101 ECO 102	ACC 161 ACC 162	BUS 110 BUS 220	BUS 303 CIS 300
Business Admin.	ACC 101 ECO 102	ACC 161 ACC162	BUS 110 BUS220	BUS 303 CIS 115	ACC 101 ECO 102	ACC 161 ACC162	BUS 110 BUS220	BUS 303 CIS 115
BA Business:								
Human Resources	ACC 101 MNG 405	ACC 161 MNG 410	BUS 220 MNG 323	BUS303 MNG415	BUS 331 MNG 390	MNG400 MNG405	MNG 360 MNG410	MNG390 MNG323
Small Business Op	x	x	x	x	x	x	x	x

Course Review Process

Each course at SAC identifies course learning objectives in the syllabus. Faculty are asked to link course learning objectives to the program outcomes as part of the assessment that are based on standards in the field/discipline. Every course is assessed at least once every 4 years. **All departments have 4-year assessment plans that identify what courses will be assessed each term.**

The assessment of courses is completed by faculty using Forms B and C. As part of Form B, faculty create a dissemination plan that identifies who will be informed of the results. Form C asks faculty to develop recommendations for improvements to the program and considerations for academic affairs based on the assessment results. Course assessments are presented to the Assessment Committee for review and discussion.

Student Learning Assessment: Course Assessment Report Form B

The completed form should be saved in the Assessment SharePoint and e-mailed to the Dean of Academic Affairs, the Department Chair, and the Office of Academic Effectiveness. It is presented in the Assessment Committee for discussion.

Course:

Prepared by:

Date:

Course Learning Objectives mapped to Program Outcomes and Institutional Outcomes (and professional/industry standards if this was not determined during the creation of the program):

<p>Data Collected for Course Assessment (Which assessment was used for the review? Number of samples? Sections? How were samples determined? Was student feedback about the course included? What stakeholders participated in providing feedback?)</p>
<p>Data Analysis by Course Objective (questions to consider: Have our students achieved the learning objectives with a minimum of 70%? How much did our students learn? When should we be concerned about student learning? Do you note statistically significant variance between sections? Insert a chart outlining the percentages achieved for each learning objective)</p> <p>Learning Objective One:</p> <p>Learning Objective Two:</p> <p>Learning Objective Three:</p> <p>Learning Objective Four:</p>
<p>Reflection and Discussion (Is there evidence that students are attaining the course objectives? What are the areas for improvement?)</p>
<p>Dissemination Plan (Who should this report be shared with? How will you share the above results and recommendations?)</p>

Closing the Loop

Given the issues that emerge through your data analysis, provide a broad overview of the improvements you would like to make (strategic planning to meet these goals will developed with the completion of Form C)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Updated May, 2021

Course Assessment Report (Form C)

The completed form should be saved in the Assessment SharePoint and e-mailed to the Dean of Academic Affairs, the Department Chair, and the Office of Academic Effectiveness. It is presented in the Assessment Committee for discussion.

Course:

Prepared by:

Date:

Summary of assessments for the current cycle (what courses were reviewed? Provide a summary of findings and the goals and recommendations outlined in the Closing the Loop section of Form B)

Course Modification Recommendations	Strategy	SMART Goals	Due Date	Assessment Method	Evidence of Completion
Sample: To standardize all mid-term and final exams for [course]	Each faculty member will create a segment of the assessment and a committee will review, provide, feedback, and reach consensus (include name and tasks of responsible parties)	Develop a multiple-choice midterm and final exam with input from all faculty and implement the new assessments in Fall 2021	August, 2021	Program Director will ensure assessments are standardized by Monday before Week 1 of the upcoming term and will ensure all faculty have access to the new assessments	Links to completed standardized assessments

Course modifications may have important ramifications for the program as a whole. What recommended *program* modifications are required based on the course review?

Course Review Peer-Review Process

After submission of Forms B and C, documents will be reviewed by the Chair of the Assessment Committee as well as one peer from the Assessment Committee. Reviewers will be appointed by the Chair on a rotating schedule. Each reviewer completes the Form B or Form C Peer-Feedback Form and returns it to the author of the original document for revision, if needed. The author will make every attempt to incorporate the feedback of both reviewers and will re-submit a revised Form B or Form C to the Chair of the Assessment Committee. Course review deadlines are outlined below.

Form B Due Date	Form B Peer Review Due Date	Form C Due Date	Form C Peer Review Due Date	Final Version Due Date
Spring 1- April 15	April 30	Spring 1- May 15	May 30	June 15
Spring 2-June 15	June 30	Spring 2- July 15	July 30	August 30
Fall 1- October 15	October 30	Fall 1- November 15	November 30	December 15
Fall 2-December 15	December 30	Fall 2- January 15	January 30	February 15

Form B Peer-Review

Criterion	Met Standard	Partially Met Standard	Did Not Meet Standard	Comments
Alignment of Objectives				
Course objectives are clearly defined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Program goals are clearly defined and aligned to course objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Institutional goals are clearly defined and aligned to both course and program objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Course, program, and institutional goals are aligned to professional standards (as dictated by program)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence that midterm and final assessments align with course objectives (eg., the number of each assessment item and its corresponding objective)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessments are reviewed to ensure standardization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Gathering Data				
All course rubrics are reviewed (or created) to ensure validity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Final assessment sampling is used to determine the % of success for each objective (minimum threshold for success is 70%)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review of student course feedback from EvaluationKIT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence of input from a variety of stakeholders (administration, faculty, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Closing the Loop				
Areas of improvement are clearly outlined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dissemination plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Strategic initiatives are planned to address the deficiencies identified above	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Form C Due Date				

