APPENDICES TO:

COLLECTIVE BARGAINING

AGREEMENT

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*This Appendix is included for informational purposes only and is not subject to collective bargaining.

ST. JOHNS RIVER
S T A T E   C O L L E G E

FACULTY MEMBER: _____

DEPARTMENT: _____

COMMITTEE MEMBER NAME: _____

DATE: _____

CONTINUING CONTRACT PERFORMANCE & PORTFOLIO SCREENING RUBRIC

To be eligible for Continuing Contract, all required portfolio components must be addressed with no score below 2.

3- Exemplary:
Documents submitted by the instructor are of excellent quality and evaluations of performance demonstrate excellence and ability for instructor to excel without regular, close classroom and other evaluation.

2- Proficient:
Documents submitted by the instructor are quality work and evaluations of performance demonstrate proficiency and ability for instructor to operate successfully without regular, close classroom and other evaluation.

1-Basic:
Documents submitted by the instructor are limited and evaluations of performance demonstrate basic service and ability to meet minimum expectation with regular supervision.

0-Unsatisfactory:
Documents submitted by the instructor reveal little or no quality information and evaluations of performance demonstrate additional regular, close supervision and evaluation of performance necessary.

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
Vision Statement of the unique role of a full-time faculty member employed by SJR State. Length to be equivalent to two-pages, double-spaced. Is the faculty member's vision congruent with the college's mission and goals? Does the faculty's vision statement clearly articulate and reflect the roles and responsibilities of their position?		
Evidence of continued professional development. Does professional development activity reflect the needs of the department? Do the professional development activities reflect areas addressed in evaluations? Do the professional development activities reflect new contributions to the department/discipline?		
Evidence of institutional involvement in terms of service on departmental/institutional committees. What departmental/institutional committees did the faculty participate in? Did faculty member make a meaningful contribution when serving on the committees?		
Evidence of institutional involvement in terms of service on curriculum review/development committees. What curriculum review/development activities did the faculty participate in? Did the faculty member make meaningful contribution to curriculum review/revisions? Was the faculty member a leader in curriculum development and insuring curriculum remains current?		

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
Evidence of institutional involvement in terms of service with accreditation and institutional effectiveness. What accreditation activities has the faculty member been involved in? How has the faculty member participated in the design and measurement of student learning outcomes?		
Evidence of institutional involvement in terms of service through participation and/or attendance at college sponsored events and activities, student activities, student clubs, etc.		
Changes that the applicant has made in the classroom or other areas in response to student evaluations. How has the faculty member utilized student evaluations? If an online instructor, what do student evaluations indicate? How has instruction been changed to reflect feedback?		
Changes that the applicant has made in the classroom or other areas in response to peer feedback. How has the faculty member responded to peer input? Has faculty member demonstrated collaboration with peers when evaluating student learning outcomes and closing the assessment loop?		

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
Changes that the applicant has made in the classroom or other areas in response to administrative evaluations. How has the faculty member utilized administrative evaluations?		

REQUIRED EVALUATION OF PERFORMANCE	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
Evaluations by directors, deans, and administrators.		
Syllabus contains all required items. Instructor specific items are clear, accurate, and reasonable.		
Instructional and assessment methods demonstrate appropriate rigor and variety to include ability to apply concepts in writing, real world scenarios, etc. Instructional materials are aligned to course objectives and assessments.		
Interacts with students and provides opportunities for questions and discussions. Provides timely feedback to students regarding scores on assessments, progress, and grades.		
Student success and achievement Assessment of Student Learning Outcomes Grade Distributions Course Success Rates Student Progression & Completion when appropriate Employer surveys/job placement data when appropriate		
Compatibility with students, faculty, and staff employed by the College.		
Demonstrated commitment to the mission of the Florida College System and the mission of SJR State.		
Demonstrated ability to communicate ideas, theories, thoughts, process, etc., in a cogent and understandable fashion.		
Awareness of the needs of the divergent student population served by the College and a demonstrated		

willingness to work with each student to maximize his or her academic and educational success.		
Technological competence to carry out the duties required of instructional positions as SJR State.		

OPTIONAL PORTFOLIO ITEMS	COMMENTS
Membership in professional associations or societies that contribute to the applicant's success as a full-time faculty member.	
Honors, awards, recognitions, letters of recommendation, etc., that the applicant has received.	
Any other attributes, documents, evidence of teaching success, etc., that the applicant believes will assist the Continuing Contract Screening Committee in making a recommendation.	
Evidence of the applicant's service as an ambassador for SJR State within the three-county district served by the college and state-wide. Has faculty member worked with business and industry? Has faculty member been involved with Advisory Boards? Has faculty member otherwise been involved with community outreach efforts on behalf of the College?	
OTHER COMMENTS	

ST. JOHNS RIVER
S T A T E   C O L L E G E

FACULTY MEMBER: _____

DEPARTMENT: _____

COMMITTEE MEMBER NAME: _____

DATE: _____

CONTINUING CONTRACT ADULT EDUCATION PERFORMANCE & PORTFOLIO SCREENING RUBRIC

To be eligible for Continuing Contract, all required portfolio components must be addressed with no score below 2.

3- Exemplary:
Documents submitted by the instructor are of excellent quality and evaluations of performance demonstrate excellence and ability for instructor to excel without regular, close classroom and other evaluation.

2- Proficient:
Documents submitted by the instructor are quality work and evaluations of performance demonstrate proficiency and ability for instructor to operate successfully without regular, close classroom and other evaluation.

1-Basic:
Documents submitted by the instructor are limited and evaluations of performance demonstrate basic service and ability to meet minimum expectation with regular supervision.

0-Unsatisfactory:
Documents submitted by the instructor reveal little or no quality information and evaluations of performance demonstrate additional regular, close supervision and evaluation of performance necessary.

Attachment B

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
Vision Statement of the unique role of a full-time faculty member employed by SJR State. Length to be equivalent to two-pages, double-spaced. Is the faculty member's vision congruent with the college's mission and goals? Does the faculty's vision statement clearly articulate and reflect the roles and responsibilities of their position in the Adult Education department?		
Evidence of continued professional development. Does professional development activity reflect the needs of the department? Do the professional development activities reflect areas addressed in evaluations? Do the professional development activities reflect new contributions to the Adult Education department?		
Evidence of institutional involvement in terms of service on departmental/institutional committees. What departmental/institutional committees did the faculty participate in? Did faculty member make a meaningful contribution when serving on the committees?		
Evidence of institutional involvement in terms of service on departmental/institutional committees. What departmental/institutional committees did the faculty participate in? Did faculty member make a meaningful contribution when serving on the committees?		

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
Evidence of the promotion of academic mindset in the Adult Education program. How has the faculty member promoted growth mindset with students? How has the faculty member encouraged a student's sense of self-efficacy? How has the faculty member assisted students in understanding the relevance of academic experience? How has the faculty member foster students' sense of belonging?		
Changes that the applicant has made in the classroom or other areas in response to the Strategic Plan for the Adult Education. How has the faculty member embedded growth mindset in classroom instruction? How has the faculty member incorporated employability skills in classroom instruction? How has the faculty member emphasized career planning in classroom instruction? How has the faculty member contextualized instruction to the meet the student's learning style? Has faculty member demonstrated collaboration with peers when evaluating student learning outcomes?		
Changes that the applicant has made in the classroom or other areas in response to administrative evaluations and/or student evaluations. How has the faculty member utilized administrative and/or student evaluations?		

REQUIRED EVALUATION OF PERFORMANCE	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
Evaluations by directors, deans, and administrators.		
Demonstrated effectiveness in ensuring student success and achievement. Assessment of Student Learning Outcomes Measures of Adult Education Pillars (Progress, Engagement, Empowerment, and Self-Actualization) Program Retention Rates Student Progression & Completion		
Instructional and assessment methods demonstrate appropriate rigor and variety to include academic mindset, andragogy, contextualization, employability skills with emphasis on critical thinking, communication, collaboration, problem solving, etc.		
Efficiency and effectiveness in the classroom and the College environment.		
Compatibility with students, faculty, and staff employed by the College.		
Demonstrated commitment to the mission of the Florida College System and the mission of SJR State.		
Demonstrated ability to communicate ideas, theories, thoughts, process, etc., in a cogent and understandable fashion.		
Awareness of the needs of the divergent student population served by the College and a demonstrated willingness to work with each student to maximize his or her academic and educational success.		

Technological competence to carry out the duties required of instructional positions as SJR State.		

OPTIONAL PORTFOLIO ITEMS	COMMENTS
Membership in professional associations or societies that contribute to the applicant's success as a full-time faculty member.	
Honors, awards, recognitions, letters of recommendation, etc., that the applicant has received.	
Any other attributes, documents, evidence of teaching success, etc., that the applicant believes will assist the Continuing Contract Screening Committee in making a recommendation.	
Evidence of the applicant's service as an ambassador for SJR State within Putnam county served by the college and state-wide. Has faculty member worked with business and industry? Has faculty member been involved with Advisory Boards? Has faculty member otherwise been involved with community outreach efforts on behalf of the College?	
OTHER COMMENTS	

ST. JOHNS RIVER
S T A T E C O L L E G E

FACULTY MEMBER: _____

DEPARTMENT: _____

COMMITTEE MEMBER NAME: _____

DATE: _____

LIBRARIANS CONTINUING CONTRACT PERFORMANCE & PORTFOLIO SCREENING RUBRIC

To be eligible for Continuing Contract, all required portfolio components must be addressed with no score below 2.

3- Exemplary:
Documents submitted by the instructor are of excellent quality and evaluations of performance demonstrate excellence and ability for instructor to excel without regular, close classroom and other evaluation.

2- Proficient:
Documents submitted by the instructor are quality work and evaluations of performance demonstrate proficiency and ability for instructor to operate successfully without regular, close classroom and other evaluation.

1-Basic:
Documents submitted by the instructor are limited and evaluations of performance demonstrate basic service and ability to meet minimum expectation with regular supervision.

0-Unsatisfactory:
Documents submitted by the instructor reveal little or no quality information and evaluations of performance demonstrate additional regular, close supervision and evaluation of performance necessary.

Appendix C

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
Vision Statement of the unique role of a full-time faculty member employed by SJR State. Length to be equivalent to two-pages, double-spaced. Is the faculty member's vision congruent with the college's mission and goals? Does the faculty's vision statement clearly articulate and reflect the roles and responsibilities of their position?		
Evidence of continued professional development. Does professional development activity reflect the needs of the department? Do the professional development activities reflect areas addressed in evaluations? Do the professional development activities reflect new contributions to the department/discipline?		
Evidence of institutional involvement in terms of service on departmental/institutional committees. What departmental/institutional committees did the faculty participate in? Did faculty member make a meaningful contribution when serving on the committees?		
Evidence of involvement in information fluency curriculum development and/or collection development. Did the faculty member make meaningful contributions?		

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
Evidence of institutional involvement in terms of service with accreditation and institutional effectiveness. What accreditation activities has the faculty member been involved in? What institutional effectiveness activities has the faculty member been involved in?		
Evidence of institutional involvement in terms of service through participation and/or attendance at college sponsored events and activities, student activities, student clubs, etc.		
Changes that the applicant has made in instruction or other areas in response to student evaluations and personal observations. How has the faculty member used classroom surveys, the SAIL survey, or the Graduate survey? How has instruction or other areas of responsibility been changed in response to personal observations?		
How has the faculty member contributed to student success in teaching students to learn to retrieve, organize, and effectively use information as described in the Learning Outcome Competency Map?		

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
Changes that the applicant has made in instruction or other areas in response to administrative evaluations. How has the faculty member utilized administrative evaluations?		

REQUIRED EVALUATION OF PERFORMANCE	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
Evaluations by directors, deans, and administrators.		
Efficiency and effectiveness in the library and the College environment.		
Compatibility with students, faculty, and staff employed by the College.		
Demonstrated commitment to the mission of the Florida College System and the mission of SJR State.		
Demonstrated ability to communicate ideas, theories, thoughts, process, etc., in a cogent and understandable fashion.		
Awareness of the needs of the divergent student population served by the College and a demonstrated willingness to work with each student to maximize his or her academic and educational success.		
Technological competence to carry out the duties required of librarians at SJR State.		

OPTIONAL PORTFOLIO ITEMS	COMMENTS
Membership in professional associations or societies that contribute to the applicant's success as a full-time faculty member.	
Honors, awards, recognitions, letters of recommendation, etc., that the applicant has received.	

