

COLLECTIVE BARGAINING AGREEMENT

between the

St. Johns River State College

District Board of Trustees



and the

United Faculty of Florida



NEW AGREEMENT EFFECTIVE JULY 1, 2023

*Ratified by UFF-SJR on May 31, 2023 and by
the District Board of Trustees on July 10, 2023*

ARTICLE 21 BENEFITS AND LEAVE REVISED

**Ratified by UFF-SJR on October 16, 2023 and by
the District Board of Trustees on October 18, 2023**

**Ratified by UFF-SJR on October 11, 2024 and by
the District Board of Trustees on October 16, 2024**

ARTICLE 20 WAGES REVISED

**Ratified by UFF-SJR on May 31, 2024 and by
the District Board of Trustees on May 15, 2024**

**Ratified by UFF-SJR on August 29, 2025 and by
the District Board of Trustees on August 20, 2025**

St. Johns River State College
Collective Bargaining Agreement

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ARTICLE 1

RECOGNITION

The St. Johns River State College Board of Trustees ("Board" or "Employer") recognizes the United Faculty of Florida ("UFF" or "Union") as the sole and exclusive collective bargaining agent for those Faculty members certified by the Florida Public Employees Relations Commission Certification Number 1955, issued March 14, 2019, who are employed by the College as follows:

INCLUDED: Full-Time Faculty (including curriculum coordinators, program directors, instructors, and professors), librarians (including campus library managers), and senior academic advisors (including the assistant directors of advising).

EXCLUDED: All managerial, administrative, supervisory, and confidential employees including, but not limited to, director of organizational management baccalaureate program, director of bachelor of science in nursing, and all job titles categorized as follows: administrative (including, but not limited to, president, vice president, associate/assistant vice president, dean, associate dean, and director), professional support (including, but not limited to, professional support advisors), career service, other professional services, part-time employees, adjunct Faculty, and acting or interim Faculty.

ARTICLE 2

NON-DISCRIMINATION

1. The College and the Union agree not to discriminate against any employee covered by this Agreement because of race, ethnicity, color, national origin, marital status, religion, age, gender, sex, pregnancy, sexual orientation, gender identity, genetic information, disability, or veteran status.
2. The parties agree not to interfere with the rights of employees to become members of the Union, to refrain from becoming members of the Union, or to terminate their membership in the Union and that there shall be no discrimination, interference, restraint, or coercion by the parties against any employee because of membership or non-membership in the Union.

ARTICLE 3

CIVILITY AND PROFESSIONAL BEHAVIOR

1. All members of the College community should be able to work and learn in a safe and mutually respectful workplace and learning environment. As colleagues, all College employees have obligations that derive from a common goal to serve students. Colleagues will treat each other with respect and expect the same in return. Therefore, behavior that contributes to a hostile or humiliating environment, including but not limited to, abusive language, intimidation or retaliation will not be tolerated. Colleagues shall respect and defend the free inquiry of associates.

ARTICLE 4

MANAGEMENT RIGHTS

1. Except as limited by the specific and express terms of this Agreement, the College hereby retains and reserves unto itself all unilateral rights, powers, authority, duties, and responsibilities conferred upon or vested in it by Section 447.209, Florida Statutes, other applicable Florida and federal statutes, and the Florida Board of Education Rules. These unilateral rights include, but are not limited to, the right to:
 - A. determine the purpose, mission, objectives, and policies of the College;
 - B. determine the facilities, methods, means, equipment, procedures, and personnel required to conduct the College's programs;
 - C. administer the personnel system of the College;
 - D. direct, supervise, schedule, and assign the workforce;
 - E. transfer an operation or any part thereof from one area of the campus to another or from one campus or site to another;
 - F. maintain the discipline and efficiency of the Faculty and operation of the College;
 - G. determine the programs and courses of instruction;
 - H. determine the College's grading system;
 - I. select employees for hire;
 - J. determine staffing requirements;
 - K. determine the duties required of employees;
 - L. transfer, lay off, and recall employees;
 - M. determine the nature and extent of services that are to be performed;
 - N. regulate the use of College equipment and facilities;
 - O. make and enforce work rules;
 - P. create or discontinue programs;
 - Q. establish and modify or eliminate employees' duties;
 - R. determine staffing levels and patterns, including the size and composition of the work force;
 - S. determine whether and to what extent work shall be performed by employees in the bargaining unit and to change such determinations;

- T. determine the nature and scope of College operations and services and how the same will be conducted, including whether and when to subcontract all or part of bargaining unit work or functions and to enter into contracts with private vendors or providers for any service;
 - U. budget and determine allocation of funds and resources;
 - V. schedule classes and establish class size;
 - W. in an emergency, take any and all actions the College, in its sole discretion, deems necessary or advisable under the circumstances; and,
 - X. take such measures as management may consider to be necessary to the orderly, efficient and economical operation of the College; to take whatever actions may be necessary or appropriate to carry out the mission of the College; and to have complete authority to exercise those rights and powers incidental to each of the rights reserved to management, including the right to alter or vary past practices as the College may determine to be necessary.
2. Except as limited or modified by the express written terms of this Agreement, all of the rights, powers and authority previously possessed or enjoyed by the College prior to this Agreement are retained by the College and may be exercised without prior notice or consultation with the Union.
 3. The parties agree that all customary and usual rights, powers, functions, and authority possessed by the College, whether exercised or not, are vested and the College shall continue exclusively to exercise such powers, duties and responsibilities. In carrying out its powers, duties, and responsibilities, the College may utilize committees and/or other bodies in a consultative fashion if it so chooses.
 4. The College's failure to exercise any right hereby reserved to it or its exercising any right in a particular way shall not be deemed a waiver of its right to exercise such right nor preclude the College from exercising the same right in some other way not in conflict with the express provisions of this Agreement.

Nothing in this Article is intended as a waiver of the Union's rights under Chapter 447 to bargain over mandatory subjects of bargaining or the impact of changes brought about by the exercise of management rights.

ARTICLE 5

UNION RIGHTS

1. **Use of Facilities**

St. Johns River State College (SJR) Chapter of the United Faculty of Florida (UFF) (UFF-SJR) may use College facilities during normal business hours of the College without charge when such use does not incur additional costs to the College (i.e. utilities, custodial, security, etc.) and is properly scheduled through normal College processes, including submission of Facilities Use Application. Requests for use of SJR State College facilities outside of normal business hours or use by non-College personnel may result in the requirement to provide a blanket indemnification, hold harmless agreement, and insurance naming the College as additional insured.

2. **Access to Information**

- A. The College agrees to make available to the Union records of the College if requested and permitted pursuant to the provisions of Chapter 119, Florida Statutes. All requests for information shall be responded to in accordance with the College's procedure for public records requests.
- B. The Administration agrees to electronically furnish UFF the following items without cost:
 - 1. The College Operating Budget and any amendments thereto concurrent with their submission to the Board.
 - 2. The complete agenda for each regular and special Board meeting, excluding executive sessions, along with supporting documents and routine Faculty personnel recommendations, concurrent with their submission to the Board.
 - 3. The minutes of each regular and special Board meeting, excluding executive sessions, concurrent with their submission to the Board.
 - 4. The Annual Financial Report, concurrent with its submission to the Auditor General.
 - 5. One week before the first day of classes in each Fall and Spring semester, an updated list of members of UFF's bargaining unit including the following information for each person, unless exempt under Chapter 119 F.S.
 - a. Name
 - b. Home address
 - c. Work email address
 - d. Department
 - e. Title
 - f. Annual salary
 - g. Telephone number
 - h. Contract length (9, 10, or 12 months)
 - i. Date of initial hire
 - 6. All policies, procedures, employee handbooks relevant to members of UFF's bargaining unit, student handbooks, and any amendments or changes thereto, concurrent with their publication to administrators or on the College's website.

3. **Access to College Mail Services**

The Union shall have the right to use the College mail and email service, including Faculty mail boxes, for UFF-SJR communications to employees, provided that the documents to be transmitted are not prohibited by the Private Express Statutes, and with the further understanding that the College's normal mail and email services operation will first be

performed in cases where an overload occurs as a result of UFF-SJR mail use requests. The Union agrees to comply with all established rules and procedures for the use of these systems.

ARTICLE 6

DUES CHECKOFF

1. Dues Deductions

The College and UFF hereby agree to the deduction and remittance of UFF membership dues.

- A. Procedure. During the term of this Agreement, the College agrees to deduct Union membership dues and uniform assessments, if any, in an amount established by the Union, from the pay of those employees in the bargaining unit who individually and voluntarily make such request on a written check-off authorization form.
- i. Commencement of Deduction. Deductions shall be made beginning with the first full pay period following receipt by the College Human Resources Office of a valid check-off authorization form.
 - ii. Notice of Changes. UFF shall give written notice to the College of any changes in its dues or uniform assessments at least forty-five (45) calendar days prior to the effective date of any such change.
 - iii. Remittance with a list that includes Faculty members' names and dues paid. The dues and uniform assessments deducted, if any, shall be remitted by the College to the UFF within thirty (30) calendar days following the end of the pay date.
 - iv. Termination of Deduction. The College's responsibility for deducting dues and uniform assessments, if any, from an employee's salary shall terminate automatically upon either (1) thirty (30) calendar days following receipt by the Human Resources Office of a written notification from the employee revoking that employee's authorization of deductions, or (2) the discontinuance of the authorizing employee's status within the bargaining unit. The College will provide notice to the Union of any written notification revoking an employee's authorization of deductions within thirty (30) days of when it is received by the College.
 - v. The College shall not deduct any UFF fines, penalties, or special assessments from the pay of any employee.
 - vi. Insufficient Pay. In the event an employee's salary earnings within any pay period are not sufficient to cover dues, it shall be the responsibility of the Union to collect its dues for that pay period directly from the employee.