Form C Peer-Review

Criterion	Met Standard	Partially Met Standard	Did Not Meet Standard	Comments
Summary				
Summary of course assessments for the current cycle is provided (includes list of all courses reviewed, the findings of the review, and future implications)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The modifications recommended on Form B- Closing the Loop are clearly identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan of Action				
The planning chart includes each recommendation noted in the summary and outlines a detailed plan for resolving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Impact on Program Review				
In response to the recommended course changes, describe any resulting program changes that will be necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Co-Curricular Assessment

HLC Criterion- *Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.*

Co-curricular Activity	Learning Objective After participating, students will be able to:	Institutional Learning Goal Alignment	Measuring Instrument	Data Collection and Analysis Process	Dissemination Plan
SAC 101	<p>Know about the services the college offers to students and where they can go to use the services</p> <p>Recognize some strategies for managing stress</p> <p>Recognize different learning styles and teaching styles</p> <p>List some good habits for learning</p> <p>Know some basic information about college level reading and writing</p>	<p>Critical Thinking</p> <p>Graduates will be able to apply critical thinking to make effective context-appropriate decisions.</p>	EvaluationKit Survey	Students complete the survey at the end of the workshop.	<p>Annual co-curricular report shared with all relevant stakeholders.</p> <p>Data is also integrated into institutional learning goal reports as relevant.</p>
Information Literacy Library Workshops	<p>APA Workshop:</p> <p>Understand how to use APA formatting, citations, paraphrases, and reference lists in research papers</p> <p>MLA Workshop:</p> <p>Understand how to use MLA formatting, citations, paraphrases, and reference lists in research papers</p> <p>Research Workshop:</p> <p>Determine which databases are best suited for research</p> <p>Understand how to do basic and in-depth research related to terms/topics/points of research assignments</p> <p>Understand the difference between credible and non-credible sources</p> <p>SAC Library Workshop:</p> <p>Understand how to use the SAC library website</p>	<p>Information Literacy</p> <p>Graduates will be able to locate and evaluate sources of information and apply them appropriately.</p>	Survey	Students complete the survey at the end of each workshop	<p>Annual co-curricular report shared with all relevant stakeholders.</p> <p>Data is also integrated into institutional learning goal reports as relevant.</p>

	<p>Understand how to search for books and ebooks</p> <p>Gain access to and awareness of all resources provided for writing and research assistance</p> <p>Understand the difference between credible and non-credible sources</p> <p>Understand how to sign-up and use Tutoring Center resources and Library & Tutoring Center Workshops</p> <p>Use and understand the library research guides established for each program offered at SAC.</p> <p>Basic PowerPoint Workshop:</p> <p>Understand the basic functions of PowerPoint</p> <p>Learn the fundamental skills necessary to create and design PowerPoints</p>				
Feria	<p>Have a greater appreciation for Latinx literature</p> <p>Recognize they were introduced to at least one new idea or perspective</p>	<p>Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.</p>	Feria survey	Completed after the event by instructors and students who attended the event.	<p>Annual co-curricular report shared with all relevant stakeholders.</p> <p>Data is also integrated into institutional learning goal reports as relevant.</p>
<p>3er Latinx Book Fair</p> <p>Department of Languages, Literature and Humanities and</p> <p>Local cultural organizations BeisMan, Ars Communis Editorial and Himpar Editores</p>	<p>Have a greater appreciation for Latinx literature Recognize they were introduced to at least one new idea or perspective Promote Spanish literature and culture</p>	<p>Global Learning: Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.</p>	<p>LatinX Book Fair Survey from 15</p> <p>Workshops on poetry and other literary work</p>	Completed after the event by instructors and students who attended the event.	<p>Annual co-curricular report shared with all relevant stakeholders.</p> <p>Data is also integrated into institutional learning goal reports as relevant.</p>

Chicago Latino Film Festival /Department of Languages, Literature and Humanities	Have a greater appreciation and importance of the artistic and educational value of the film from Latin America, Spain, Portugal and the United States	Global Learning: Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Survey	Completed after the event by students and faculty attending the event.	Annual co-curricular report shared with all relevant stakeholders. Data is also integrated into institutional learning goal reports as relevant.
BSW Conference Experience: Trauma and Immigration Conference (Past)	Trauma and Immigration Conference: Understand the basics of trauma and trauma response for immigrant communities in the current sociopolitical context Understand the impact of trauma in children of immigrant communities related to detention centers and current anti-immigrant legislation Engage art as a practice of both social justice and healing Identify self-care practices and yoga modalities for trauma response in individual stress and collective crisis response	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions. Global Learning Graduates will be able to recognize the value of one's own cultural background and the cultural background of others.	Survey	Students complete after the event	Annual co-curricular report shared with all relevant stakeholders. Data is also integrated into institutional learning goal reports as relevant.
Psychology Events	International Women's Day: Awareness of taking care of spirit, body, and mind Domestic Violence Workshop: Have awareness of Domestic Violence	Critical Thinking Graduates will be able to apply critical thinking to make effective context-appropriate decisions.	Survey	Students complete after the event	Annual co-curricular report shared with all relevant stakeholders. Data is also integrated into institutional learning goal reports as relevant.