Any other attributes, documents, evidence of success, etc., that the applicant believes will assist the Continuing Contract Screening Committee in making a recommendation.	
Evidence of the applicant's service as an ambassador for SJR State within the three-county district served by the college and state-wide. Has faculty member worked with business and industry? Has faculty member been involved with Advisory Boards? Has faculty member otherwise been involved with community outreach efforts on behalf of the College?	

OTHER COMMENTS

ST. JOHNS RIVER
STATE COLLEGE

FACULTY MEMBER: _____

DEPARTMENT: _____

COMMITTEE MEMBER NAME: _____

DATE: _____

SENIOR ACADEMIC ADVISORS CONTINUING CONTRACT PERFORMANCE & PORTFOLIO SCREENING RUBRIC

To be eligible for Continuing Contract, all required portfolio components must be addressed with no score below 2.

3- Exemplary:
Documents submitted by the instructor are of excellent quality and evaluations of performance demonstrate excellence and ability for instructor to excel without regular, close classroom and other evaluation.

2- Proficient:
Documents submitted by the instructor are quality work and evaluations of performance demonstrate proficiency and ability for instructor to operate successfully without regular, close classroom and other evaluation.

1-Basic:
Documents submitted by the instructor are limited and evaluations of performance demonstrate basic service and ability to meet minimum expectation with regular supervision.

0-Unsatisfactory:
Documents submitted by the instructor reveal little or no quality information and evaluations of performance demonstrate additional regular, close supervision and evaluation of performance necessary.

Appendix D

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS

Vision Statement of the unique role of a full-time faculty member employed by SJR State. Length to be equivalent to two-pages, double-spaced.
        Is the faculty member's vision congruent with the college's mission and goals?
        Does the faculty's vision statement clearly articulate and reflect the roles and responsibilities of their position?		

Evidence of continued professional development.
        Does professional development activity reflect the needs of the department?
        Do the professional development activities reflect areas addressed in evaluations?
        Do the professional development activities reflect new contributions to the department/discipline?		

Evidence of institutional involvement in terms of service on departmental/institutional committees.
        What departmental/institutional committees did the faculty participate in?
        Did faculty member make a meaningful contribution when serving on the committees?		

Evidence of involvement in student success initiatives, retention and graduation programs. Did the faculty member make meaningful contributions?		

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
Evidence of institutional involvement in terms of service with accreditation and institutional effectiveness. What accreditation activities has the faculty member been involved in? What institutional effectiveness activities has the faculty member been involved in?		
Evidence of institutional involvement in terms of service through participation and/or attendance at college sponsored events and activities, student activities, student clubs, etc.		
Changes that the applicant has made in instruction or other areas in response to student evaluations and personal observations. How has the faculty member used feedback from student surveys? How has instruction or other areas of responsibility been changed in response to personal observations?		

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
Changes that the applicant has made in instruction or other areas in response to administrative evaluations. How has the faculty member utilized administrative evaluations?		

REQUIRED EVALUATION OF PERFORMANCE	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
Evaluations by directors, deans, and administrators.		
Efficiency and effectiveness in Advising and the College environment.		
Compatibility with students, faculty, and staff employed by the College.		
Demonstrated commitment to the mission of the Florida College System and the mission of SJR State.		
Demonstrated ability to communicate ideas, theories, thoughts, process, etc., in a cogent and understandable fashion.		
Awareness of the needs of the divergent student population served by the College and a demonstrated willingness to work with each student to maximize his or her academic and educational success.		
Technological competence to carry out the duties required of Senior Academic Advisors at SJR State.		

OPTIONAL PORTFOLIO ITEMS	COMMENTS
Membership in professional associations or societies that contribute to the applicant's success as a full-time faculty member.	
Honors, awards, recognitions, letters of recommendation, etc., that the applicant has received.	

Any other attributes, documents, evidence of success, etc., that the applicant believes will assist the Continuing Contract Screening Committee in making a recommendation.	
Evidence of the applicant's service as an ambassador for SJR State within the three-county district served by the college and state-wide. Has faculty member worked with business and industry? Has faculty member been involved with Advisory Boards? Has faculty member otherwise been involved with community outreach efforts on behalf of the College?	

OTHER COMMENTS

Online Course Foundations Checklist

All online courses at SJR State must include all Foundational components. Faculty who complete the Distance Learning Academy (DLA) are instructed how to incorporate all Foundational items into their course design; successful completion of the DLA requires a "Yes" for all Foundational components in each course as reviewed by an Instructional Designer.

In the table below, the quality ratings for course components are provided in the first column. A ★ (1-star) rating indicates a Foundational design component essential to online learning; a ★★ (2-star) rating is considered a Quality practice and adds value to a course; and a ★★★ (3-star) rating is a High-Quality practice that elevates learning. For each component, references to relevant Quality Matters standards* are provided as criteria and are noted with a pin (📍). Elements that may be included in the Course Syllabus are also noted.

Quality and High-Quality components are provided on this Checklist as information only. Faculty interested in pursuing the "Quality" or "High-Quality" Florida Online Course Design Quality Designations are required to include the components provided in the table below and complete the Florida Online Course Design Quality Designations Project as described in Article 20 of the CBA.

Course Information Components	★ Foundational ★★ Quality ★★★ High-Quality
Yes ✓	Components and Criteria
❏ ★ Foundational	Home Page provides a visual representation of course; a brief course description or introduction; clear instructions for students (e.g., where to begin) and quick and easy navigation to current content. 📍QM 1.1 Instructions make clear how to get started and where to find various course components. 📍QM 1.2 Learners are introduced to the purpose and structure of the course.
❏ ★ Foundational	Course Navigation is clear and consistent; unused items are hidden on navigation menu. 📍QM 8.1 Course navigation facilitates ease of use.
❏ ★ Foundational	Instructor has provided key learning information including Goals and Student Expectations and Textbook(s) and course materials. Elements may be included on the Course Syllabus. 📍 QM 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable. 📍 QM 2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course. 📍 QM 2.5 The learning objectives or competencies are suited to the level of the course.
❏ ★ Foundational	Instructor has provided class expectations such as participation rules, etiquette expectations, code of conduct; Grading Criteria and Scale; policies for late work and make-up work; and technology requirements. Elements may be included on the Course Syllabus. QM 1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated. 📍 QM 1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided. 📍 QM 1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided. 📍QM 3.2 The course grading policy is stated clearly at the beginning of the course. 📍QM 5.4 The requirements for learner interaction are clearly stated.
❏ ★ Foundational	Instructor has provided contact information which may include a biography, availability information, communication preferences, response time, and picture. Elements may be included on the Course Syllabus.

		📍 QM 1.8 The self-introduction by the instructor is professional and is available online. 📍QM 5.3 The instructor's plan for interacting with learners during the course is clearly stated.
❏ ★ Foundational		Course card provides a visual representation of the subject by adding an image in Course Settings.
❏ ★ Foundational		Course contains information and links to institutional resources (e.g. library, institutional services, technical support). Elements may be included on the Course Syllabus. 📍QM 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it. 📍QM 7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course. 📍QM 7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.
❏ ★★		📍QM 2.2 The module/unit-level objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
❏ ★★		📍QM 2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.
❏ ★★		📍QM 3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.
❏ ★★★		📍QM 1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.

Course Content Components ★ Foundational ★★ Quality ★★★ High-Quality

❏ Yes ✓	Components and Criteria
❏ ★ Foundational	Copyright law is followed. Course breaks no copyright considerations. 📍QM 4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.
❏ ★ Foundational	All links, files, videos, and external URLs are active and working. 📍QM 4.2 Optimize access to tools and assistive technologies. 📍QM 8.5 Course multimedia facilitate ease of use.
❏ ★ Foundational	There is a "Welcome" or "Let's Get Acquainted" discussion designed to build a sense of community and establish rapport. 📍QM 1.9 Learners are asked to introduce themselves to the class.
❏ ★ Foundational	📍QM 4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.
❏ ★ Foundational	Content is "chunked" into manageable pieces by leveraging modules (e.g. organized by units, chapters, topic, or weeks). 📍QM 8.2 The course design facilitates readability.
❏ ★ Foundational	Multimedia and external tools (e.g., Quizlet, Khan Academy, Padlet, Nearpod, CK-12) are relevant to course content and support active learning techniques and are embedded by faculty within modules or in a page, assignment, discussion, or quiz using the Rich Content Editor. 📍QM 6.1 The tool used in the course support the learning objectives and competencies. 📍QM 8.5 Course multimedia

		facilitate ease of use.
❏	★★	📍QM 4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.
❏	★★	📍QM 4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.
❏	★★	📍QM 5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
❏	★★	📍QM 5.2 Learning activities provide opportunities for interaction that support active learning.
❏	★★	📍QM 6.2 Course tools promote learner engagement and active learning.
❏	★★★	📍QM 4.4 The instructional materials represent up-to-date theory and practice in the discipline.
❏	★★★	📍QM 4.5 A variety of instructional materials is used in the course.
❏	★★★	📍QM 6.3 A variety of technology is used in the course.
❏	★★★	📍QM 6.4 The course provides learners with information on protecting their data and privacy.

Assessment Components	★ Foundational ★★ Quality ★★★ High-Quality
Yes ✓	Components and Criteria
❏ ★ Foundational	Detailed instructions, guidelines, and rubrics for completing assignments and discussions are provided and are clearly written to ensure understanding to support student actions. Elements may be included on the Course Syllabus. 📍QM 3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained. 📍QM 5.4 The requirements for learner interaction are clearly stated.
❏ ★ Foundational	A variety of assessments are used (e.g., discussions, quizzes, and individual/group assignments) to increase learner engagement, promote active learning, and measure stated learning objectives/competencies. 📍QM 3.1 The assessments measure the achievement of the stated learning objectives or competencies. 📍QM 3.4 The assessments used are sequenced, varied, and suited to the level of the course.
❏ ★★	📍QM 3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.

Course Accessibility Components	★ Foundational ★★ Quality ★★★ High-Quality
Yes ✓	Components and Criteria

❏ ★ Foundational	Integrated accessibility tools are utilized to identify and correct accessibility issues within the course. 📍QM 8.2 The course design facilitates readability. 📍QM 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.
❏ ★ Foundational	Accommodation Statement is present and easily located. Element may be included on Course Syllabus. 📍QM 7.2 Course instructions articulate or link to the institution's accessibility policies and services.
❏ ★ Foundational	Color enhances the aesthetic appeal and effectiveness of the course; sufficient contrast between text and background makes information easy to read; and color is not used in isolation to convey meaning. 📍QM 8.2 The course design facilitates readability. 📍QM 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.
❏ ★ Foundational	Images are used to support course content (e.g., banners, headings, and icons) and are accompanied by text descriptions (Alt text) or captions for more complex descriptions. 📍QM 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners. 📍QM 8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.
❏ ★ Foundational	Styles (e.g. Paragraph, Heading 2, etc.) are used to format text. 📍QM 8.2 The course design facilitates readability. 📍QM 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.
❏ ★ Foundational	Hyperlink text incorporates the hyperlink destination/purpose (avoid raw URLs, e.g., https://www.canvaslms.com) and includes words and phrases to provide context for screen-readers (e.g., use "Canvas Guide: Hyperlink" rather than "Canvas Guide"). 📍QM 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.
❏ ★ Foundational	Audio materials (mp3, wav, etc.) are accompanied by a transcript and videos/screencasts are closed-captioned. 📍QM 8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.
❏ ★ Foundational	Tables are used appropriately and are accessible. 📍QM 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.
❏ ★★	📍QM 8.6 Vendor accessibility statements are provided for all technologies required in the course.

Revised 10/2022 by SJR State's Learning Resources department.

*The SJR State Online Course Foundations Checklist tool will be updated as needed to ensure inclusion of accurate standard language as stated in the most current edition of *The Quality Matters Higher Education Rubric*. The current version is available at learningresources.sjrstate.edu/ForFaculty/CourseQualityReview.

St. Johns River State College

Full-Time Faculty Self-Evaluation Form
Arts and Sciences, FloArts, Teacher Education

Faculty Name: _____   Department: Choose an item.

Employee ID Number: _____   Office Location: Choose an item.

An essential element of professional growth is the ability to reflect on what is successful and what is not.