Deduction errors. Should the College erroneously deduct dues from someone who properly cancelled their deduction or is no longer in the bargaining unit, the College shall make every effort to make the employee(s) whole within forty-five (45) days of notification by the employee(s), pending receipt by the College of refund of such dues from UFF.

2. UFF Responsibilities

UFF assumes responsibility for all monies deducted under this Agreement and remitted to UFF. UFF shall promptly refund to the College excess monies received under this Agreement.

ARTICLE 7

NO STRIKE

1. The union, its officers, agents, members and the Faculty members covered by this agreement all agree that they will not commit, condone, aid, finance, participate in or encourage any act that interferes with the College's operations or the performance of the College's official business, including but not limited to strike, sit-down, slow down, sympathy strike, picketing, or a concerted failure or refusal to perform assigned work.
2. Picketing, as referred to in this Article, shall mean any action by way of demonstrating which has the effect of preventing or restraining any other employee from coming to work or from continuing to work, or has the effect of preventing or restraining any students, visitors, or others from ingress and egress to College facilities or sites or otherwise impede the mobility of students, visitors, or others to or any College facility or site. This definition shall not apply to lawful informational picketing. The parties recognize the right of Faculty to engage in informational picketing and other concerted activity that does not impede the rights of others or unlawfully interfere with the College's operations.
3. The parties hereto are cognizant of the definition of, prohibitions of and sanctions against strikes/work stoppages, lockouts, and related activities set forth in Florida Statutes, Chapter 447.
4. The College's and Union's officers, agents, stewards, and other representatives agree they have a continuing obligation and responsibility to promote compliance with this Article and the law.

ARTICLE 8

GRIEVANCE AND ARBITRATION PROCEDURE

1. In a mutual effort to provide a harmonious working relationship between the parties to this Agreement, it is agreed and understood that there shall be a procedure for the resolution of grievances. Grievances are defined as differences involving the application or interpretation of this Agreement. The grievance procedure is not available for settlement of complaints where the grievant does not assert a violation of some specific provision or provisions of this Agreement. (Appendix R)
2. Time is considered to be of the essence for purposes of this Article. Accordingly, any grievance not submitted or processed by the grieving party in accordance with the time limits provided below shall be considered conclusively abandoned. Any grievance not answered by the College within the time limits provided below will automatically advance to the next higher step of the grievance procedure. Time limits may be extended only by written mutual consent of the parties.

Grievances shall be presented in the following manner:

Step 1: In the event an employee covered by this Agreement believes that there is a basis for a grievance, as that term is defined above, he/she may, within twenty (20) working days of the events which gave rise to the alleged grievance, reduce the grievance to writing and submit it to the employee's supervisory Dean or Director, with a copy provided to Human Resources. The grievance shall be signed by the employee and shall state: (a) the date of the alleged events which gave rise to the grievance; (b) the specific Article or Articles and paragraphs of this Agreement allegedly violated; (c) the facts pertaining to or giving rise to the alleged grievance; and (d) the specific relief requested. The Dean or Director shall, within fourteen (14) working days after presentation of the grievance, render his/her decision on the grievance in writing to the grievant and the Union.

Step 2: If the grievance is not resolved at Step 1, or if no written disposition is made within the Step 1 time limits, the grievant shall have the right to appeal the Step 1 decision to the appropriate Vice President/Associate or Assistant Vice President or designee within ten (10) working days of the due date of the Step 1 response, with a copy provided to Human Resources. Such appeal must be accompanied by a copy of the original written grievance, and the written decision of the Dean or Director, if provided, together with a signed request from the grievant requesting that the Step 1 decision be reversed or modified. The Vice President/Associate or Assistant Vice President, or designee may conduct a meeting with the grievant and the grievant's Union representative, if agreed upon by the parties. The Vice President/Associate or Assistant Vice President or designee shall, within fourteen (14) working days after the presentation of the grievance (or meeting, if conducted), render his/her decision on the grievance in writing to the grievant and the Union, with a copy provided to Human Resources.

Step 3: If the grievance is not resolved at Step 2, or if no written disposition is made within the Step 2 time limits, the grievant shall have the right to appeal the Step 2 decision to the President or his/her designee within ten (10) working days of the date of the issuance of the Step 2 decision. Such appeal must be accompanied by the filing of a copy of the original written grievance, and the written decision of the Vice President/Associate or Assistant Vice President, together with a request signed by the grievant or their representative requesting that the Step 2 decision be reversed or modified. The President or his/her designee may conduct a meeting with

the grievant and the grievant's Union representative, if agreed upon by the parties. The President or his/her designee shall, within twenty-one (21) working days after the presentation of the grievance (or meeting, if conducted), render his/her decision in writing to the grievant and the Union, with a copy provided to Human Resources.

3. Where a grievance is general in nature in that it applies to a number of employees rather than a single employee, or if the grievance is directly between the Union and the College, such grievance shall be presented in writing directly to the Vice Presidents within twenty (20) working days of the occurrence of the event(s) which gave rise to the grievance, with a copy provided to Human Resources. The grievance shall be in writing and shall be signed by the grievant or by the Union representative. The written grievance shall contain the detailed information set forth in Step 1 above. Any further processing of such grievances shall adhere to Step 3 of this Agreement.
4. In the event a grievance processed through the grievance procedure has not been resolved at Step 3 above, the grievant may request that the grievance be submitted to arbitration within fourteen (14) working days after the President renders a written decision on the grievance. The arbitrator may be any impartial person mutually agreed upon by and between the parties. Otherwise, the moving party shall file a request with either the American Arbitration Association (AAA) or the Federal Mediation and Conciliation Services (FMCS) for a panel of arbitrators. The arbitration shall proceed according to the rules of the agency supplying the panel in all respects not inconsistent with this Agreement. In the event the parties select an arbitrator through striking of names, the moving party shall strike first unless the parties mutually agree otherwise.
5. Any grievance filed without the assistance of the Union may proceed to Step 3, however, only the Union shall have the authority to authorize that a grievance proceeds to arbitration. Such authorization must be in writing to the College. Nothing in this Article shall require the Union to process grievances for bargaining unit members who are not members of the Union.
6. Bargaining unit members, including Union representatives and officers, shall not permit the investigation or processing of grievances to interfere with their normal work responsibilities. Time spent in such activities shall be outside instructional, office, and College service hours and shall not be counted as time worked.
7. The College and the Union (or a grievant who is not a member of the Union but who is allowed by the Union to proceed to arbitration) shall mutually agree in writing as to the statement of the grievance to be arbitrated prior to the arbitration hearing and the arbitrator, thereafter, shall confine his/her decision to the particular grievance thus specified. In the event the parties fail to agree on the statement of the grievance to be submitted to the arbitrator, the arbitrator will confine his/her consideration and determination to the written statement of the grievance presented in Step 1 of the grievance procedure. The arbitrator shall have no authority to change, amend, add to, subtract from, or otherwise alter or supplement this Agreement or any part thereof or amendment thereto. The arbitrator shall have no authority to consider or rule upon any matter which is stated in this Agreement not to be subject to arbitration or which is not a grievance as defined in this Agreement; nor shall this Agreement be construed by the arbitrator to supersede applicable state and federal laws. The arbitrator shall have no power to change any policy or rule of the College.
8. The arbitrator may not issue declaratory opinions and shall confine himself/herself exclusively to the question that is presented to him/her, which question must be actual and existing. The arbitrator's decision shall be confined solely to the application and/or interpretation of this

Agreement and its referenced documents and the precise issue(s) submitted for arbitration. The arbitrator shall refrain from issuing any statements of opinion or conclusions not essential to the determination of the issues submitted. The standard of proof in all cases will be by a preponderance of the evidence.

9. An arbitrator's award may or may not be retroactive as the equities of each case may demand.
10. Issues of arbitrability shall be bifurcated from the substantive issue(s) and, whenever possible, determined by means of a hearing conducted by conference or virtual call. The arbitrator shall have ten (10) working days from the hearing to render a decision on arbitrability. If the issue is judged to be arbitrable, an arbitrator shall then be selected to hear the substantive issue(s). By mutual consent of the College and the Union, the same arbitrator may preside over both the issue of arbitrability and the substantive issue(s).
11. Each party shall bear the expense of its own witnesses and of its own representatives for purposes of the arbitration hearing. The impartial arbitrator's fee and related expense and expenses of obtaining a hearing room, if any, shall be equally divided between the parties. Any party desiring a transcript of the hearing shall bear the cost of such transcript unless both parties mutually agree to share the cost.
12. Except to the extent that such award is contrary to law or the provisions of this Agreement, the arbitrator's award shall be final and binding on the parties. Either party may, however, seek review of the arbitrator's award in the Circuit Court, in accordance with Chapter 682, Florida Statutes.
13. Unless otherwise agreed to by both parties, grievances under this Agreement shall be processed separately and individually. Accordingly, only one (1) grievance shall be submitted to an arbitrator for decision in any given case. Settlement of grievances before the issuance of an arbitration award shall not constitute a precedent or an admission that this Agreement has been violated.
14. If an annual contract Faculty member is terminated or suspended without pay during the term of an annual contract, the Faculty member may grieve pursuant to this Article.
15. If a continuing contract Faculty member is terminated, suspended without pay or returned to annual contract, the Faculty member may choose to proceed to arbitration pursuant to this Article or to appeal the decision under Chapter 120, Florida Statutes. The election of the Chapter 120 procedure will be deemed an election of remedies and a permanent waiver of the right to appeal the suspension or termination under this Article. If the Faculty member chooses to process the actions identified in this paragraph under this Article, the Faculty member's choice will be considered an election of remedies and an appeal cannot be processed under Chapter 120, Florida Statutes. No Faculty member may use this grievance procedure or procedure under Chapter 120, Florida Statutes, to dispute a decision by the College not to renew an annual contract, or to dispute a decision by the College not to award a continuing contract. Only grievances alleging a violation of the process related to the decision not to award a continuing contract are permissible.