Faculty should read the following sections of the **SJR State College Operating Guidelines and Procedures Manual** to become familiar with the basic criteria against which faculty performance will be evaluated.
- 1.8   Code of Ethics
- 2.4   Structure, Functions, and Duties of Faculty
- 2.10   College Faculty Personnel Duties
- 2.11.4 Orientation and Evaluation
- 2.12   Conduct of Classes

1.   Professional Conduct: Faculty are expected to conduct themselves in a professional manner consistent with the Code of Ethics. Faculty are also expected to perform all duties in a professional manner. Describe how you meet these expectations.

      _____

2.   Vision: St. Johns River State College, an open-access, public institution of higher education in Northeast Florida, promotes excellence in teaching and learning to enrich the lives of its students and strengthen its community. The College offers certificates, associate, and baccalaureate degrees, and it provides high-quality education, training, and cultural opportunities to encourage scholarly achievement. St. Johns River State College delivers high-quality instruction through face-to-face and distance education modalities and creates a supportive learning environment that includes services and resources to enable students to reach their educational goals. What is your major goal for improving student learning and how does it relate to the college mission statement?

      _____

3.   Professional Development: Describe how you stayed current in your field since your last self-evaluation. This may include professional meetings and organizations, publications, webinars, advanced degrees, renewal of professional licenses or certificates. Do your professional development activities reflect (a) the needs of the department, (b) areas addressed in evaluations, and (c) new contributions to the department/discipline?

      _____

4.   Institutional Involvement: Describe your service (a) on college committees, (b) at department meetings, (c) on curriculum development committees, (d) on textbook committees, (e) with the design and measurement of student learning outcomes, and (f)

through participation at college sponsored events; all since your last self-evaluation. What meaningful contributions have you made?

_____

5.   Planning and Preparation: Discuss the activities you do each week in support of your teaching.

_____

6.   Instructional and Assessment Methods: Discuss the variety of instructional and assessment methods you use. Discuss how your instructional and assessment methods demonstrate rigor, apply concepts in writing, and use relevant real world scenarios. Discuss how instructional materials are aligned to course objectives and assessments.

_____

7.   Engagement Strategies: Discuss how you engage students in the classroom. Discuss how you interact with students and provide opportunities for questions and discussions. Discuss how you provide feedback to students regarding scores on assessments, progress, and grades.

_____

8.   Student Success: Discuss student success and achievement by addressing (a) student learning outcomes (SLOs), (b) grade distributions, and (c) course success rates. Review your individual data on SLOs, grade distributions, and course success rates since your last self-evaluation. Compare your results with your department's results and summarize your findings. Be specific and address each of the following: SLOs, grade distributions, and course success rates.

_____

9.   Classroom Changes: Discuss the changes you have made in the classroom in response to feedback from (a) students, (b) peers, and (c) administrators. Identify the high and low areas on your student evaluations since your last self-evaluation. Develop specific and measurable strategies you plan to use to improve any low areas.

_____

10.   Talents and Abilities: What is your major strength as an instructor?

_____

_____   _____
Full-Time Faculty Signature   Date

Workforce Development
Faculty Self-Evaluation
Academic Year 2020-2021

Employee Name: _____   Department: <u>Choose Department</u>

Employee ID Number: _____   Office Location: Choose Location

Directions: Please provide well-thought out answers that are specific to your most recent consecutive three years at SJR State College.

1. What is your vision of the unique contributions you bring to SJR State College as a full-time faculty member and how have you demonstrated your commitment to the community college mission and the overall mission of SJR State College.?

2. Discuss how you envision your future with SJR State College.

3. Provide a list, including dates, of professional development activities and describe the benefits to you and/or your students of each.

4. Discuss your institutional involvement with respect to service on committees, curriculum development, accreditation, club sponsorships, and attendance at college sponsored events.

5. Discuss changes you have made with respect to teaching and learning in response to feedback from students, peers and administration. Please include specific strategies you use to assist special needs students.

6. Discuss membership in professional organizations that contribute to your success as a full-time faculty member.

7. Discuss any other items you consider evidence of excellence in teaching. Documentation may be provided if you would like to include it.

8. Provide evidence of your service as an ambassador for SJR State College within the tri-county area and/or state-wide. (i.e. - Work with business/industry, advisory boards)

9. Provide examples of how you are efficient and effective in the classroom and in the college environment.

10. Discuss outcomes of projects, committee work, and other activities regarding your involvement with:
    a. peers,
    b. students, and/or
    c. staff and administration

11. Discuss how you meet the needs of a diverse student population, and evidence of your willingness to work with students to maximize their potential.

12. Discuss your technological competence with respect to meeting job requirements.

Signatures – Signatures indicate that the evaluation was reviewed and discussed with the employee.

_____   _____
Employee Signature   Date

_____   _____
Dean/Director   Date

_____   _____
Vice President for Workforce Development   Date

![St. Johns River State College logo]

Full-Time Faculty Self-Evaluation Form
Adult Education

Faculty Name: _____   Employee ID Number: _____

An essential element of professional growth is the ability to reflect on what is successful and what is not.

Faculty should read the following sections of the **SJR State College Operating Guidelines and Procedures Manual** to become familiar with the basic criteria against which faculty performance will be evaluated.

- 1.8   Code of Ethics
- 2.4   Structure, Functions, and Duties of Faculty
- 2.10   College Faculty Personnel Duties
- 2.11.4   Orientation and Evaluation
- 2.12   Conduct of Classes

SECTION I – PROFESSIONAL ACTIVITIES

1. Professional Conduct: Faculty are expected to conduct themselves in a professional manner consistent with the Code of Ethics. Faculty are also expected to perform all duties in a professional manner. Describe how you meet these expectations.

    _____

2. Vision: St. Johns River State College, an open-access, public institution of higher education in Northeast Florida, promotes excellence in teaching and learning to enrich the lives of its students and strengthen its community. The College offers certificates, associate, and baccalaureate degrees, and it provides high-quality education, training, and cultural opportunities to encourage scholarly achievement. St. Johns River State College delivers high-quality instruction through face-to-face and distance education modalities and creates a supportive learning environment that includes services and resources to enable students to reach their educational goals. What is your major goal for improving student learning and how does it relate to the college mission statement?

    _____

3. Professional Development: Describe how you stayed current in your field since your last self-evaluation. This may include professional meetings and organizations, publications, webinars, advanced degrees, renewal of professional licenses or certificates. Do your professional development activities reflect (a) the needs of the department, (b) areas addressed in evaluations, and (c) new contributions to the department/discipline?

    _____

4. Institutional Involvement: Describe your service (a) on college committees, (b) at department meetings, (c) on curriculum development committees, and (d) through participation at college sponsored events; all since your last self-evaluation. What meaningful contributions have you made?

    _____

5. Planning and Preparation: Discuss the activities you do each week in support of your teaching.

   _____

6. Instructional Methods: Discuss the variety of instructional methods you use. Discuss how your instructional methods meet the needs of Adults Education students. Discuss how instructional materials are aligned to course objectives.

   _____

7. Engagement Strategies: Discuss how you engage students in the classroom and online. Discuss how you interact with students and provide opportunities for questions and discussions. Discuss how you provide feedback to students on their progress.

   _____

8. Student Progression and Success: Discuss (a) your accuracy and promptness in attendance reporting, (b) your frequency of monitoring of student progress, and (c) student completions.

   _____

9. Classroom Changes: Discuss the changes you have made in the classroom in response to feedback from (a) students, (b) peers, and (c) administrators. Identify the high and low areas on your student evaluations since your last self-evaluation. Develop specific and measurable strategies you plan to use to improve any low areas.

   _____

10. Talents and Abilities: What is your major strength as an instructor.

    _____

_____   _____
Full-Time Faculty Signature   Date

ST. JOHNS RIVER
STATE COLLEGE

Instructional Faculty Evaluation Form
Arts and Sciences, FloArts, Teacher Education

Instructor Name: _____   Course Prefix and Number: _____

Employee ID Number: _____   Course Title: _____

Department: Choose an item.   CRN: _____

Observation Site: Choose an item.   Initial Enrollment: ___

Learning Environment: Choose an item.   Number of Students Present: ___

Are the Facilities Adequate? ☐ Yes ☐ No   Evaluator Name: _____

Observation Date(s): _____   Title of Evaluator: _____

Section I – Academic Planning Evaluation

1. Instructors shall develop, distribute to students, and publish in the College's Learning Management System, a course syllabus utilizing their Department's Syllabus Template no later than the first day of the semester. Check the box for each item that is included on the instructor's syllabus.

St. Johns River State College	☐	Textbook information	☐
Semester dates	☐	Assessment information including a timeline for grading and feedback	☐
Course prefix, number, and title	☐		
Class meeting days, times, location	☐	Grading criteria and grading scale	☐
Contact information	☐	Make-up/late work policies	☐
Office hours	☐	Department policies (if any)	☐
Course description	☐	College policies (from template)	☐
Goals and student expectations	☐	Course calendar including the final exam date and time	☐
Student learning outcomes	☐		

Was the instructor's syllabus published in the College's Learning Management System by the first day of the semester?
☐ Yes ☐ No

Comment on any items from the above list that are not on the syllabus.

_____

2. Does the instructor enter student learning outcomes (assessment plan, assessment results, and analysis and use of results) in the online planning system in a timely manner?
☐ Yes ☐ No ☐ First semester ☐ Course is not being formally assessed

3. Does the instructor submit no show reports in a timely manner?
☐ Yes ☐ No ☐ First semester ☐ Does not apply to Dual Enrollment instructors

4. Does the instructor submit final grades in a timely manner?
   ☐ Yes   ☐ No   ☐ First semester

Comment on any items marked "No" in questions 2-4.
_____

Section II – Observation and Evaluation

1. Describe the objectives for the learning activity or learning module.
   _____

2. How does the instructor's presentation demonstrate preparedness for the learning activity?
   _____

3. What techniques does the instructor use to promote learning and student engagement?
   _____

4. Describe how the instructor demonstrates rigor, has students apply concepts in writing, and uses relevant real world scenarios.
   _____

5. Describe any suggestions for the instructor.
   _____

The Observation and Evaluation is rated as: ☐ Satisfactory   ☐ Needs Improvement
_____

Section III – Signatures – Signatures indicate that the evaluation was reviewed and discussed with the instructor.

_____   _____
Instructor Signature   Date

_____   _____
Evaluator Signature   Date

Section IV – Endorsements – Signature indicates that the evaluation was reviewed by the instructor's supervisor.

_____   _____
Supervisor Signature   Date

Section V – Reviewed – Initials indicate that the evaluation was reviewed by:

_____/_____   _____   _____   _____
Associate Dean   Dean/Director   AVP   Vice President

Workforce Development
Faculty Evaluation
Academic Year 2020-2021

Instructor Name:

Course Number:

Employee ID Number:

Course Title:

Department: Choose Dept.:

CRN:

Observation Site: Choose Site:

Initial Enrollment:

Learning Environment: Choose Environment:

Number of Students Present:

Are the Facilities Adequate? ☐Yes ☐No

Evaluator Name:

Observation Date(s):

Title of Evaluator:

Section I – Academic Planning Evaluation

1. Does the instructor enter pre-semester learning outcomes, numerical data, and post-semester learning outcomes in MySJRstate in a timely manner?
   ☐Yes ☐No ☐First semester ☐Course is not being formally assessed

2. Does the instructor submit no show reports in a timely manner?
   ☐Yes ☐No ☐First semester ☐Does not apply to Dual Enrollment instructors

3. Does the instructor submit final grades in a timely manner?
   ☐Yes ☐No ☐First semester

Comment on any items marked "No" in questions 2-4.