ARTICLE 9

BOARD POLICIES AND RULES

If a conflict exists between this agreement and a Board rule or policy, this agreement shall prevail. If the agreement is silent, Board rule or policy shall prevail.

The College's policies and procedures that are cited in this agreement are incorporated by reference. Any proposed modification to the College's policies and procedures outside of collective bargaining would not be applicable to faculty except as required by Florida Statute. The College will provide UFF-SJR with a copy of the Board Rules Manual and the Operating and Procedures Manual in place at the time of ratification of this agreement.

ARTICLE 10

ACADEMIC FREEDOM

In recognition that bargaining unit members and students must be able to examine ideas in an atmosphere of freedom and confidence, the parties affirm: bargaining unit members are entitled to freedom in the instructional setting when discussing their subjects and pursuing the truth in accord with appropriate standards of scholarly inquiry, even those elements that may be deemed controversial, unconventional, or unacceptable by society, to the extent that they do not violate state or federal laws. The College recognizes the value of interdisciplinary learning and real-world discussion so as to lend context to the course learning outcomes. Nevertheless, bargaining unit members will not depart significantly from their respective areas of competence or divert substantial time to material and/or discussion extraneous to the course. Bargaining unit members have the sole right and obligation to assess and evaluate student performance in a fair and reasonable manner within the confines of the criteria established on the course outline. Bargaining unit members are citizens, members of an educational institution, and members of an honorable and learned profession. As members of a college community, they must be free to evaluate, criticize, and advocate their personal views concerning the policies and programs of the college; however, such advocacy should be exercised responsibly and in a spirit of collegiality. Faculty's academic freedom includes the right to constructively comment on College decisions and actions of the Administration and District Board of Trustees. When a bargaining unit member communicates, he/she must recognize the special position in the community he/she holds as an employee of St. Johns River State College in that the public may judge both the bargaining unit member's institution and profession by his/her statements. The parties, therefore, recognize and affirm the Board's authority and prerogative to regulate the instructional setting and professional conduct of bargaining unit members, and to take steps appropriate to implement its responsibilities as prescribed in this Section.

ARTICLE 11

APPOINTMENT, CONTRACTS AND TERMINATION

1. Selection of New Faculty

- A. All bargaining unit member vacancies shall be filled through a competitive process. The senior leadership of the departments of Academic Affairs, Workforce Development, and Student Affairs, in consultation with Human Resources, are the appropriate administrative authority in compliance with the criteria of the College's accrediting agency and College policy, and shall establish minimum criteria for Faculty positions.
- B. The Administration recognizes the importance of conferring with Faculty in the hiring of new part-time and full-time Faculty, Librarians, and Senior Academic Advisors, while the Faculty also recognize their responsibility to participate in this process. Therefore, the appropriate Vice President/Associate or Assistant Vice President will establish Faculty Hiring Committees consisting of full-time Faculty, Librarians, or Senior Academic Advisors as appropriate who will participate in the screening and interviewing of all candidates.
- C. The committee shall be formed and will function as follows:
 - i. The appropriate Vice President/Associate or Assistant Vice President or his/her designee will invite all Faculty, Librarians, or Senior Academic Advisors with Continuing Contract from the appropriate department to serve on the full- or part-time Faculty Hiring Committee. If an insufficient number of Faculty with Continuing Contract are available and/or interested in serving on the committee, Faculty without Continuing Contract will be invited to serve on the committee.
 - ii. The committee members shall review all applications for a Faculty vacancy and make recommendations as to which candidates to interview.
 - iii. The committee will interview and recommend finalists according to approved, objective criteria.
 - iv. The committee will file a written recommendation, listing finalists alphabetically and/or by ranked preference as directed by the Committee Chair, with the appropriate administrator concerning the employment of candidates.
 - v. Input from Faculty Hiring Committees will be utilized in the final selection.
 - vi. In the event that the hiring decision deviates from the Committee's recommendation, the President shall provide feedback to the Committee. The final decision for the selection of new Faculty shall rest with the President.

2. Appointment and Orientation

- A. New instructional Faculty shall be required to attend an orientation prior to the beginning of their first Fall contract. Annual contract Faculty shall participate in pedagogical and discipline-specific training for up to thirty (30) hours per semester for each year they are on annual contract. Included within these hours are department meetings; meetings with mentors; and participation in Orientation, Convocation, the Professional Development Institute, and other organized professional development. The topics of the seminar series are at the discretion of the College. New instructional Faculty shall complete SJR State's Distance Learning Academy and Active Learning Workshop, AppQMR (Applying Quality Matters Rubric) as part of this seminar series as directed by their Dean/Director, regardless of previous teaching experience at other institutions.

- B. The College reserves the right to assign bargaining unit members to teach other courses within the same discipline or in other disciplines for which they are qualified to teach. The College also reserves the right to require bargaining unit members to work at any campus/site or in any modality based on institutional need.
- C. Faculty will not be assigned to more than one campus on the same workday as part of their base teaching load; exceptions may be necessary according to program needs. Full-time Faculty will not as a rule be scheduled more than half-time online unless their programs/courses are marked as online/hybrid programs or enrollment trends or safety concerns dictate the need for additional or fewer online course sections.
- D. Bargaining unit members may be required to teach in or move between both credit and clock hour programs.

3. **Non-Continuing Contract Faculty Appointments**

The President may recommend to the Board of Trustees a Faculty, Librarian, or Senior Academic Advisor position not eligible for Continuing Contract. These positions, although full-time, are not permanent and therefore are not eligible for continuing contract. Faculty awarded these positions may be awarded annual contracts or contracts for less than one (1) year. These Faculty appointments may be rescinded at any time. Faculty on non-continuing contract faculty appointments will be evaluated annually. Non-continuing contract Faculty appointments will be so indicated in job postings, offer letters, and contracts. Examples of circumstances that would necessitate non-continuing contract Faculty appointments include, but are not limited to grant-funded positions; short-term full-time positions while a continuing contract Faculty member is temporarily on long-term leave; and other circumstances as approved by the appropriate Vice President/Associate or Assistant Vice President.

4. **Annual and Continuing Contracts**

Established permanent Faculty, Librarian, and Senior Academic Advisor positions filled as a result of a competitive hiring process shall be eligible for Continuing Contract. All initial full-time appointments shall be in a form approved by the State Commissioner of Education, and shall specify in writing the appointment date, expiration date, and salary and whether the appointment is or is not eligible for Continuing Contract. All initial full-time appointments shall be annual contracts, unless it is a non-continuing contract appointment. Upon hire, the Faculty member shall be on annual contract, on a year-to-year basis. Such annual contract shall not create the expectancy of employment beyond the term of the contract since the College owes no further contractual obligation to the Faculty member at the expiration of an annual contract and the Board has no legal obligation to renew the contract of a Faculty member on annual contract. Non-renewal of the annual contract shall not entitle the Faculty member to a hearing or the reasons for non-renewal. Decisions by the College not to renew an annual contract cannot be challenged through the grievance or termination procedures provided by this Agreement or in any other forum.

- A. Individuals on an “annual contract” may have their contract renewed by the Board of Trustees as part of the annual budget approval process upon recommendation by the President. There is no expectation of employment upon the expiration of an annual contract. The President may determine not to renew an annual contract for any reason. An individual whose 9-month or 10-month annual contract is not being recommended for renewal shall receive notice of non-renewal by April 1st. An individual whose 12-month annual contract is not being recommended for renewal shall receive notice of non-renewal by June 1st. Decisions by the College related to non-renewal of an annual contract cannot be challenged

through the grievance or termination procedures provided by this Agreement. Faculty, Librarians, or Senior Academic Advisors on annual contract will be evaluated annually.

- B. A “Continuing Contract” is a contract between the College and a Faculty member, Librarian, or Senior Academic Advisor that entitles the individual to continue in his or her respective full-time position at the College without the necessity for annual nomination. To be eligible to apply for a Continuing Contract, the individual must serve a probationary period of five (5) full years at the College and have received five (5) overall satisfactory sequential annual evaluations. The minimum of five (5) full years of service shall be continuous except for leave duly authorized and granted.
- C. Continuing Contract may be recommended to the Board of Trustees by the President for individuals who have received satisfactory ratings on their performance evaluations during the probationary period and successfully completed the Continuing Contract application process. Continuing Contracts are effective at the beginning of an academic year only.
- D. The following criteria are integral in considering an individual for Continuing Contract and in the review of their post-award performance. While the following criteria must be satisfied to be considered for the initial award of a Continuing Contract, the same criteria shall also be used to consider the return of an individual with Continuing Contract to annual contract.
 - i. Continuing professional development.
 - ii. Currency in and scope of discipline-area knowledge.
 - iii. Completing all obligations within established timelines.
 - iv. Fulfilling work responsibilities and other responsibilities as stated in this Agreement.
 - v. Service to the College community.
 - vi. Adherence to professional standards of conduct as outlined in Article 24, Discipline.
 - vii. Successful completion of the SJR State Continuing Contract Process.
- E. The Continuing Contract Portfolio will be assessed using the appropriate rubric from the list below:
 - i. Instructional Faculty Continuing Contract Performance and Portfolio Screening Rubric (Appendix A)
 - ii. Adult Education Faculty Continuing Contract Performance and Portfolio Screening Rubric (Appendix B)
 - iii. Librarian Continuing Contract Performance and Portfolio Screening Rubric (Appendix C)
 - iv. Senior Academic Advisors Continuing Contract Performance and Portfolio Screening Rubric (Appendix D)

Faculty shall be provided the rubric upon hire, at the beginning of their Continuing Contract application process, and upon request.

- F. The Continuing Contract Screening Committee will include:
 - i. The appropriate divisional Vice President/Associate or Assistant Vice President who will serve as Chair of the Committee.
 - ii. The Associate/Assistant Vice President, Dean, and/or Director.
 - iii. A Faculty member on Continuing Contract from the applicant’s department or a related field with curriculum and/or program oversight.
 - iv. The Vice President/ Chief Institutional Research Officer or his/her designee.

- v. Up to three additional Faculty members on Continuing Contract from the applicant's department or a related field may be invited to serve on the Committee upon the request of the applicant.
- G. To apply for Continuing Contract status, an applicant must first submit a letter to the appropriate Vice President/Associate or Assistant Vice President requesting consideration for Continuing Contract status. The Vice President/Associate or Assistant Vice President will verify with the College's Human Resources Department that the applicant meets the minimum qualifications for consideration for Continuing Contract status. If the minimum qualifications have been met, the appropriate Vice President/Associate or Assistant Vice President will then appoint the Continuing Contract Screening Committee and notify the Faculty member of their eligibility and Continuing Contract Screening Committee membership. If the minimum qualifications have not been met, the Vice President/Associate or Assistant Vice President will inform the applicant of the qualifications that are lacking. Once the Continuing Contract Screening Committee has been appointed, the Chair of the Committee will meet with the applicant for Continuing Contract status and explain the process that the Committee will use in making a recommendation to the College President.
- H. The Continuing Contract Application and Screening Process will occur once per calendar year in accordance with the following timeline:
- i. Deadline for Faculty to submit a letter of intent to pursue Continuing Contract: first Monday in October after the Faculty member has completed a minimum of five (5) full years of service to the College as a Faculty member (a full year of service is a full academic year, August-May).
 - ii. October-November: After initial eligibility is determined, the applicant will meet with the appropriate Vice President/Associate or Assistant Vice President to discuss specific timelines and details of the portfolio submission process and the Continuing Contract Screening Rubric that will be used by the Committee in the evaluation process.
 - iii. Second Monday in February: Continuing Contract Portfolio Due as directed by the appropriate Vice President/Associate or Assistant Vice President.
 - iv. By March 31: Continuing Contract Screening Committee Interview with applicant and, at the discretion of the screening committee and/or the applicant, interviews with colleagues of the applicant employed by St. Johns River State College and/or students taught by the applicant as scheduled by the appropriate Vice President/Associate or Assistant Vice President.
 - v. First week of April: Continuing Contract Screening Committee and appropriate Vice President/Associate or Assistant Vice President recommendation to include justifications for the recommendation and/or recommendations for areas of improvement sent to College President.
 - vi. April-June: College President makes recommendation to the Board of Trustees regarding Faculty member's Continuing Contract Status
- I. If the President concurs with the Committee's recommendation that the individual be awarded a Continuing Contract, the President shall recommend this action to the Board of Trustees. If the Continuing Contract Committee fails to recommend the individual for Continuing Contract, the individual may appeal to the President whose decision shall be final. Decisions by the College not to award a continuing contract cannot be challenged through the grievance or termination procedures provided by this Agreement or in any other forum. Only grievances alleging a violation of the process related to the decision not to award a continuing contract are permissible.

J. Individuals on Continuing Contract shall have a tri-annual performance evaluation. Every three (3) years as part of the performance evaluation process, they shall submit a post-award self-assessment that shall be reviewed by the supervising Dean/Director and be discussed with the individual as part of the classroom observation process. The purpose of the post-award self-assessment is to demonstrate continued achievement of the standards set for the initial award of Continuing Contract and to demonstrate continual growth and development in the Faculty member's discipline area. These periodic reviews of Continuing Contract Faculty shall use the same criteria established for the initial award of Continuing Contract as explained in this Agreement.

5. **Additional Requirements to Remain Eligible to Teach**

To meet the needs of the College, both annual and continuing contract Faculty may be required to successfully complete additional coursework, industry certifications, or other credentialing licensure requirements, in order to remain eligible to teach.

6. **Dismissal of an Individual During the Term of an Annual Contract, Dismissal of an Individual with a Continuing Contract or Return of an Individual with Continuing Contract to an Annual Contract**

Upon recommendation by the President, the Board of Trustees may dismiss or return to annual contract an individual on Continuing Contract for failure to meet post-award performance criteria or for cause. Upon recommendation by the President, the Board of Trustees may dismiss an annual contract individual during the term of the contract for cause.

The President shall notify the individual in writing of the recommendation for dismissal or return to annual contract and the reasons for the recommendation. Upon approval of the recommendation by the Board of Trustees, the employee shall have the right to appeal the decision pursuant to the provisions of paragraphs 14 or 15 of Article 8 Grievance and Arbitration Procedure, as appropriate.

7. **Dismissal of an Individual due to Consolidation, Reduction or Elimination of a Program**

Upon recommendation by the President, the Board of Trustees may terminate a full-time faculty member on Continuing Contract should there be a consolidation, reduction, or elimination of the College's programs. The decision of the Board of Trustees as to a consolidation, reduction, or elimination of a program shall be final and cannot be challenged through the grievance and arbitration procedure. Article 25 regarding Reduction in Force will apply and any alleged violations of Article 25 can be challenged through the grievance and arbitration procedure.

ARTICLE 12

WORK RESPONSIBILITIES

Part I: Instructional Faculty

1. Contract Length

SJR State full-time annual and Continuing Contract Instructional Faculty contract length shall be for a term of nine (9) months, ten (10) months, or twelve (12) months. Contract length is determined based on the needs of the College and department and is stated in the job posting, offer letter, and Faculty contract. The standard contract length for the majority of SJR State credit Faculty is nine (9) months.

- A. **Nine (9) Month Contract:** To fulfill their contract, nine (9) month contracted instructional Faculty shall be assigned a workload during the Fall and Spring terms. No Summer workload is required of or guaranteed to Faculty on nine-month contracts.
- B. **Ten (10) Month Contract:** To fulfill their contract, ten (10) month contracted instructional Faculty shall be assigned a workload during the Fall, Spring, and one of the Summer terms. The specific Summer term (term A or term B) will be assigned to the Faculty member based on the needs of the College. No extra Summer workload is required or guaranteed during the non-contracted Summer term to Faculty on ten-month contracts. No later than January of the previous contract year, Faculty on ten-month contracts may make a one-time request to temporarily change to a nine-month contract for one year without forfeiting the right to return to a ten-month contract the following academic year. However, Faculty should be aware that not all requests to move from ten-month to nine-month contracts will be approved due to programmatic requirements.
- C. **Twelve (12) Month Contract:** To fulfill their contract, twelve month contracted instructional Faculty shall be assigned a workload during the Fall, Spring, and Summer cross-term or Summer terms A and B. Faculty on twelve (12) month contracts shall report to work as scheduled all days the College is open or request leave time.

2. Standard Teaching Load

A standard teaching load is an assignment for an instructional Faculty member to be in an assigned space, for an assigned cumulative amount of time, which will satisfy the Faculty member's contractual obligations. A standard teaching load includes evening assignments, online/hybrid course(s), and/or an independent study course(s), and may include weekend assignments, scheduled dependent upon the needs of the program and College.

- A. **Credit Faculty:** In Fall and Spring semesters, Faculty assigned to teach full-time credit courses shall teach a minimum of fifteen (15) to eighteen (18) contact hours per week per semester, dependent on subject/discipline. All full-time college credit Faculty members shall be paid an instructional overload equal to that of the overload rate for any instructional contact hours over fifteen (15). In addition to Fall and Spring semesters, Faculty on ten-month contracts assigned to teach credit courses shall in Summer term A or B also teach a minimum of (6) to eight (8) contact hours, dependent on subject/discipline, and shall be paid an instructional overload for any instructional contact hours over six (6). Instructional credit Faculty on 12-month contracts will be assigned to teach a minimum of twelve (12) to fifteen (15) contact hours through a combination of Summer A and Summer B or summer

cross-term courses and shall be paid an instructional overload for any instructional contact hours over twelve (12).

- B. **Clock-Hour Faculty**: Clock-hour Faculty members shall be scheduled to be on duty forty (40) hours per week (summer hours may vary depending on program need and approval by the appropriate VP/Associate or Assistant Vice President, which includes, but is not limited to, preparation for classes, meeting attendance, grading assignments, office hours, and other duties. The administration recognizes that it is the proper function of the clock-hour Faculty member to schedule office hours and also a minimum one-half hour lunch period during each duty day, having due regard for the principle that service to the student is of first importance. This recognition does not deny the administrator's right to require modification of this schedule for good reason stated to the clock-hour Faculty member.
- C. **Adult Education Faculty**: In Fall and Spring semesters, each full-time Adult Education Faculty member shall teach a minimum of twenty-four (24) contact hours per week per semester and complete four hours of student monitoring/reporting work. In addition to Fall and Spring semesters, Adult Education Faculty on twelve-month contracts shall also work as scheduled all days the College is open or request leave time, teaching a minimum of twenty-four (24) contact hours in both Summer terms.