Section II – Observation and Evaluation

1. LEARNING OUTCOMES	Not observed
Guiding Principles • Presents the topic of the instructional unit at the beginning of class • Presents the desired learning outcomes for the instructional unit at the beginning of class • Links learning activities/experiences and assignments with course student learning outcomes • Aligns learning activities/experiences and assignments with the instructional unit student learning outcomes	
Satisfactory ☐	Needs Improvement ☐
Comments:	

2. STUDENT INVOLVEMENT	Not observed

Guiding Principles
- Provides discussion and activities that engage all students
- Implements effective strategies that allow students to learn from each other
- Actively engages students in the learning process
- Encourages students' comments and questions

Satisfactory ☐	Needs Improvement ☐

Comments:

3. CLASSROOM MANAGEMENT	Not observed

Guiding Principles
- Smoothly manages materials, activities, transitions, off-task behavior and paperwork such that distractions from the learning experience are minimized
- Uses full class time effectively and efficiently
- Keeps the class focused

Satisfactory ☐	Needs Improvement ☐

Comments:

4. LEARNING ATMOSPHERE	Not observed

Guiding Principles
- Maintains a professional, respectful, fair, and collaborative learning environment
- Conveys enthusiasm for teaching, learning, and subject matter
- Maintains high expectations of students and respect for academic rigor
- Fosters respect for diverse points of view

Satisfactory ☐	Needs Improvement ☐

Comments:

5. PROCEDURAL REQUIREMENTS	Not observed

Guiding Principles
- Adheres to requirements and procedures of the college and department
- Makes best use of Early Alert, advisors, and other student success opportunities appropriate to facilitate student performance
- Prepares a syllabus in accordance with departmental requirements
- Uses the designated text
- If handouts provided, references handouts or includes handouts during the instructional unit
- Includes in the course syllabus any required materials, texts, or supplies for the class

Satisfactory ☐	Needs Improvement ☐

Comments:

6. PREPARATION AND ORGANIZATION	Not observed

Guiding Principles
- Relates prior learning to current subject matter, as appropriate
- Evidences that instructor has read the text
- Presents the ideas in a logical sequence
- Implements activities that support the student learning outcomes
- Evidence that the instructor has prepared the instructional unit in advance and is prepared to deliver the instructional unit

Satisfactory ☐	Needs Improvement ☐

Comments:

7. PRESENTATION SKILLS	Not observed

Guiding Principles
- Communicates effectively as evidenced by:
    - Speaking at a rate / pace that allows students to take notes
    - Speaking in an audible tone such that students in the rear of the classroom can clearly hear and understand
    - Varying tone and pitch of voice, avoiding a monotone presentation
    - Communicating in writing in a clear manner such that the students understand the instructor's remarks
- Avoids extended reading from notes and/or PowerPoint and/or the text
- Avoids distracting mannerisms
- Holds the attention of the class
- Integrates stimulating and challenging questions into the presentation
- Smoothly transitions from one topic / segment to the next topic / segment
- Provides time for students to ask questions
- Emphasizes major points in the delivery of the subject
- Relates course materials to practical situations
- Exhibits enthusiasm about learning, the college, the assignments, and/or the instructional content

Satisfactory ☐	Needs Improvement ☐

Comments:

8. EVALUATION AND ASSESSMENT	Not observed

Guiding Principles
- Implements assessments that reflect the student learning outcomes
- Acts fairly, objectively, timely, validly in student assessment
- Adequately monitors assessments to facilitate academic integrity
- Uses assessments to guide teaching learning activities

Satisfactory ☐	Needs Improvement ☐

Comments:

9. INTERPERSONAL SKILLS	Not observed

Guiding Principles
- Exhibits and fosters mutual respect and synergism in the classroom
- Appropriately manages any difficult situations
- Demonstrates interest in students' successes
- Addresses students by correct name
- Uses positive reinforcement
- Models effective listening skills
- Treats students impartially
- Responds positively to student's constructive criticism
- Demonstrates respect during interactions with students, faculty, staff, visitors, and administrators

Satisfactory ☐	Needs Improvement ☐

Comments:

10. FACILITATION OF LEARNING	Not observed

Guiding Principles
- Evidences that the instructor is the content expert
- Uses appropriate questioning techniques to stimulate critical thinking
- Provides supplementary materials and activities relevant to the learning outcome/s
- Utilizes a variety of instructional strategies and methods to help students make connections: visuals, diagrams, examples, activities, feedback, modeling, technology, lecture and discussion
- Is flexible and responsive to student needs

• Uses humor appropriately and sensitively with respect to cultural and personal preferences and not at the expense of students or others	
Satisfactory ☐	Needs Improvement ☐
Comments:	

11. TECHNOLOGY	Not observed

Guiding Principle
- Correctly uses relevant or appropriate, contemporary technology to enhance the learning unit (examples include, but are not limited to, Smart Board, PowerPoint, i-clickers, Internet, Canvas)

Satisfactory ☐	Needs Improvement ☐
Comments:	

12. GROUP ACTIVITIES	Not observed

Guiding Principles
- Promotes positive interdependence and individual accountability during activities
- Aligns group activities with learning outcomes
- Connects theory with practice in group activity structure

Satisfactory ☐	Needs Improvement ☐
Comments:	

Additional Evaluator Comments:

Faculty Comments:

Section III – Addendums

Please select any additional items provided for consideration:

☐ Student Evaluations
☐ Professional Development Activities
☐ Student Outcomes
☐ Institutional Involvement
☐ Faculty Self-evaluations
☐ Other

Comments:

Section IV – Signatures

The overall evaluation is rated as: Satisfactory ☐   Needs Improvement ☐

Signatures indicate that the evaluation was reviewed and discussed with the instructor.

_____   _____
Instructor Signature   Date

_____   _____
Evaluator Signature   Date

Section V – Endorsements

_____
Dean/Director Signature   Date

_____
Vice President for Workforce Development Signature   Date

Adult Education Faculty
Evaluation Form

Instructor Name: ____

Employee ID Number: _____

Department: *Choose an item.*

Observation Site: *Choose an item.*

Learning Environment: *Choose an item.*

Are the Facilities Adequate? ☐ Yes ☐ No

Observation Date(s): _____

Course Prefix and Number: _____

Course Title: _____

CRN: _____

Initial Enrollment: ___

Number of Students Present: ___

Evaluator Name: _____

Title of Evaluator: _____

_____

Section I – Evaluation of Assessing and Monitoring Student Progress and other Professional Responsibilities

1. Does the instructor start classes at the designated times and end class at the designated times?
   ☐ Yes   ☐ No

2. Does the instructor meet class attendance (face to face classes and online classes) submission deadlines?
   ☐ Yes   ☐ No

3. Does the teacher have an individual learning plan for each student and keep an updated student file?
   ☐ Yes   ☐ No

4. Does the instructor appropriately monitor students' attendance and track students' learning gains (post-test gains, GED Ready scores and GED test scores) for program improvement and accountability?
   ☐ Yes   ☐ No

5. Does the instructor meet annual professional development requirements as well as share information learned or implement ideas gained from professional development?
   ☐ Yes   ☐ No

6. Does the instructor consistently attend local meetings as required by the supervisor/College?
   ☐ Yes   ☐ No

Comments regarding any Section I No's:

Appendix K

Section II – Classroom Observation and Evaluation

1. Which techniques does the instructor employ that promote learning and student engagement?

    _____

2. How has the faculty member promoted growth mindset with students?

    _____

3. How has the faculty member encouraged a student's sense of self-efficacy?

    _____

4. Describe how the instructor demonstrates rigor, has students apply concepts, and uses relevant real-world scenarios.

    _____

5. Describe any suggestions for the instructor.

    _____

The Observation and Evaluation is rated as: ☐ **Satisfactory**   ☐ **Needs Improvement**

Section III – Signatures – Signatures indicate that the evaluation was reviewed and discussed with the instructor.

_____   _____
Instructor Signature   Date

_____   _____
Evaluator Signature   Date

Section IV – Endorsements – Signature indicates that the evaluation was reviewed by the instructor's supervisor.

_____   _____
Supervisor Signature   Date

Section V – Reviewed – Initials indicate that the evaluation was reviewed by:

_____/_____   _____   _____   _____
Associate Dean   Dean/Director   AVP   Vice President

Workforce Development
Instructor Evaluation for Collateral Duties

For use for instructional personnel that have duties beyond classroom instruction.

Section I – Employee Data

Employee Name: ____   Department: <u>Choose Department</u>

Employee ID Number: _____   Office Location: Choose Location

Evaluator Name: _____   Evaluation Period: _____

Title of Evaluator: _____

Section II – Evaluation of Job Duties

Discuss how the program director or faculty member with collateral duties fulfills the following.

1. **Administration/Operations:**   Works with supervisor and faculty to meet the departmental goals and objectives of the Institutional Effectiveness Plan.

   ☐ Satisfactory   ☐ Needs Improvement

   COMMENTS: _____

2. **Staffing:**   Provides for optimum utilization and development of adjunct faculty; ensures that positions are staffed with competent people; that proper and corrective action is taken when needed; follows College policy in the recruitment and employment of adjunct faculty.

   ☐ Satisfactory   ☐ Needs Improvement   ☐ Not Applicable

   COMMENTS: _____

3. **Communication:**   Establishes the communication and coordination necessary for effective controlled operations within area of responsibility; keeps other personnel informed of factors affecting them; seeks, receives, and utilizes the advice, assistance, consultation, and guidance available from other persons within the College with respect to any action or decisions as appropriate through the chain of command.

   ☐ Satisfactory   ☐ Needs Improvement

   COMMENTS: _____

4. **Knowledge:**   Maintains a thorough knowledge and understanding of and operates according to all objectives, policies, plans, procedures, laws, rules, and regulations related to area of responsibility and requires same of all subordinate personnel; keeps up-to-date and well

Appendix L

informed on all matters that would contribute to efficiency, improvement, and progress throughout area of responsibility.

☐ Satisfactory   ☐ Needs Improvement

COMMENTS: _____

5. **Planning/Organizing:**   Plans and schedules work so that it can be carried out efficiently, effectively, and safely; sets and meets the stated goals and objectives of the organizational unit; commits activities to a realistic but challenging schedule; and ensures activities are complimentary to the larger organizational objectives.

☐ Satisfactory   ☐ Needs Improvement   ☐ Not Applicable

COMMENTS: _____

6. **Fiscal Responsibility:**   Utilizes available resources to realize maximum benefit at minimum expense; maintains the efficiency of operations and provides services in a cost-efficient manner; affects cost reductions by eliminating nonessential activities or expenses.

☐ Satisfactory   ☐ Needs Improvement   ☐ Not Applicable

COMMENTS: _____

7. **Maintenance Responsibility:**   Expediously and effectively maintains equipment under care for proper working order and follows proper channels to address equipment inadequacies.

☐ Satisfactory   ☐ Needs Improvement   ☐ Not Applicable

COMMENTS: _____

Section III – Signatures – Signatures indicate that the evaluation was reviewed and discussed with the employee.

_____   _____
Employee Signature   Date

_____   _____
Dean/Director   Date

Section IV – Endorsements

_____   _____
Vice President for Workforce Development   Date

LIBRARIAN SELF-EVALUATION

Upon completion, Librarian signs and dates this self-evaluation, then submits it to the Dean of Learning Resources.

Employee Name:

Generated ID Number:

Evaluation Period:　　　　　TO

For items A. – E., rate yourself on each facet using the following scale:

3 - Exemplary

2 - Proficient

1 - Basic

0 - Unsatisfactory

A. Compatibility with students, faculty, and staff employed by the College. Click or tap here to enter text.
B. Demonstrated ability to communicate ideas, theories, thoughts, process, etc., in a cogent and understandable fashion. Click or tap here to enter text.
C. Awareness of the needs of the divergent student population served by the College and a demonstrated willingness to work with each student to maximize his or her academic and educational success. Click or tap here to enter text.
D. Efficiency and effectiveness in the library and the College environment:
   - Knowledge of services, policies & initiatives and/or where to locate that information. Click or tap here to enter text.
   - Quality of work. Click or tap here to enter text.
   - Demonstrates a commitment to creating a positive environment in the library as well as the improvement of the college atmosphere, services and image. Click or tap here to enter text.
   - Demonstrates an ability to accept and meet changing conditions. Click or tap here to enter text.
   - Accepts constructive criticism and suggestions and uses them to advantage. Click or tap here to enter text.
   - Deals with anger, frustration, and disappointment in an appropriate manner. Click or tap here to enter text.
   - Demonstrates self-motivation, self-reliance; is a self-starter. Click or tap here to enter text.
E. Technological competence to perform the duties required of librarians at SJR State.
   - Knowledge of available resources. Click or tap here to enter text.

- Expertise in use of library catalog. Click or tap here to enter text.
- Expertise in use of major database vendors' platforms. Click or tap here to enter text.
- Ability to assist students with Word, Canvas, and MySJRState. Click or tap here to enter text.
- Expertise in use of library management system for basic circulation functions. Click or tap here to enter text.
- Expertise in the use of LibGuides, LibWizard, Canvas and other available resources to create and/or edit instructional content. Click or tap here to enter text.
- Expertise in ensuring instructional content and library resources meet accessibility requirements for all students. Click or tap here to enter text.