3. **Work Reassignments**

Reassignment is the temporary freeing of a Faculty member from teaching workload responsibilities to accomplish specific duties as required by the College. Reassignments are created and granted at the discretion of the College.

The College may initiate reassignment for a specified beginning and end time, for a clearly defined purpose, and to accomplish measurable outcomes. The purposes for reassignment include:

- A. Undertaking duties that are beyond the scope of Faculty's regular work responsibilities; and,
- B. Doing work that is necessary to advance the larger goals and mission of the College that will not otherwise be accomplished through existing personnel working under current job descriptions.

Faculty are under no obligation to accept these assignments.

The maximum reassignments per semester shall not exceed forty percent (40%) of the standard teaching load. Reassignments and any exceptions to the maximum reassignments requires the approval of the appropriate Vice President/Associate or Assistant Vice President and appropriate Dean/Director at least sixty (60) days prior to the beginning date of such reassignment.

4. **Non-Teaching Duty Days**

Instructional Faculty have non-teaching duty days that are included in their contract and are identified on the Academic Calendar. Faculty will hold office hours and must be present to perform other non-teaching, instructional duties including, but not limited to, attending to professional development activities, or participating in other departmental or College activities, even if classes are not held. Faculty who do not report to work for these non-teaching duty days (e.g., miss a department meeting or graduation) must submit a leave request form for eight (8)

hours for each workday missed in the fall and spring terms to the appropriate Dean/Director. Ten- and twelve-month Faculty must submit a leave request form for nine (9) hours for each workday missed in the summer term.

5. **Faculty Work Hours and Responsibilities**

Faculty members may have teaching assignments both on and off campus, day and evening, and at times, on the weekends. Faculty should expect to be assigned a minimum of two evening classes per academic year. Faculty members are professionals whose jobs require forty (40) or more hours of instructional and office hours, professional development, and College service each week over five (5) consecutive calendar days during the fall and spring terms. Ten-month and twelve-month Faculty positions require thirty-six (36) or more hours of professional services to the College each week over four (4) consecutive calendar days during the summer terms. Twenty-five (25) to twenty-eight (28) hours shall be scheduled and the remaining twelve (12) to fifteen (15) hours shall be used for College service and related professional activities. Prior to each semester, full-time Faculty shall develop a Faculty Load Sheet detailing all components of the Faculty member's workload responsibilities totaling forty (40) hours per week. Limited exceptions to these Faculty Work Hours may be granted by the appropriate Vice President/Associate or Assistant Vice President if alternative scheduling is advantageous to the program and students.

The components of instructional Faculty workload responsibilities vary by Division:

- **Credit Faculty:** Credit Faculty shall be scheduled to work forty (40) hours per week including: (a) instructional hours – fifteen (15) to eighteen (18) hours per week; (b) office hours – ten (10) hours per week; and (c) College service and professional development – twelve (12) to fifteen (15) hours per week (on average).
- **Clock-Hour Faculty:** Clock-hour Faculty shall be scheduled to work forty (40) hours per week, which includes, but is not limited to, preparation for classes, meeting attendance, grading assignments, office hours, and other duties. This recognition does not deny the administrator's right to require modification of this schedule for good reason stated to the clock-hour Faculty member.
- **Adult Education Faculty:** Adult Education Faculty shall be scheduled to work forty (40) hours per week including: (a) instructional hours – twenty-four (24) hours per week; (b) office hours – six (6) hours per week; (c) monitoring student progress through attendance and instructional planning – four (4) hours per week; and (d) College service and professional development - six (6) hours per week (on average).

As professionals, Faculty are not required to "clock-in" daily for these duties, and it is recognized that these are minimums and that many Faculty devote more time to College activities and responsibilities. However, using the tool provided by the Faculty's department, a Faculty schedule detailing all instructional and office hours that will be maintained will be submitted the first week of each semester to the appropriate Dean/Director. A log/narrative summarizing the Faculty's professional development and College service will also be submitted to the appropriate Dean/Director as part of the Faculty's regular evaluation process .

A. **Instructional and Office Hours**

The College shall establish a course schedule that meets the needs of students. Dean/Directors will work with Faculty members to fill scheduling requirements and establish individual schedules that meet the needs of the students. It is the responsibility of the College to assign

Faculty members to teach courses in their respective academic disciplines at times and locations and/or in instructional formats that meet the needs of students.

Faculty must provide for a total time of at least twenty-five (25) hours in an instructional capacity, being available to and working with students in the classroom, directing lab activities, and through office hours. These hours must be scheduled at times reasonably convenient for students and clearly designated as hours during which Faculty members shall be available for student appointments. Faculty members are to be available to students during classroom contact and on-campus office hours.

- i. Office hours denote regularly scheduled time periods during which Faculty shall be available for one-on-one consultations with students outside of a classroom setting, to provide instructional program related or similar academic assistance to students as needed.
 - a. Office hours shall be scheduled on campus in the Faculty member's office, a classroom, the academic support center, the library, or other *appropriate* campus locations and assigned sites. The availability and location of office hours must be mutually agreed upon, approved by the Dean/Director, provided in writing to the Faculty member's students and Dean/Director, and posted in the College's Learning Management System by the first day of the semester.
 - b. Each Faculty member shall publish and maintain a total of ten (10) office hours per week during each semester of the academic year.
 - 1) All ten (10) of these office hours shall be scheduled in minimum increments of thirty (30) consecutive minutes over a period of not less than five (5) days during Fall and Spring terms, four (4) days during Summer term. Due to varying instructional times, office hours for clock-hour Faculty members may vary from this requirement and must be approved by the Dean/Director.
 - 2) Office hours should begin no earlier than 7:00 a.m. and end no later than 10:00 p.m. Faculty shall have some regularly scheduled office hour availability during normal College business hours and be available by appointment.
 - 3) Faculty teaching all or portions of their base load online are to make efforts to meet students outside of the Monday-Friday 8am-5pm timeframe, virtually or otherwise, for office hours. Faculty are to meet with students virtually, by phone, or on campus, dependent upon individual student needs and preference. To facilitate this, two (2) of the ten (10) office hours may be scheduled off campus virtually, if outside of the Monday-Friday 8am-5pm timeframe.
 - 4) Faculty whose instructional assignment is to monitor student teacher interns in their baccalaureate teaching field experiences shall, with their Dean's permission, be permitted to schedule a percentage of their required office hours at the field site(s) during the period of the students' fieldwork.
 - 5) If Faculty members cannot meet their established office hours, they must post notice to students within the College's Learning Management System and at their office location. In addition, a copy is to be sent to the Dean/Director and his/her staff confirming office hours have been cancelled during the week. Any cancellations of office hours require the Faculty member either to (a) request to take an equivalent amount of leave; or (b) with approval from the Dean/Director, within the next five (5) working days, to reschedule the office hours outside of the work hours documented on the Faculty load sheet.

- 6) In emergencies or other unusual circumstances, the appropriate Vice President/Associate or Assistant Vice President may approve exceptions to the published schedules for individual Faculty members.
- c. Faculty whose instructional assignments include Health Sciences for which clinical or field experiences are required of participating students may count clinical or field experiences toward their instructional teaching load.
- ii. During Instructional and Office Hours, Faculty Shall:
 - a. Employ diverse teaching methods to accommodate various student learning styles, various levels of academic preparation, and nontraditional students.
 - b. Commit to continuous improvement of teaching and student learning based upon components of academic mindset.
 - c. Use student engagement strategies in instruction.
 - d. Provide accommodations to students with disabilities in a fair and timely manner. Faculty may not refuse to provide required accommodations, may not question whether the disability exists when accommodations have been authorized, and may not ask to examine the student's documentation but they may engage in conversation with the disability coordinator to better provide appropriate accommodations to the student. Accommodations will be reasonable and appropriate and may include but are not limited to extended testing time, alternative test setting, and notetaking or transcription services using software, hardware, or other interpretative services.
 - e. Be prompt and regular in attendance at classes and office hours.
 - f. Meet his/her standard teaching load or equivalent.

B. College Service

It is anticipated that Faculty will dedicate an average of twelve (12) of the forty (40) hours (thirty-six [36] hours in summer) of their workweek to a variety of Instructional and Non-Instructional College Service activities. The following College service responsibilities are mandatory for all Faculty:

- i. Instructional College Service:
 - a. Fulfill instructional obligations such as preparing for classes and grading papers, tests, and other required student assignments.
 - b. Evaluate textbooks and Open Educational Resources, as necessary.
 - c. Use the course outline and syllabus template established by the Dean/Director as a minimum standard, providing clear course expectations, explanations of consequences for not completing work, expectations of student participation and success, and clear policy as to when to expect feedback on assessments.
 - d. Utilize the course shell in the Learning Management System to facilitate timely feedback and communication with students in online, hybrid, and on-campus classes.
 - e. Provide prompt feedback to students that includes but is not limited to return of most graded assessments such as quizzes, assignments, examinations and papers within one to two weeks; return of graded major assessments / assignments / papers within timeframe specified on syllabus; and, in the Learning Management System (LMS), post grades for assignments frequently to assist students in monitoring progress; and provide concrete and constructive feedback and class discussion of results of assignments and examinations.
 - f. Refer students to academic and student support services when appropriate including, but not limited to, the Library, Academic Support Center, Virtual Skills Lab, Academic Advising, and/or CARE Counseling.

- g. Record and report student attendance and grades promptly.
 - h. Participate in the development, measurement, and analysis of student learning outcomes (SLOs) and/or program learning outcomes (PLOs) for the purpose of overall program/course improvement.
- ii. Non-Instructional College Service:
- a. Provide service to the department/division and College as an active participant in the academic planning process, which includes but is not limited to, curriculum development and revision; program review and assessment; establishment of program accreditation; and other activities that support student success and academic progression.
 - b. Engage in the assessment of student learning in order to guide course, programmatic, and instructional Faculty effectiveness.
 - c. Be prompt and regular in attendance at department meetings, Convocation, College-wide meetings, and committee work (e.g., standing committees, councils, ad hoc committees, community groups, statewide curriculum committees, and professional organizations). The President has sole discretion to create and abolish committees whenever he/she deems it advisable. The composition of any such committee shall be at the sole discretion of the President.
 - d. Attend the College's Fall and Spring commencement ceremonies; attend departmental/programmatic graduation and/or pinning ceremonies, as appropriate. Faculty are required to provide their own graduation regalia (e.g., cap, gown, and stole).
 - e. Serve as a mentor for adjunct and/or dual enrollment instructors and new full-time Faculty; evaluate no more than two adjunct and/or dual enrollment instructors per academic year; and serve on hiring committees for both full-time and adjunct Faculty. Full-time Faculty shall not be required to cancel class in order to evaluate adjunct or dual enrollment instructors; however, they may be required to evaluate part-time instructors in the evening, on Fridays, or other times that they are typically not scheduled to work.
 - f. Participate as appropriate and possible in student-focused activities and initiatives including, but not limited to, student activities, serving as a club sponsor, and other College initiatives.
 - g. Participate in College-wide programs or initiatives designed collaboratively by the Faculty, administration, and staff of the College for the purposes of identifying, assisting, and encouraging at-risk students to attain their educational goals, including, but not limited to, early alerts, progress report campaigns, and early assessments.
 - h. Participate in planning and other activities designed to fulfill institutional grant requirements and obligations.
 - i. Be prepared to shift all communication with students and instruction online in the case of a disaster or other emergency.
 - j. Perform any other duties required to fulfill their instructional, contractual and/or programmatic obligations as delineated elsewhere in this Agreement and assist the College with programmatic, local, state and federal compliance.

C. Professional Development

Faculty members are expected to remain current in their respective fields to include teaching and learning, and they are also expected to participate in ongoing professional development on campus and in other venues. College funding for professional development may be

available but is not guaranteed. The general guidelines for Faculty professional development are as follows:

- i. Faculty are encouraged to identify professional development/training needs at the start of each academic year. Since it may not always be possible to identify needs at one particular time of the year, Faculty members are encouraged to notify their Dean/Director as soon as they become aware of professional development/training opportunities to consider.
 - a. The common deadline for submitting professional development requests during the budget planning process shall be established by the Vice President/Associate or Assistant Vice President each academic year.
 - b. All travel requests must be submitted for approval at least eight (8) weeks prior to the event when possible. Completed travel paperwork with appropriate documentation shall be submitted immediately after travel.
- ii. Funds may be used to promote focused initiatives and help meet the strategic goals and objectives of the Department and the College. These funds cannot be used for purposes other than expenses associated with professional development activities.
- iii. Full-time Faculty may apply for funds for professional development through their Dean/Director. Pre-approval for any professional development activity is required by the Faculty member's Dean/Director and Vice President/Associate or Assistant Vice President if appropriate. All travel plans associated with professional development and training opportunities are to be discussed with the Faculty member's Dean/Director prior to submission of any paperwork.
- iv. The Vice President/Associate or Assistant Vice President must approve all professional development involving out-of-state travel prior to registration for the activity or incurring any travel-related expenses. The College is not responsible for reimbursing prepaid airline tickets, hotel costs, or registration costs if the out-of-state travel or international travel was not properly approved in advance. Out-of-country travel requires prior approval from the President.
- v. The availability and quantity of funds used for professional development may vary due to limitations in the College budget. Consequently, Faculty members are advised that requests for activities may be partially funded, limited to one (1) activity per year, or possibly denied. Professional development opportunities at the Division level will be funded for events that have direct and measurable impact on campus goals/initiatives, strategic objectives, accreditation, and/or student success and completion. Additional cost beyond that which is approved is the responsibility of the requester.
- vi. Faculty are encouraged to take advantage of professional development opportunities provided by the College through the Department of Distance Learning, the Department of Learning Resources, the Department of Human Resources, and their own academic department. High quality webinars and other presentations are often available at no cost to Faculty or the College.

6. Faculty and Scheduling

The master course schedule is developed through a cooperative effort of the senior leadership of Academic Affairs and Workforce Development. The final adoption and revision of the schedule rests with the President.

- A. The College retains the right to determine the courses offered and days and times that the courses will be offered so as to ensure the needs of students are met. The College shall also determine the delivery methods that will be utilized to deliver each course, the campus/sites/and other locations where each course will be offered, and course rotations.

- B. The College recognizes the importance of conferring with Faculty in the scheduling process. Therefore, each Faculty member shall submit to the appropriate supervisor as directed a proposed teaching schedule consisting of a list of the proposed courses to be taught and for each course the proposed time of day and day(s) of the week. Effort will be made to assign each Faculty member to as many courses, days, and class times in accordance to their preferences. However, Faculty teaching assignment shall be limited to and based on institutional need as determined by the College's administration.
- C. Faculty work days shall not exceed five (5) consecutive calendar days per week. At least twelve (12) hours shall elapse between the end of a Faculty member's last class on a given workday and the beginning of his/her first class of the following day. Faculty will not be assigned to more than one campus on the same workday as part of their base teaching load; exceptions may be necessary according to program needs. Full-time Faculty will not as a rule have more than half of their base load scheduled online unless their program/courses are marketed as online/hybrid programs or enrollment trends or safety concerns dictate the need for additional or fewer online course sections.
- D. Class size shall be determined by the appropriate Dean, Director, or Vice President/Associate or Assistant Vice President. Minimum and maximum class sizes may vary by discipline, campus/site, and modality.

7. **Extra Teaching Assignments**

Extra teaching assignments during the Fall, Spring, and Summer terms are not guaranteed and shall be granted at the discretion of the College. Extra teaching assignments are based upon need.

An additional teaching assignment is beyond the Faculty member's base contractual teaching load and is not granted until the teaching workload and workweek obligations, as defined in sections 2 and 5 of this Article, are met. All instructional contact hours taken on as an extra teaching assignment (overload hours) shall be in addition to and scheduled outside of the Faculty's base contractual 40-hour work week during the Fall and Spring terms, or 36-hour work week during the Summer terms. Faculty will be compensated for extra teaching assignments according to Article 20 Wages of this Agreement.

Faculty contracted for any extra teaching assignments during the Fall or Spring terms are required to complete a total of one (1) additional scheduled, advertised office hour per week for a total of eleven (11) office hours per week. Unlike the additional instructional hours that must be scheduled in addition to the base 40-hour work week, the one additional office hour can be scheduled as part of the Faculty member's 40-hour work week. The Faculty member may choose to complete this additional office hour either on campus or remotely via a virtual meeting platform. Extra teaching assignments in the Summer terms do not require completion of an additional office hour.

Nine (9) month contracted Faculty are not obligated to teach or hold office hours in the Summer term, nor are they guaranteed an extra teaching assignment in the Summer term.

Ten (10) month contracted Faculty are under contract to teach Summer term A or Summer term B, as assigned by the institution; however, they are not guaranteed an extra teaching assignment in the Summer term. The requirements of section 5 of this Article, Faculty Work Hours and Responsibilities, apply to office hours during the Summer term for ten (10) month Faculty.

The maximum extra teaching assignment during a Fall, Spring, or Summer term will be six hours more than the Faculty member's normal load. Exceptions to this rule require advance approval by the appropriate Vice President/Associate or Assistant Vice President and documented special extenuating circumstances.

Extra teaching assignments within the Faculty member's discipline shall be assigned by the Dean/Director. In making assignments, the Dean/Director shall consider the best qualified candidate based upon several factors including credentials, academic experience, work experience, student success, and retention and completion rates in determining whether to approve assignments.

Faculty may also request an extra teaching assignment in another discipline for which they are academically qualified and officially credentialed or at another campus/site for which there is need. Any such request must be made to the Deans/Directors of both the home department and the secondary department during the schedule drafting process. Faculty must have satisfactory performance in their current teaching assignment, as well as acceptable student success, retention, and completion rates. The Dean/Director will make the decision and placement of the Faculty member based on student and division needs. All assignments are subject to approval of the appropriate Vice President/Associate or Assistant Vice President(s).

When possible and appropriate, College Administration shall give bargaining unit members preference over adjunct instructors when extra teaching assignments are scheduled.

8. Meeting Course Load Requirements

At times, Faculty members may not be able to meet their course load requirements. Each Faculty member's fifteen (15) to eighteen (18) contact hour teaching load shall be met prior to the assignment of any overloads or assignments in that department outside the bargaining unit. When Faculty do not meet course load obligations, the Dean/Director may: (a) create a course load plan comprised of approved work equivalent to the course(s)/contact hours needed for the Faculty member to make his/her load; (b) assign Faculty to teach course(s) in another discipline or area of need, if qualified; or, (c) recommend elimination of the position pursuant to a reduction in force. The Dean/Director will document course load amendments that shall be provided to the appropriate Vice President/Associate or Assistant Vice President for approval.