For items F. – M., provide a narrative response and supporting documentation.

F. Evidence of continued professional development. Does professional development activity reflect the needs of the department? Do the professional development activities reflect areas addressed in evaluations? Do the professional development activities reflect new contributions to the department/discipline?
   Click or tap here to enter text.

G. Evidence of institutional involvement in terms of service on departmental/institutional committees. What departmental/institutional committees did the faculty participate in? Did faculty member make a meaningful contribution when serving on the committees?
   Click or tap here to enter text.

H. Evidence of institutional involvement in terms of active participation in review/development of library services. What review/development activities did the faculty participate in? Did the faculty member make meaningful contribution to service review/revisions? Was the faculty member a leader in service development and ensuring services remains current? Has faculty member demonstrated collaboration with peers when reviewing and developing services?
   Click or tap here to enter text.

I. Evidence of institutional involvement in terms of service with accreditation and institutional effectiveness initiatives. What accreditation activities has the faculty member been involved in? What institutional effectiveness activities has the faculty member been involved in?
   Click or tap here to enter text.

J. Evidence of institutional involvement in terms of service through participation and/or attendance at college sponsored events and activities, student activities, student clubs, etc.
   Click or tap here to enter text.

K. Evidence of changes that the faculty member has made in instruction or other areas in response to student evaluations How has the faculty member used student evaluations How has instruction been changed in response to evaluative feedback?
   Click or tap here to enter text.

L. How has the faculty member contributed to student success in teaching students to learn to retrieve, collect organize, and effectively use information?
Click or tap here to enter text.

M. Evidence of teaching effectiveness. How does the faculty member ensure presentations are relevant to the learning activity? What techniques does the faculty member use to promote learning and student engagement? Does the faculty member have students apply concepts and use relevant, real-world scenarios?
Click or tap here to enter text.

SUBMITTED BY:

_____

Librarian   Date

LIBRARIAN EVALUATION

Librarian is evaluated on each facet using the following scale:

3 - Exemplary

2 - Proficient

1 - Basic

0 - Unsatisfactory

For any item receiving a rating of 1 or 0, an improvement plan will be developed by the Dean and faculty member and will be included as an addendum to the evaluation before submission to College administration.

Employee Name:

Generated ID Number:

Evaluation Period: TO

A. Compatibility with students, faculty, and staff employed by the College. Click or tap here to enter text.

B. Demonstrated ability to communicate ideas, theories, thoughts, process, etc., in a cogent and understandable fashion. Click or tap here to enter text.

C. Awareness of the needs of the divergent student population served by the College and a demonstrated willingness to work with each student to maximize his or her academic and educational success. Click or tap here to enter text.

D. Efficiency and effectiveness in the library and the College environment:

- Knowledge of services, policies & initiatives and/or where to locate that information. Click or tap here to enter text.
- Quality of work. Click or tap here to enter text.
- Demonstrates a commitment to creating a positive environment in the library as well as the improvement of the college atmosphere, services and image. Click or tap here to enter text.
- Demonstrates an ability to accept and meet changing conditions. Click or tap here to enter text.
- Accepts constructive criticism and suggestions and uses them to advantage. Click or tap here to enter text.
- Deals with anger, frustration, and disappointment in an appropriate manner. Click or tap here to enter text.
- Demonstrates self-motivation, self-reliance; is a self-starter. Click or tap here to enter text.

E. Technological competence to perform the duties required of librarians at SJR State.

- Knowledge of available resources. Click or tap here to enter text.
- Expertise in use of library catalog. Click or tap here to enter text.
- Expertise in use of major database vendors' platforms. Click or tap here to enter text.
- Ability to assist students with Word, Canvas, and MySJRState. Click or tap here to enter text.
- Expertise in use of library management system for basic circulation functions. Click or tap here to enter text.
- Expertise in the use of LibGuides, LibWizard, Canvas and other available resources to create and/or edit instructional content. Click or tap here to enter text.
- Expertise in ensuring instructional content and library resources meet accessibility requirements for all students. Click or tap here to enter text.

F. Evidence of continued professional development. Does professional development activity reflect the needs of the department? Do the professional development activities reflect areas addressed in evaluations? Do the professional development activities reflect new contributions to the department/discipline?
Click or tap here to enter text.

G. Evidence of institutional involvement in terms of service on departmental/institutional committees. What departmental/institutional committees did the faculty participate in? Did faculty member make a meaningful contribution when serving on the committees?
Click or tap here to enter text.

H. Evidence of institutional involvement in terms of active participation in review/development of library services. What review/development activities did the faculty participate in? Did the faculty member make meaningful contribution to service review/revisions? Was the faculty member a leader in service development and ensuring services remains current? Has faculty member demonstrated collaboration with peers when reviewing and developing services?
Click or tap here to enter text.

I. Evidence of institutional involvement in terms of service with accreditation and institutional effectiveness initiatives. What accreditation activities has the faculty member been involved in? What institutional effectiveness activities has the faculty member been involved in?
Click or tap here to enter text.

J. Evidence of institutional involvement in terms of service through participation and/or attendance at college sponsored events and activities, student activities, student clubs, etc.
Click or tap here to enter text.

K. Evidence of changes that the faculty member has made in instruction or other areas in response to student evaluations How has the faculty member used student evaluations How has instruction been changed in response to evaluative feedback?
Click or tap here to enter text.

L. How has the faculty member contributed to student success in teaching students to learn to retrieve, collect organize, and effectively use information?
   Click or tap here to enter text.

M. Observation of teaching effectiveness. Was the presentation relevant to the learning activity? What techniques did the faculty member use to promote learning and student engagement? Did the faculty member have students apply concepts and use relevant, real-world scenarios?

   Class observed: Modality:

SIGNATURES

EVALUATION COMPLETED BY:

_____

Evaluator   Date

EVALUATION RECEIVED BY FACULTY:

_____

Librarian   Date

Faculty comments:

EVALUATION REVIEWED

_____

Dean of Learning Resources   Date

_____

Vice President of Academic & Student Affairs   Date

Instrument Approved by Library Faculty 10/11/22

Chief Academic Officer   Date

Senior Academic Advisor Self-evaluation

Employee Name: Click here to enter text.   Generated ID: Click here to enter text.

Job Title: Click here to enter text.   Campus: Click here to enter text.

Department: Academic Advising   Date: Click here to enter text.

Evaluation Period   FROM: Click here to enter text.   TO: Click here to enter text.

Upon completion sign and date this self-evaluation and submit it to the Dean Advising.

For items 1 – 6, evaluate yourself on each facet using the following scale:

3 - Exemplary

2 - Proficient

1 - Basic

0 - Unsatisfactory

1. **Professional Impact** -Leadership abilities. Involved in professional development on campus; develops contacts with departments and faculty; participates in professional development. Teaching/leading advising sessions and improvement projects within the college to develop goals and objectives for improvement and following through with the plan. ___

2.**Communication skills** -Clearly conveys information and ideas through a variety of communication modes. Practices attentive and active listening. Synthesizes information from multiple resources and uses it in appropriate contexts. Succeeds in understanding others. Has meaningful interactions with others, including empathy, humility, and patience. ___

3. **Accountability** -Takes responsibility for accomplishing goals and achieving quality results. Follow through on commitments. Is present. Effectively manages time and resources for completing work. Knowledgeable of programs, processes and keeps up to date with all changes. ___

4. **Record Management** -Verifies certifies and completes appropriate student-related forms and processes; appropriately maintains advising records; performs graduation checks; maintains data security; utilizes technology to support advising. ___

5 **Initiative and Adaptability** -Effectively adjusts to changes in work processes and environment and alters behavior to align with evolving situations. Assisting/Lead the implementation and acceptance

of constructive change within the workplace. Consistently demonstrate self-direction and initiative.
____

6. **professional Integrity** -Trusted, authentic, self-aware, above reproach. Operates by and adheres to the college's core values and holds others accountable for them. Effectively Interacts with others to further the college's mission. Acts in the college's best interests. Works within the limits of authority to achieve goals. ____

For items 7 - 11, provide a response using the Advising Professional template.

7. Evidence of continued professional development. Does professional development activity reflect the needs of the department? Do the professional development activities reflect areas addressed in evaluations? Do the professional development activities reflect new contributions to the department/discipline?

8. Evidence of institutional involvement. What departmental/institutional committees did the Advisor participate in? Did the Advisor make a meaningful contribution when serving on the committees? Has the Advisor demonstrated collaboration with peers when reviewing and developing services? When called upon, does the Advisor contribute to Institutional Effectiveness goals?

9. How has the Advisor used student data?

10. Evidence of institutional involvement in terms of service through participation and/or attendance at college sponsored events and activities, such as FASFA Frenzy, career fairs, guest speaking in Pathways (or other) course sections, campus tour, etc..

11. Evidence that the Advisor contributed to student success by guiding students to schedule classes, research career pathways, be transient (as needed), apply to limited access programs and prepare to graduate and/or transfer.

SUBMITTED

_____

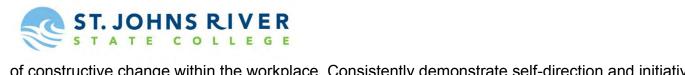Senior Academic Advisor   Date

Senior Academic Advisor Evaluation

Employee Name: Click here to enter text.   Generated ID: Click here to enter text.

Job Title: Click here to enter text.   Campus: Click here to enter text.

Department: Academic Advising   Date: Click here to enter text.

Evaluation Period   FROM: Click here to enter text.   TO: Click here to enter text.

Advisors are evaluated on each facet using the following scale:

3 - Exemplary

2 - Proficient

1 - Basic

0 - Unsatisfactory

1 **Professional Impact**-Leadership abilities. Involved in professional development on campus; develops contacts with departments and faculty; participates in professional development. Teaching courses, and improvement projects within the college to develop goals and objectives for improvement and following through with the plan. ___

2.**Communication Skills**-Clearly conveys information and ideas through a variety of communication modes. Practices attentive and active listening. Synthesizes information from multiple resources and uses it in appropriate contexts. Succeeds in understanding others. Has meaningful interactions with others, including empathy, humility, and patience. ___

3. **Accountability**-Takes responsibility for accomplishing goals and achieving quality results. Follow through on commitments. Is present. Effectively manages time and resources for completing work. Knowledgeable on programs, processes and keeps up to date with all changes. ___

4. **Record Management**-Verifies certifies and completes appropriate student-related forms and processes; maintains advising records appropriately; is clear for graduation; maintains data security; utilizes technology to support advising. ___

5 **Initiative and Adaptability**-Effectively adjusts to changes in work processes and environment and alters behavior to align with evolving situations. Recognizes and fosters the implementation and acceptance of constructive change within the workplace. Consistently demonstrate self-direction and initiative. ___

6. **professional Integrity**-Trusted, authentic, self-aware, above reproach. Operates by and adheres to the University's core values and holds others accountable for them. Interacts with others in a way that gives confidence in self and the organization. Acts in the University's best interests and puts that interest above personal gain or unit or office. Works within the limits of authority to achieve goals. ____

7. Knowledge of services, policies & initiatives and/or where to locate that information. __

8. Quality of work. __

9. Demonstrates a commitment to creating a positive environment in student affairs as well as the improvement of the college atmosphere, services and image. __

10. Demonstrates an ability to accept and meet changing conditions. __

11. Accepts constructive criticism and suggestions and uses them to advantage. Deals with anger, frustration, and disappointment in an appropriate manner. __

12. Demonstrates self-motivation, self-reliance; is an initiative-taker. __

13. Evidence of continued professional development. Does professional development activity reflect the needs of the department? Do the professional development activities reflect areas addressed in evaluations? Do the professional development activities reflect new contributions to the department/discipline?

14. Evidence of institutional involvement. What departmental/institutional committees did the Advisor participate in? Did the Advisor make a meaningful contribution when serving on the committees? Has the Advisor demonstrated collaboration with peers when reviewing and developing services? When called upon, does the Advisor contribute to Institutional Effectiveness goals?

15. How has the Advisor used student data?

16. Evidence of institutional involvement in terms of service through participation and/or attendance at college sponsored events and activities, such as FASFA Frenzy, career fairs, guest speaking in Pathways (or other) course sections, campus tour, etc.

17. Evidence that the Advisor contributed to student success by guiding students to schedule classes, research career pathways, be transient (as needed), apply to limited access programs and prepare to graduate and/or transfer.

18. Observation of teaching effectiveness.

Class observed: Modality:

Was the presentation relevant to the learning activity? What techniques did the faculty member use to promote learning and student engagement? Did the faculty member have students apply concepts and use relevant, real-world scenarios?

SIGNATURES

SUBMITTED

_____

Evaluator   Date

RECEIVED BY FACULTY

_____

Senior Academic Advisor   Date

Faculty comments:

REVIEWED

_____

Dean of Advising   Date

_____

Chief Academic Officer   Date

Academic Affairs
Evaluation of Faculty with Leadership Responsibilities

Purpose:
This tool is designed to evaluate Faculty who hold a leadership role that includes duties beyond other Faculty in their department/division. The supervisor will discuss in a series of narratives how the Faculty member fulfills their assigned leadership duties, documented by specific examples of performance during the evaluation period. The duties that will be evaluated in Section II will correspond to the position's identified job duties as stated in the Wages Article and will vary dependent upon position. For example, the positions of Arts and Sciences Curriculum Coordinator and Florida School of the Arts Technical Director have different job duties and will require different evaluative measures. The job duties listed below in Section II correspond to the position of Arts and Sciences Curriculum Coordinator.

Section I – Employee Data

Employee Name: _____

Department: Choose an item.

Employee ID Number: _____

Office Location: Choose an item.

Job Title: Choose an item.

Evaluation Period: _____

Evaluator Name: _____

Title of Evaluator: _____

Section II – Evaluation of Job Duties
Discuss how the Faculty Leader fulfills the following duties.

1. Academic Issues: Coordinate the discussion of academic issues and program coordination in the department. This includes overseeing changes to the curriculum in the department, as well as to the Catalog, and recommending those changes to the dean.

    _____

2. Student Learning Outcomes: Coordinate the assessment and discussion of student learning outcomes in the department. This includes assisting instructors with writing student learning outcomes and assessment questions, submitting assessment questions to the dean, distributing assessment data at department meetings, facilitating the discussion of assessment data at department meetings, collecting completed planning forms, entering course data and summary narratives in the online planning system, identifying instructors who miss submission deadlines, and following up with those instructors to ensure all items have been submitted.

    _____

3. Faculty Class Schedules**:** Assist the dean with the development of faculty class schedules.

    _____

4. Review Syllabi: Review all faculty syllabi in their curricular area, provide feedback on needed changes, follow up with faculty to ensure changes have been made, and upload revised syllabi to the Z Drive.

5. <u>Adjunct Evaluations</u>: Coordinate the adjunct and dual enrollment evaluation process in the department.

    —————

6. <u>Textbook selection</u>: Coordinate the textbook selection process. This culminates with providing the dean with the title, edition, author, ISBN, and publisher for any textbook changes.

    —————

The Evaluation of Job Duties is rated as: ☐ Satisfactory ☐ Needs Improvement

—————

Section III – Signatures – Signatures indicate that the evaluation was reviewed and discussed with the employee.

_____   _____
Employee Signature   Date

_____   _____
Dean of Arts and Sciences Signature   Date

Section IV – Endorsements

_____   _____
Associate Vice President for Academic Affairs Signature   Date

_____   _____
Vice President for Academic Affairs Signature   Date

GRIEVANCE AND ARBITRATION PROCEDURE

St. Johns River State College Board of Trustees / United Faculty of Florida

I. Date Received by College _____

CIRCLE:
     STEP ONE
     STEP TWO
     STEP THREE
     ARBITRATION

GRIEVANT   **GRIEVANCE REPRESENTATIVE**

NAME:...................................... NAME:…………………………….

MAILING ADDRESS:

DEPT...................................... CAMPUS......................................

OFFICE PHONE: .... OFFICE PHONE: ....

EMAIL...@..

If grievant is represented by the UFF or legal counsel, all communications should go to the grievant's representative.

II. GRIEVANCE
Article(s) and Sections(s) of Agreement allegedly violated:

_____

_____

Statement of grievance (must include date of acts or omissions complained of):

Remedy Sought:

III. AUTHORIZATION

I will be represented in this grievance by: (check one - representative must sign on appropriate line):

_____ UFF _____

_____ Legal Counsel _____

_____ Myself _____

I (do)_____(do not)_____want a postponement for up to 30 days to seek informal resolution of this grievance.

I UNDERSTAND AND AGREE THAT BY FILING THIS GRIEVANCE, I WAIVE WHATEVER RIGHTS I MAY HAVE UNDER CHAPTER 120 OF THE FLORIDA STATUTES WITH REGARD TO THE MATTERS I HAVE RAISED HEREIN AND UNDER ALL OTHER COLLEGE PROCEDURES WHICH MAY BE AVAILABLE TO ADDRESS THESE MATTERS.

This grievance was filed with the _____ (as defined in Article 8 on _____ by (Circle one):

      mail (certified or registered, restricted delivery, return receipt requested);
      personal delivery;
      other (specify)_____; or
      Email.

_____
Signature of Grievant

Advising Office Managers Evaluation

Employee Name: Click here to enter text.   Generated ID: Click here to enter text.

Job Title: Click here to enter text.   Campus: Click here to enter text.

Department: Academic Advising   Date: Click here to enter text.

Evaluation Period   FROM: Click here to enter text.   TO: Click here to enter text.

Advisors are evaluated on each facet using the following scale:

3 - Exemplary

2 - Proficient

1 - Basic

0 - Unsatisfactory

1 **Professional Impact**-Leadership abilities. Involved in professional development on campus; develops contacts with departments and faculty; participates in professional development. Teaching courses, and improvement projects within the college to develop goals and objectives for improvement and following through with the plan. ___

2.**Communication Skills**-Clearly conveys information and ideas through a variety of communication modes. Practices attentive and active listening. Synthesizes information from multiple resources and uses it in appropriate contexts. Succeeds in understanding others. Has meaningful interactions with others, including empathy, humility, and patience. ___

3. **Accountability**-Takes responsibility for accomplishing goals and achieving quality results. Follow through on commitments. Is present. Effectively manages time and resources for completing work. Knowledgeable on programs, processes and keeps up to date with all changes. ___

4. **Record Management**-Verifies certifies and completes appropriate student-related forms and processes; maintains advising records appropriately; is clear for graduation; maintains data security; utilizes technology to support advising. ___

5 **Initiative and Adaptability**-Effectively adjusts to changes in work processes and environment and alters behavior to align with evolving situations. Recognizes and fosters the implementation and acceptance of constructive change within the workplace. Consistently demonstrate self-direction and initiative. ___

Appendix S

6. **professional Integrity**-Trusted, authentic, self-aware, above reproach. Operates by and adheres to the University's core values and holds others accountable for them. Interacts with others in a way that gives confidence in self and the organization. Acts in the University's best interests and puts that interest above personal gain or unit or office. Works within the limits of authority to achieve goals. ___

Leadership:
7. **Leadership** – Counsels, coaches, mentors and provides clear instruction for motivation, purpose and inspiration; and promotes respect, honesty, integrity and fairness in the work environment. Demonstrates college values and committed to college mission. ___

8. **Supervision** – Maximizes staffs' skills and potential through encouragement, empowerment, and motivating environment; and selects, motivates, develops, and evaluates employees effectively. ___

9. **Organizing and Planning** – Accurately determines length and scope of tasks and projects; sets measurable goals and effectively organizes team members, materials, and support to get things done; uses resources effectively and manages time efficiently to achieve results. ___

10. **Setting Standards & Measuring Results** – Sets standards for organizational objectives and measuring results against standards; analyzing and reporting results; and striving for continuous improvement in organizational effectiveness and efficiency. ___

11. Knowledge of services, policies & initiatives and/or where to locate that information. ___

12. Quality of work. ___

13. Demonstrates a commitment to creating a positive environment in student affairs as well as the improvement of the college atmosphere, services and image. ___

14. Demonstrates an ability to accept and meet changing conditions. ___

15. Accepts constructive criticism and suggestions and uses them to advantage. Deals with anger, frustration, and disappointment in an appropriate manner. ___

16. Demonstrates self-motivation, self-reliance; is an initiative-taker. ___

17. Evidence of continued professional development. Does professional development activity reflect the needs of the department? Do the professional development activities reflect areas addressed in evaluations? Do the professional development activities reflect new contributions to the department/discipline?

18. Evidence of institutional involvement. What departmental/institutional committees did the Advisor participate in? Did the Advisor make a meaningful contribution when serving on the committees? Has the Advisor demonstrated collaboration with peers when reviewing and developing services? When called upon, does the Advisor contribute to Institutional Effectiveness goals?

19. How has the Advisor used student data?

20. Evidence of institutional involvement in terms of service through participation and/or attendance at college sponsored events and activities, such as FASFA Frenzy, career fairs, guest speaking in Pathways (or other) course sections, campus tour, etc.

21. Evidence that the Advisor contributed to student success by guiding students to schedule classes, research career pathways, be transient (as needed), apply to limited access programs and prepare to graduate and/or transfer.

Observation of teaching effectiveness.

Class observed: Modality:

Was the presentation relevant to the learning activity? What techniques did the faculty member use to promote learning and student engagement? Did the faculty member have students apply concepts and use relevant, real-world scenarios?

SIGNATURES

SUBMITTED

_____

Evaluator   Date

RECEIVED BY FACULTY

_____

Advising Office Managers   Date

Faculty comments:

_____

Dean of Advising   Date

_____

Chief Academic Officer   Date

Study Abroad Faculty Leader and Co-Leader Handbook

Revised: April 20, 2023

Table of Contents

PART ONE

Study Abroad Essentials of Leaders

Faculty Leaders and Faculty Co-Leaders:

1. Are required to be full time employees;
2. Will be expected to maintain 2 faculty members for each program, regardless if it is faculty-led, or tour group operated;
3. Must plan to fly to and back from the destination in the same group as the program participants;
4. Will act as the liaison with the tour company and with administrators of study abroad programs;
5. Will collaborate and communicate with chaperones;
6. Must recruit at least 8 participants for each class affiliated with a program (thus, if 2 classes are offered within one study abroad program, 16 participants must be recruited);
7. Will distribute and collect information and required forms to participants, chaperones and administration;
8. Must advise that participants purchase the tour group's study abroad insurance, or administration approved study abroad insurance ;
9. Will attend all tour activities;
10. Are expected to support local guides and obey the laws and customs of the destination country, (this is particularly important when planning religious institution visits and cultural sites);
11. Should maintain a positive attitude throughout the tour;
12. Should adhere to the same code of ethics and conduct as if he or she were teaching in the classroom;
13. Are expected to ensure (to one's best ability) the safety and well-being of the participants on the tour, and have knowledge of an emergency preparedness plan;
14. Must ensure that the appropriate administration office has copies of participant emergency contacts at the time of departure, and carry emergency contact information of each participant with them while abroad;
15. Must ensure that the appropriate administration office has documentation of participants' student numbers and proof of enrollment in the course affiliated with the program;
16. Must deliver detailed budget to the finance office and perform all requisitions in a timely manner prior to departure (if the program is completely faculty led);
17. Must reconcile final budget with receipts and other documents and file it in a timely manner upon return from the study abroad program (if the program is completely faculty led);
18. Should know (and inform participants) that a program may be cancelled at any time due to insufficient enrollment or any other reason deemed necessary by administration;
19. Must provide a completed Student Activity Release Form for each participant in the event that a program activity occurs off campus. A file of these forms is expected to be maintained.

Faculty Leaders should be familiar with the essential functions of travel in general. There are special considerations such as travel time and additional hours apart from instruction to consider. Leaders should

be prepared for many hours of preparation both abroad and prior to departure. Research into working conditions, availability of medical facilities, embassies and other special conditions are necessary prior to departure. Faculty leaders need the desired qualifications in the field to be taught while abroad, and must have the required knowledge, abilities and skills of the particular destination. For example, language skills, or other knowledge of cultural particulars is necessary. A tour company must also provide either a translator or someone with the destination language proficiency for the program. The leaders should possess the necessary physical skills for the particular environmental conditions.

It is preferred that all leaders and program organizers have:

- Strong interpersonal and communication skills;
- The ability to organize to a high level of competency;
- The ability to commit to working in a multicultural environment;
- Patience and adaptability with participants;
- Strong decision making capabilities;
- Physical and emotional stamina to participate in the program's itinerary and activities.