9. Faculty and Student Attendance

- A. The College recognizes the correlation between attendance and both student retention and achievement. A successful college experience requires a student's regular class attendance and active engagement. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement in the course.
- B. The instructor shall accommodate a student upon notification from the student of any absence, in advance when possible, because of jury duty, military leave, official representation of the College, court-mandated appearances, observance of religious holidays or medical conditions. Some medical conditions require additional, mandatory accommodations as outlined below. In addition, College Administration may approve an accommodation for a documented emergency outside the control of the student.

The instructor may request appropriate documentation regarding these absences. The instructor shall provide the student with a written plan with due dates and assignments for work that will be missed during the absence(s).

If the absence is due to enlisting in or being called to active military service, the student shall be permitted the option of either completing the course or courses in which he or she is enrolled at a later date without penalty or the student will be voided from the course or courses.

The instructor shall accommodate a student for an absence based on medical conditions related to pregnancy. For any other medical condition except pregnancy, if the student asks the instructor to make up work missed, when reasonable, the instructor will provide the student with a written plan with due dates and assignments consistent with the activities. In accordance with College Procedure 1.1.1, Procedure on Pregnancy Accommodations, the College will treat pregnancy as a justification for a leave of absence for so long a period of time as deemed medically necessary by the student's physician in writing. At the conclusion of such period of time, the student shall be reinstated to the status she held prior to the leave. The instructor shall give the student the opportunity to make up all missed work.

- C. The Faculty shall make a course syllabus available to enrolled students on or prior to the first day of the semester through publication in the College's Learning Management System. With the exception of Adult Education, certain clock hour programs, and general education core courses, regardless of the method of delivery or class meeting day/time, all syllabi will be published in the College's Learning Management System no later than 11:59 pm the day prior to the date identified as "Classes Begin" on that semester's Academic Calendar. Course syllabi for general education core courses must be published forty-five (45) days prior to the start of the semester. The syllabus shall include the instructor's attendance requirement. For distance learning courses, on the syllabus:
- i. Instructors should define specific expectations regarding students' interactions within distance learning courses (online, hybrid, synchronous, etc.) and attendance at orientation when required, as well as students' use of the class website and/or other media.
 - ii. For distance learning classes, the following U.S. Department of Education Guidelines for academic attendance shall be used:
 - a. An academic assignment submission may be counted as attending.
 - b. Taking an examination, interactive tutorial, or a computer-based instruction may be counted as attending.
 - c. Participating in an online discussion that is academically related may be counted as attending.
 - d. Interacting online with Faculty about subject matter or to ask course-related questions may be counted as attending.
 - iii. Instructors may require a more rigorous attendance requirement in distance learning courses due to such factors as program requirements, state mandates of 100% attendance, etc.
- D. To comply with Federal Financial Aid requirements, as a minimum standard, attendance will be taken during each class meeting the first three (3) weeks of class, after the sixty percent (60%) point in the term for a duration of one (1) week, and during the final week of class.
- i. The specific date ranges that correspond with these times will be provided by the Director of Financial Aid for each term and session and communicated to Faculty.
 - ii. Daily attendance may be maintained at the discretion of the Faculty member or at the direction of the Faculty member's Dean/Director.

- E. Attendance Census Point One: No Shows.

- i. At the beginning of each term, Faculty members will be asked to confirm the attendance of the students on their rosters.
 - ii. Faculty shall report "no shows" on each grade roster in MYSJRSTATE by the date provided by the Director of Financial Aid.
 - iii. Students whose names do not appear in the class roster must be referred to the appropriate office within Student Affairs and should not be permitted to attend class.
- F. Attendance Census Point Two: First Three (3) Weeks of the Term.
 - i. After the first attendance census point of the completion of the first three (3) weeks of class, Faculty shall submit attendance warnings in MYSJRSTATE to students who were not No Shows but have unexcused absences for the equivalent of three fifty (50) minute class sessions or one week's worth of work online.
 - ii. Faculty may continue to submit attendance warnings after this first census point as students have additional unexcused absences.
 - iii. Faculty may submit attendance withdrawals in MYSJRSTATE to students who were previously warned and then miss additional class sessions or work online (unexcused absences) and have not yet been withdrawn.
- G. Attendance Census Point Three: Sixty Percent (60%) of the Term.
 - i. After the second attendance census point of the sixty percent (60%) point of the term, Faculty may submit attendance withdrawals in MYSJRSTATE to students who were previously warned and missed additional unexcused class sessions or work online and have not yet been withdrawn.
 - ii. At this time, Faculty shall also submit attendance warnings in MYSJRSTATE to students who were not No Shows but have missed the equivalent of three fifty (50) minute class sessions or one week's worth of work online (unexcused) and were not previously warned.
 - iii. Instructor initiated attendance warnings and attendance withdrawals may be submitted up until the last day to withdraw in the semester as published in the Academic Calendar. Prior to this deadline, all Faculty are responsible for submitting an attendance warning and withdrawal for all students whose last date of attendance was prior to the 60% point of the term.
- H. Attendance Census Point Four: Final Week of the Term. While submitting final grades, Faculty shall report the last date of attendance for students whose final course grade is D, F, or Incomplete.

10. **Student Grades and Academic Progress**

- A. Faculty shall keep students informed of their academic progress on a regular basis throughout the term or academic session. Grades should be posted in the Learning Management System within one (1) week of each assessment being completed throughout the term. At a minimum, Faculty shall post within the Learning Management System all student grades at four (4) critical points during Fall and Spring semesters:
 - i. By the fourth (4th) week of the term;
 - ii. At mid-term. For students making below a "C" at this time, Faculty shall advise the student and/or refer the student to appropriate College resources;
 - iii. Prior to the official withdrawal date for the course; and,
 - iv. Two weeks prior to the end of the semester for major terms and one week prior to the end of the semester for Summer A and B terms.

- B. Faculty teaching during reduced-length terms (summer, minimesters, etc.) will post mid-term grades for each student per the timelines of that session.
- C. Faculty are prohibited from publicly posting student names, student identification numbers, and grades with respect to performance or conduct in a course.
- D. Grades from all third-party or publisher course material sites must be transferred and recorded in the Learning Management System in accordance with the deadlines listed above.
- E. Faculty shall submit final course grades according to the direction of the College Registrar and timeline established on the Academic Calendar for the appropriate part of term.
- F. Faculty must retain records of final grades and last date of attendance for withdrawn students for a minimum of two (2) years. Faculty are required to keep the final examination papers or any other assessments that were not returned to students on file for two (2) years. Specific programmatic requirements may dictate some Faculty retaining student grades and other records for longer, specified, periods of time.
- G. Students may appeal their grade through the appeal process, which shall involve bargaining unit members.

11. Final Exam Week

- A. Faculty are required to offer final examinations and/or final projects to all credit students during the scheduled final examination period. All final examinations and/or final projects must be graded by the Faculty, regardless of students' grades going into the final. The final exam requirement and schedule does not apply to science laboratory courses, Limited Access programs, or reduced length terms.
- B. Faculty members are to be accessible and responsive to students to support their academic success and progression. As such, Faculty are expected to be available to students during final exam week. Faculty shall adjust their office hours during this week to ensure availability to students and support end of semester grading requirements as follows:
 - i. Faculty are to post office hours for final exam week at their office location and in the College's Learning Management System.
 - ii. Faculty are to post a minimum of ten (10) office hours during final exam week for the Fall and Spring semesters.
 - iii. Out-of-office email and phone responses are not to be posted until the contractual period is complete.

12. Duties Related to Supplemental Assignments

A. Curriculum Coordinators

In addition to the general duties of instructional Faculty, Curriculum Coordinators are to:

- i. 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 appropriate Dean/Director.
- ii. 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/Director, 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.

- iii. Assist the Dean/Director with the development of Faculty class schedules.
- iv. Review all Faculty syllabi to ensure (a) the course description, textbook information, and student learning outcomes are accurate and (b) grading criteria and assessments are appropriate, provide feedback on needed changes, follow up with Faculty to ensure changes have been made, and upload revised syllabi to the shared Drive.
- v. Coordinate the adjunct and dual enrollment evaluation process in the department.
- vi. Coordinate the textbook selection process. This culminates with providing the Dean/Director with the title, edition, author, ISBN, and publisher for any textbook changes.
- vii. Perform other duties relevant to the specific Academic department and as assigned by the Dean/Director.

Following an application process, Curriculum Coordinators are selected to serve a three-year term, with no term limits, by the Chief Academic Officer and other academic leadership. If a Curriculum Coordinator position becomes vacant before the end of a three-year term, then the person selected will serve out the remaining time in the three-year term. Evaluation of Curriculum Coordinator duties is conducted annually outside of the faculty evaluation cycle. Curriculum Coordinator duties may extend beyond a Faculty member's contractual days.

B. Workforce Faculty Leadership

In addition to the general duties of instructional Faculty, Workforce Faculty Leaders are to:

- i. Coordinate the discussion of academic issues and program coordination in the department.
- ii. Coordinate the assessment and discussion of student learning outcomes in the department.
- iii. Assist the Dean/Director with the development of Faculty class schedules.
- iv. Coordinate the adjunct evaluation process in the department.
- v. Coordinate the textbook selection process.
- vi. Other duties relevant to the specific Workforce department and as assigned by the Dean/Director.