PART ONE

Essentials of Academic Value

The Program:

1. Must have academic value;
2. Must be marketable to students;
3. Must be made as affordable as possible to students;
4. Must be financially viable for the college;
5. Must present limited risk to the students and the college;
6. Must align itself with credit courses offered by the college, and if the course is a new course, it would need to pass through the curriculum review process prior to approval of the program;

7. Will be considered in terms of a convenient time frame for students;
8. Will utilize useful activities and associated to the academic program;
9. Must have a safe and appealing destination or location for study;
10. Must have a minimum of 8 students enrolled to run for the semester for which it is intended (St. Johns River State employees or their relatives may not be included in the minimum number requirement).

Faculty leaders should be familiar with the course material, destination, language and other particulars of the program location. Leaders should be informed about tour group policies prior to marketing their program through a third party provider. Program leaders must know about:

- Payment Plans
- Scholarships (if available)
- Passports
- Visas
- Vaccinations
- Safety of the Destination
- Packing
- Precautions
- Dietary information about students
- Disabilities of participants

It is preferred that all leaders and program organizers:

- Have travelled to the destination, or have previous knowledge of the destination;
- Have prior knowledge of the course affiliation;
- Can adapt an existing course to the program;
- Can create an itinerary that is realistic for the destination and stamina of a group.

PART TWO

Timeline

(All forms that you will need are herein, and to be found at the end of the manual. There is a checklist indicating to whom you should submit forms)

- **First week of September** Submit your ***Intent for International Travel Form*)**. All forms must be typed and submitted to your Dean.

- **September:** Upon approval of the Intent to Travel Form, **begin marketing** your program**.**

- **First week of October:** Submit your **Formal Study Abroad Proposal**, including a preliminary syllabus and itinerary to the Dean of your Department.

- **September, October, and November, December:** Upon continued approval of the **Formal Study Abroad Proposal,** continue to market your program.

- **Two weeks prior to departure:** Submit the following
  1. Final Student List with Student ID numbers and course enrolled in
  2. Conduct and Responsibility Form (page 13)
  3. Student Standards Code of Conduct (page 14-15)
  4. Waiver/Travel Insurance (page 16)
  5. Emergency Contact and Disability/Health Form (page 17)
  6. Cancellation Disclosure Form (page 18)
  7. Consent and Release Form (page 19)
  8. Student Waiver and Release of Liability (page 21)
  9. Student Activity Release Form (page 22)
  10. Detailed cost of the trip
  11. Itinerary

- **Additional pre-departure requirements:** Provide proof of 2 mandatory "Meet and Greet" activities (or "pre-departure" meetings). This may be in the form of a sign-in sheet upon which you provide the evidence of information distributed (itineraries given out, any course material, or culturally related activities), or a brief description thereof. These mandatory meetings are a great opportunity to obtain the forms needed 2 weeks prior to departure.

- **Students, faculty leaders and co-leaders must buy travel/health insurance.** If you are using a tour group, you must make sure the company knows that insurance is compulsory for all St. Johns River State College Programs.

- Please see the Checklist on the next page to include in your document package.

PART THREE

Checklist

Check off the following 10 items when you have completed them and include them in your document package. This complete package should be duplicated and handed in to your Dean:

- ☐ **Proof of Insurance: This must be arranged with the tour company, and it is mandatory**

- ☐ **Proof of Registration with tour company, or proof of air ticket if faculty led**

- ☐ **Travel Company Assurances**

- ☐ **Proof of affiliated course registration and payment**

- ☐ **Signed and dated Student Conduct form and Waiver /Travel Insurance form**

- ☐ **Event Consent and Release forms (for permission to photograph)**

- ☐ **Student Activity Release form**

- ☐ **EMERGENCY CONTACT FORM including all current emergency phone numbers**

- ☐ **FACULTY and EMERGENCY PHONE NUMBER information (US number and the number while abroad)**

- ☐ **Make and keep a copy for each Faculty Leader, and hand in a completed file of these items to the to your Dean.**

PART FOUR

Forms

Intent for International Travel Form

Please submit to your Dean by the first week of September.

*This form does not guarantee approval of your program.

*Note: there are no opportunities for funds to be released for the purpose of Study Abroad. There are no faculty stipends paid for study abroad programs, their creation, delivery or actual travel time. All funding must come from the student participants. In addition, there are currently no scholarship opportunities for students. Faculty should consider the timing of the course to be affiliated with the program carefully. Students, may, however, still receive financial aid (if eligible) toward the tuition and books for the affiliated course.

Faculty Leader #1 will be assumed to be the primary faculty leader. Please specify though, if there will be a co-leadership (This means there would be 2 lead faculty members as would be the case if two courses were being taught).

Faculty Leader Name   (#1) : _____phone: _____email:_____

Faculty Leader Name   (#2): _____phone:_____email:_____

Name of the Dean or supervisor of Faculty Leader #1:_____

Name of the Dean or supervisor of Faculty Leader #2:_____

Request Date: _____

Program Type: (tour group, or completely faculty created): _____

City and Countries you wish to visit on the program_____
_____

_____

Term of Travel: _____Travel Dates:_____

Has the destination been on the Travel Warning List (http://www.state.gov/travel/) in the past year? Yes   No

Course Related Information:
_____

Proposed Affiliated Course: (include details about credit hours, online, traditional or hybrid class):
_____

How will the proposed destination enrich the existing or proposed course of study? How do your objectives for the short-term international program align with academic rigor and integrity at SJR State College?
_____
_____
_____

Signatures:

Faculty#1 Signature: _____ Faculty #2 Signature: _____

Dean's Signature: _____

Formal Study Abroad Proposal Form

This form is an official approval to move forward with your program. If enrollment in the program does not suffice, or if there is a last minute travel advisory warning to your destination, or other unforeseen circumstances, your program may not be able to run. Please submit a copy to yout Dean or supervisor.

Faculty Leader Name   (#1): _____phone: _____email:_____

Faculty Leader Name   (#2): _____phone:_____email:_____

Name of the Dean or supervisor of Faculty Leader #1:_____

Request date: _____

Program Type: (using a tour group, or a completely faculty created program): _____

City and Countries you wish to visit on the program_____
_____

Term of Travel: _____Travel Dates:_____

Do you have a passport? Yes   No

Has the destination been on the Travel Warning List (http://www.state.gov/travel/) in the past year? Yes   No

What are the specific destination risks: Please be specific:
_____
_____

How do you plan to market your program? Please be specific about dates and locations:
_____
_____
_____

Course Related Information:

Proposed affiliated course: (include details about credit hours, online, traditional or hybrid class):
_____

Discuss the alignment to the specific course and academic integrity of the program. (Please attach the **Intent to Travel Form** information if it is unchanged). If there are changes, please describe below:
_____
_____
_____
_____
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_____
_____
_____

Does the program address St Johns River State College's Student Learning Outcomes? Please be specific.
_____
_____

Please provide a **preliminary** itinerary and syllabus for the affiliated course. You may attach this information to the form.
_____

Have you read the Study Abroad Policy and Procedures Manual? Yes   No

What is the approximate price of the program (not including course fees or books per students)?_____

Additional Information you may wish to discuss which may be necessary for consideration for approval:

_____
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Signatures:

Faculty#1 Signature: _____ Faculty #2 Signature: _____

Dean or supervisor's Name and Signature:_____/_____

Vice President Name and Signature:_____/_____

Date Approved by SJR State Board of Trustees:_____

Travel Company Assurances

(To be handed in with the Formal Study Abroad Proposal):

Provide these assurances for the chosen travel company:

1. Full company name:

_____

Address:

_____

Email address:

_____

Website address:

_____

Contact person and title:

_____

_____

2. TAX ID number:

_____

3. Full references:

_____

_____

_____

_____

4: Sources you contacted:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Conduct and Responsibility Form for the Study Abroad Participant

As a participant in St. Johns River Study Abroad Program, I will abide by and agree to all of the following rules and regulations:

1. I will follow the official Standards of Conduct as stated in the college handbook at all times while engaging in study abroad activities in the United States, and at all times while abroad.
2. I will act as a representative of the college at all activities and establishments during the course of the program, both in the United States and abroad.
3. I will disclose important information regarding my health and dietary needs to my faculty leaders.
4. I will not act in a disorderly manner while engaging in study abroad activities.
5. I will abide by the destination (both national and international) laws and regulations, including airline restrictions and bans on luggage and its contents.
6. I will attend all mandatory meetings and all activities during the program.
7. I will not leave the group under any circumstance unless the faculty leaders are advised of my departure and grant permission. If I am ill, I agree to inform faculty leaders and if necessary remain in my hotel room while the group continues to tour.
8. I will sign up for and complete the academic course affiliated with the program. I will sign up in advance of the program commence date.
9. I will hand in my forms in a timely manner and before the due dates.
10. I agree to obtain the approved insurance for the program.
11. I agree that if I am acting in a disorderly manner, as determined by the program leader or faculty leader, I will be sent home at my own expense at the nearest opportunity.
12. I will avoid any dangerous behaviors or actions that may harm me or others in the program.

Print name:_____

Sign:_____

Date: _____

Student Standards
Code of Conduct

1. While on campus, students are expected to obey the instructions of any College faculty or staff members performing designated responsibilities.
2. After closing hours, students may not enter any building unless accompanied by a faculty member. Unless otherwise authorized, all persons must be off the campus by 11:00 p.m.
3. Smoking, including e-cigarettes, and chewing tobacco in and around College buildings are prohibited.
4. Gambling is prohibited on College property.
5. Possession of alcoholic beverages or illegal drugs is prohibited on College property with the exception of alcohol served at officially sponsored College events.
6. Sleeping in public areas is prohibited.
7. Non-college organizations or individuals may not canvass or solicit on the campus.
8. Distribution or posting of any material on campus must have the approval of the Vice President for Student Affairs Assistant General Counsel (or the chief administrator at the Orange Park or St. Augustine campus).
9. With the exception of guide dogs and some service animals, pet animals are not allowed on campus sidewalks or in campus buildings, in classrooms, or at collegiate sporting events and practices. On any other part of the campus, pets must be leashed and controlled by owner.
10. Students who do not honor their financial obligations to the College (including but not limited to worthless checks, loans, veteran deferments, library fines, and traffic fines) will not be allowed to re-enroll. If it becomes necessary for the College to turn over a student's account balance to a collection agency for collection, the collection cost (agency fees) will be added to the student's account and must be paid by the student. (See College catalog and appropriate sections of the student handbook.)
11. Students must attire themselves in such a manner as not to be in violation of health laws and/or disrupt the College's educational process. Appropriate dress for the appropriate activity is expected. A student may be asked to leave an area when he/she is not appropriately attired in the opinion of the College official or instructor who is acting in a supervisory position. Footwear must be worn on campus. Repeat offenders shall be reported to the Vice President for Student Affairs/Assistant General Counsel.
12. All students must carry identification and/or proof of registration.
13. Unless it is part of a structured classroom activity, students may not bring guests or family members into the classroom.
14. Unless otherwise authorized by Florida law and with the exception of students enrolled in the Criminal Justice programs of the College participating in a College approved training exercise, the possession of firearms, toy guns, paint guns, devices that make noise which could be construed as sounding like gunfire, knives, explosives, fireworks, hazardous or toxic substances, or other dangerous materials is strictly forbidden on any of the College's campuses or sites.
15. No student attending St. Johns River State College can participate in disruptive activities at the College. Any such student so convicted, as required by FS 1006.61(2), will be expelled immediately without recourse for a period of two (2) years. This includes the disruption or obstruction of teaching, research, administration, disciplinary proceedings, traffic or pedestrian movement, other College activities, including its public service functions on or off campus, or other authorized non-College activities when the act occurs on College premises.
16. As provided in FS 1006.60(5), any student enrolled at St. Johns River State College who intentionally acts to impair, interfere with, or obstruct the orderly conduct, processes, and functions of the

College on or off any of the College's sites shall be subject to severe disciplinary measures, to include dismissal, at the discretion of the President.

17. Acts of dishonesty are prohibited. Acts of dishonesty include but are not limited to: cheating, plagiarism or other forms of academic dishonesty, furnishing false information to any College official, faculty member, or office; forgery, alternation or misuse of any College document, record, or instrument of identification; tampering with the election of any College recognized student organization.

18. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, cyber bullying and or other conduct which threatens or endangers the health or safety of any person are prohibited.

19. The attempted or actual theft of and/or damage to property of the College or property of a member of the College community or other personal or public property are prohibited.

20. Hazing as defined in the Student Handbook is prohibited.

21. The theft, abuse, misuse, or alternation of the College's computer systems and information and records stored on the computer systems is prohibited.

22. No food or drinks in classrooms.

23. A student is forbidden from recording and/or video taping an instructor without the instructor's ermission and knowledge.

24. The abuse of the student judicial system as defined in the Student Handbook is prohibited.

I have read, understand, and will comply with the SJR State Student Standards of Conduct.

_____
Date

_____
Printed Name

_____
Signature

Waiver/Travel Insurance

I, _____(printed name), will be fully bound and insured to the maximum by law. I have been informed that I may be participating in the below activities. While I understand that the faculty leaders, _____ (name of travel agent if applicable), and St. Johns River State College have made every effort to create and maintain a safe program, I recognize that travel has associated risks including personal injury, property damage or loss of property.

I hereby certify that I will obtain and carry the mandatory insurance for this program, and it will be carried for the duration of the program.

I agree to indemnify the faculty Leaders, St. Johns River State College, its Board of Trustees, officers, employees, agents, and Caravel Travel of any costs associated with legal fees, litigation of any kind, mediation or any other proceedings that may occur as a result of activities involved in the itinerary and program.

I am aware that Faculty leaders, St. Johns River State College, the hotels, sites, museums, or any other venue sponsored by the program has every right to refuse service to anyone engaging in (or who has engaged in) gross misconduct and/or behavior. This includes drinking, excessive or abusive behavior, drunk or disorderly conduct, or disruption of any kind to the group itinerary.

I have consulted the St. Johns River State College Standards of Conduct, and will abide by the standards stated within.

Signature:_____

Date:_____

Emergency Contact and Disability/Health Form

Name: _____

Student #: _____

Student Email Address:_____

Primary Phone Number:_____

Emergency Contact Name & Phone
Number:_____

Are you a Dual Enrollment Student?   Yes   No

Program of Study: Associate in Arts   Associate in Science   Other

Do you have a valid Passport?   Yes   No

Disabilities, health conditions or food/drink allergies?
          Yes   No

If yes, please explain:
_____
_____
_____
_____

Cancellation Disclosure Form

I, _____ understand that due to insufficient enrollment, travel advisory conditions or other factors, this program may be canceled at any time. I also understand that if I cancel my participation, there may be financial consequences if I do so after the date set forth by the Program Leader. I agree to enroll in the academic course affiliated with this Study Abroad Program.

Signature: _____ Date:_____

Consent and Release Form

Event or topic: _____   Date: _____

I hereby authorize St. Johns River State College, its District Board of Trustees and its employees to edit, reproduce, display, distribute, exhibit, or otherwise use the photographs, video, written or creative works without compensation to me in whole or in part, for educational, instructional, promotional, public relations and advertising purposes in any manner, format or media, throughout the world, in perpetuity.

For these purposes, I waive and relinquish any personal rights and privacy rights, and all photographs or video shall become the sole property of SJR State and may be copyrighted in its own name or a name of its choosing.

I also release SJR State and its employees from any and all claims for libel, slander, invasion of privacy or other claims based on SJR State's use of the photographs or video and agree to hold SJR State harmless from any and all claims by the Third Parties.

1.   _____   _____
     Name (Please Print)   Date

     _____   _____
     Phone number   E-mail address

     _____
     Signature of Participant, or Parent or Guardian if a Minor

2.   _____   _____
     Name (Please Print)   Date

     _____   _____
     Phone number   E-mail address

     _____
     Signature of Participant, or Parent or Guardian if a Minor

3.   _____   _____
     Name (Please Print)   Date

     _____   _____
     Phone number   E-mail address

     _____
     Signature of Participant, or Parent or Guardian if a Minor

4.   _____   _____
     Name (Please Print)   Date

     _____   _____
     Phone number   E-mail address

     _____
     Signature of Participant, or Parent or Guardian if a Minor

5. _____   _____
   Name (Please Print)   Date

   _____   _____
   Phone number   E-mail address

   _____
   Signature of Participant, or Parent or Guardian if a Minor

6. _____   _____
   Name (Please Print)   Date

   _____   _____
   Phone number   E-mail address

   _____
   Signature of Participant, or Parent or Guardian if a Minor

7. _____   _____
   Name (Please Print)   Date

   _____   _____
   Phone number   E-mail address

   _____
   Signature of Participant, or Parent or Guardian if a Minor

8. _____   _____
   Name (Please Print)   Date

   _____   _____
   Phone number   E-mail address

   _____
   Signature of Participant, or Parent or Guardian if a Minor

College Vehicles

Student Waiver and Release of Liability For Students

I, _____, a student of St. Johns River State College, hereby release from liability and hold St. Johns River State College, its Board of Trustees, officers, employees, and agents harmless from any and all claims and causes of action which might be brought by me for loss of property, personal injury or death sustained by me arising out of my travel in a vehicle owned/leased by St. Johns River State College and driven by a College employee for the purpose of transportation to and from events related to my course of study, including but not limited to theater shows, workshops, conferences, meetings, and all other student related activities.

This shall serve as my Student Waiver and Release of Liability for the entire academic year of July 1, _____ - June 30, _____.

It is understood that St. Johns River State College as used herein shall include the employees, administrators, agents, and Board of Trustees of St. Johns River State College.

_____   _____

Date   Signature

_____

Witness Signature

Student Activity Release Form

This is a legally-binding Release made by me, _____ to
<div align="center">(student)</div>

St. Johns River State College, its Board of Trustees, employees, and agents, hereafter referred to as the College.

I fully recognize that there are dangers and risks to which I may be exposed by participating in

_____.
<div align="center">(activity)</div>

From _____ to _____.
<div align="center">(Date beginning)   (Date ending)</div>

I understand the college does not require me to participate in the activity, but I want to do so, despite the possible dangers and risks and despite the Release.

In consideration for receiving permission to participate in this activity, I therefore agree to assume and take on myself all of the risks and responsibilities in any way associated with this activity. I hereby release the College, its Board of Trustees, officers, employees, and agents from any and all liability, claims, and actions that may arise from injury or harm to me, from my death, or from damage to may property in connection with this activity. I understand that this Release covers liability, claims and actions caused entirely or in part by any acts or failure to act of the College, including but not limited to negligence, mistake, or failure to supervise.

I recognize that this Release means I am giving up, among other things, rights to sue the College for injuries, damages, and losses I may incur. I also understand that this Release binds my heirs, executors, administrators, and assigns, as well as myself.

I have read this entire Release, I fully understand it, and I agree to be legally bound by it.

Releasor's Signature _____   Date_____

ST. JOHNS RIVER
S T A T E   C O L L E G E

Instructional Field Trip Form

Instructor(s) Name: _____

Course Prefix, Number, Title, and CRN: _____

Class meeting days and times: _____

Date and starting/ending times of field trip: _____

Number of students participating in field trip: _____

Name and address of organization, facility, or site to be visited.
_____

Name, title, and contact information of person granting permission at the organization, facility, or site.
_____

Describe the activity to be performed during the field trip.
_____

Describe the educational relationship between the activity and the course of study.
_____

How will students be transported to and from the organization, facility, or site?
_____

Are there any costs associated with this field trip? If so, how will those costs be paid?
_____

_____   _____
Instructor(s) Signature   Date

☐ Approved   ☐ Not Approved   ☐ Approved   ☐ Not Approved

_____   _____
Supervisor Signature   VP/AVP Signature

Appendix U

ST. JOHNS RIVER
S T A T E   C O L L E G E

STUDENT ACTIVITY RELEASE FORM

This is a legally-binding release made by me _____to

(student)

St. Johns River State College, its Board of Trustees, employees, and agents,
Hereafter referred to as the College.

I fully recognize that there are dangers and risks to which I may be exposed by
participating in _____.

(activity)

From_____ To_____.

(start date)   (end date)

I understand the College does not require me to participate in the activity, but I want
to do so, despite the possible dangers and risks and despite this Release.

In consideration for receiving permission to participate in this activity, I therefore agree
to assume and take on myself all of the risks and responsibilities in any way associated
with this activity. I hereby release the College, its Board of Trustees, officers,
employees, and agents from any and all liability, claims, and actions that may arise
from injury or harm to me, from my death, or from damage to my property in connection
with this activity. I understand this release covers liability, claims and actions caused
entirely or in part by any acts or failure to act of the College, its Board of Trustees,
officers, employees, and agents including but not limited to negligence, mistake, or
failure to supervise.

I recognize that this release means I am giving up, among other things, right to sue the
College, its Board of Trustees, officers, employees, and agents for injuries, damages,
and losses I may incur. I also understand that this Release bind my heirs, executors,
administrators, assigns, as well as myself.

I have read this entire Release, I fully understand it, and I agree to be legally bound by it.

Releasor's Signature_____
Date_____

ST. JOHNS RIVER
S T A T E   C O L L E G E

Club Sponsor Stipend Request

Club stipends are paid in two installments, at the end of the fall and spring semesters. Please submit this form to the Office of Student Affairs.

Date: _____   Semester: ☐ Fall ☐ Spring   Year:_____

Club/Organization Name: _____

Faculty Sponsor Name:_____

Phone Number:_____ Email:_____

Employee ID Number: _____

___

Number of active club members:_____   Number of club meetings/activities:_____

Average attendance at meetings/activities: _____

Please describe any service projects, social activities or events sponsored by the club during the reporting period (attach separate sheet if needed):

Were there any activities that required travel during the reporting period? ☐ Yes ☐ No

By signing below, I affirm I have met the following requirements for being a St. Johns River State College club/organization sponsor:

- Attend all club meetings, functions, and events;
- Maintain an accounting of club rosters, event attendance, financial records, historical records, governing or other documents, and club possessions;
- Followed procedural guidelines established by the College with respect to club operations;
- Submitted award nomination applications; and
- Attended any relevant end-of-semester awards events.

Signature of Club Sponsor: _____

___

Office of Student Affairs Use Only:

Date Received:_____   Stipend Amount:_____   Approval:_____

Appendix W

Florida Online Course Design Quality Designations Project

SJR State encourages faculty to adopt course design features that positively impact student learning and engagement by participating in the Florida Online Course Design Quality Designations Project. To participate in this Project, interested faculty must provide the information below and submit this form to the appropriate program Dean or Director for approval. Content from the course section indicated below will be copied into a Canvas sandbox for use during the review process by the SJR State Course Quality Designation Review Team. Requirements, diagnostic tools, and stipends associated with the review process are detailed in the SJRState CBA.

Program Dean/Director: Send completed form to Dr. Christina Will, Dean of Learning Resources.

Faculty Information

Faculty Name:

Department: Discipline:

Course Information

Course Prefix and Number: Course Title:

CRN to copy into review sandbox:

Has this course has been taught online at least once?   Yes   No
Only courses that have been taught online at least once are eligible for Course Quality Review.

Estimated number of students you expect to teach in this course over 12 months:

Estimated timeframe for completing course design work:

Signatures

Faculty Signature: Date:

Dean/Director Signature: Date:

Office Use: Confirmation Required

Faculty has completed Applying the Quality Matters Rubric (APPQMR) training: Yes   No
Faculty must complete APPQMR training before a course will be approved for review.

CAMPUS LIBRARY MANAGER EVALUATION

The Campus Library Manager is evaluated on each facet using the following scale:

> 3 – Exceeds Requirements (requires justification and specific examples)
> 2 – Meets Requirements
> 1 – Below Expectations (requires example of improvement required. Performance Improvement Plan required)

Employee Name:

Generated ID Number:

Evaluation Period: _____TO_____

1. Demonstrates a welcoming attitude, willingness to be helpful and work cohesively with co-workers; demonstrates a commitment to the improvement of the college atmosphere, services, and image.

2. Demonstrates leadership, makes sound decisions, exhibits accountability, sets appropriate direction for team, develops employees, communicates effectively at all levels.

3. Effectively manages the daily operation of the campus library facility including the use of library spaces by other departments or agencies, documenting schedules and schedule changes, and ensuring sufficient coverage.

4. Cultivates and maintains esprit de corps and good communication among campus library employees in keeping with the department's principles of service, cooperation, and support.

Appendix Y