Following an application process, Workforce Faculty Leaders are selected to serve a three-year term, with no term limits, by the Chief Academic Officer and other academic leadership. If a Workforce Faculty Leadership position becomes vacant before the end of a three-year term, then the person selected will serve out the remaining time in the three-year term. Evaluation of Workforce Faculty Leadership duties is conducted annually outside of the faculty evaluation cycle. Workforce Faculty Leadership duties may extend beyond a Faculty member's contractual days.

Part II: Librarians and Senior Academic Advisors

1. Contract Length

SJR State Librarians and Senior Academic Advisors are on twelve (12) month contracts and shall report to work all days that the College is open or request to take leave.

2. Work Reassignments

Reassignment is the temporary freeing of a Librarian or Senior Academic Advisor from regular workload responsibilities to accomplish specific duties as required by the College.

Reassignments are created and granted at the discretion of the College.

The College may initiate reassignment for a specified beginning and end time, for a clearly defined purpose and to accomplish measurable outcomes. The purposes for reassignment include:

- A. Undertaking duties that are beyond the scope of a Librarian's or Senior Academic Advisor's regular work responsibilities; and,
- B. Doing work that is necessary to advance the larger goals and mission of the College that will not otherwise be accomplished through existing personnel working under current job descriptions.

Librarians and Senior Academic Advisors are under no obligation to accept these assignments.

The maximum reassignments per semester shall not exceed forty percent (40%) of the time the Librarian or Senior Academic Advisor spends on their normal workload. Reassignments and any exceptions to the maximum reassignments requires the approval of the appropriate Vice President/Associate or Assistant Vice President and appropriate Dean/Director at least sixty (60) days prior to the beginning date of such reassignment.

3. **Duty During Intersession**

Librarians and Senior Academic Advisors are eleven (11) or twelve (12) month Faculty and report to the College on all days the College is open, including intersessions between Spring and Summer terms and between Summer and Fall terms. Librarians and Senior Academic Advisors will work regular hours during intersession and must be present to perform duties including, but not limited to, attending to professional development activities, participating in other departmental or College activities, advising students, or preparing for the upcoming semester, even if classes are not held. Librarians and Senior Academic Advisors who do not report to work these intersession days must submit a leave request form to the appropriate Dean/Director as they would any other day.

4. **Librarians' and Senior Academic Advisors' Work Hours and Responsibilities**

Librarians and Senior Academic Advisors shall adhere to a minimum of a forty (40) hour work week Fall and Spring terms, thirty-six (36) hour work week Summer terms, scheduled as appropriate with the approval of their Dean/Director.

A. **Librarians**

Fall and Spring terms, Librarians shall work forty (40) on-campus hours per week on College activities. Summer terms, Librarians shall work thirty-six (36) on campus hours per week on College activities. An average of up to five (5) hours per week may be used for College service/professional development, as approved by the appropriate Administrator. Professional activities in which Librarians participate during the remaining hours will be determined during conferences with the appropriate Administrator and evaluated annually. Work schedules, goals, special projects, and events shall be developed by the Librarian in collaboration with and approved by the supervising Administrator to ensure that adequate coverage is provided to meet student needs.

Librarians are responsible for the following:

- i. Providing research, academic support, and referral services as outlined in the *St. Johns River State Learning Resources Access Policy* at designated service points in

- all modalities. Maintaining awareness of department, College State Library, and consortia resources, systems, and services.
- ii. Providing instructional services on campus, online, and at off-site locations as outlined in the *St. Johns River State Learning Resources Access Policy*; developing information literacy curriculum; creating instructional materials and programming for delivery in all modalities. Cultivating personal knowledge and understanding of information literacy standards, pedagogical approaches, and assessment methods and applies that knowledge to one's teaching in all formats.
 - iii. Engaging in Faculty outreach; consulting with Faculty to create subject or discipline-based instructional content for delivery in-person and/or online.
 - iv. Serving as a liaison to College departments as assigned; serving as department coordinator for services or initiatives as assigned.
 - v. Participating in the library's collection development program in keeping with the department's *Collection Development Policy*; demonstrating efficient use of funds for campus collection development.
 - vi. Honoring cultural diversity by creating content and events in support of local, state, and national observances as provided for in the *Department of Learning Resources Policy for Observances and Events*.
 - vii. In conjunction with library staff, cultivating a welcoming, scholarly atmosphere in the library for all students, Faculty, staff, and visitors; explaining and enforcing department and College policies, rules, and regulations; resolving patron issues regarding library services while ensuring compliance with the terms established in department and College policy, referring issues outside of one's scope of control to the Dean of Learning Resources and/or the campus administrator as appropriate.
 - viii. Performing circulation and/or technical services duties as needed.
 - ix. Maintaining the confidentiality of all library transactions, library records, and student records in keeping with College policy, the State of Florida, and federal legislation.
 - x. Keeping the Dean of Learning Resources informed of all issues concerning the library's facility, resources, and services.
 - xi. Serving on hiring committees for department positions as needed as well as Faculty Hiring Committees as outlined in Article 11 of this document; and participating in training of new Faculty and staff as assigned. In the absence of the Campus Library Manager, serving as the proxy for campus time-sheet approval.
 - xii. Demonstrating a working knowledge of the College's emergency protocols and procedures; coordinating the lock-down or evacuation of library building patrons in the event of an emergency or drill.
 - xiii. Remaining current in Department practices and procedures through notifications sent to employees' College email address and resources provided on the Learning Resources Employee Guide web site; remains aware of College business and policies from all departments as notified through the College's email system.

B. Senior Academic Advisors

Full-time Senior Academic Advisors shall work on campus a minimum of forty (40) hours per week Fall and Spring terms, thirty-six (36) hour work week Summer terms, on College activities. Professional development to maintain advising proficiency as well as enhance service to students is encouraged and supported throughout the year when departmental budgets allow.

- i. The primary responsibility of Senior Academic Advisors is to engage in activities directly related to enhancing student success through academic advising.

- ii. Senior Academic Advisors provide professional academic advising for all students, which consists of the education and communication of college policies and procedures, program requirements, and program planning as the Senior Academic Advisor assists students in:
 - a. Understanding the unique demands of the college learning environment and the associated changes in daily living that may need to occur.
 - b. Setting short- and long-term academic and career goals.
 - c. Assuming responsibility for meeting academic course and program of study requirements.
 - d. Determining their initial placement, alternative criteria for college readiness, and exempt status.
 - e. Identifying where to locate program of study requirements.
 - f. Articulating the purpose of the AA transfer degree and the AS/certificate programs.
 - g. Articulating the difference between limited access and open access programs at SJR State and elsewhere.
 - h. Articulating the difference between course prerequisites and transfer specific courses.
 - i. Researching Baccalaureate degree requirements
 - j. Program planning for limited access programs including making alternate plans.
 - k. Creating program completion plans utilizing Degree Works, Florida Shines and college and university websites.
 - l. Navigating the course registration process each semester.
 - m. Identifying where to find admissions and registration policies and procedures.
 - n. Utilizing academic support services including: Tutoring Centers, Academic Success Workshops, Virtual Skills Lab, and online tutoring resources.
 - o. Accessing financial aid resources and scholarship assistance.
 - p. Accessing disabled student services and self-identifying if applicable.
 - q. Accessing career assessments and career exploration resources.
 - r. Recognizing common academic terms.
 - s. Navigating the student portal on the SJR State website.
 - t. Applying for graduation.
- iii. Additional Senior Academic Advisor responsibilities include:
 - a. Keeping appropriate records of individual and group student meetings, emails, and conversations.
 - b. Providing 12+ and 20+ credit hour academic planning and capturing student transfer intent.
 - c. Facilitating changes of program of study.
 - d. Adding and/or removing of advisor holds.
 - e. Providing liaison services with academic or college departments.
 - f. Verifying and certifying programs of study for Financial Aid and Veterans Affairs.
 - g. Facilitating the student appeals process when appropriate.
 - h. Leading individual or group Initial Advising sessions for incoming students.
 - i. Proactive outreach and follow up with identified student populations.
 - j. Reviewing and taking action on transient forms.
 - k. Identifying and providing appropriate accommodations for students with disabilities.
 - l. Coordinating referrals to appropriate on campus or social service agencies based on students' educational, vocational and personal needs.

- m. Proactive outreach, intervention, and monitoring of student cohorts.
- n. Coordinating student success resources for students referred by Faculty and following up with students and Faculty.
- o. Participating in Fall/Spring graduation ceremonies as Marshalls.
- p. Attending professional development workshops and presentations, staff meetings and other college functions as appropriate.
- q. Closely coordinating advising goals and outcomes with Academic Affairs, Florida School of the Arts and Workforce Development.
- r. Traveling between campuses, as necessary.
- s. Representing the College and the advising office at appropriate community or high school events.
- t. Assisting in the administration of disability testing.
- u. Performing other duties as may be assigned by the Vice President/Associate or Assistant Vice President or the Dean of Academic Advising.
- v. Handling prospective student inquiries and responding to in-depth inquiries about the College's programs of study and promptly communicating responses that are understandable by students, parents, and tri-county school districts' personnel.

5. **College Service: Librarians and Senior Academic Advisors**

It is the expectation of the College that Librarians and Senior Academic Advisors shall:

- A. Collaborate with College departments as an active participant in their respective planning process, which includes but is not limited to, services development and revision; program review and assessment; establishment of program accreditation; and other activities that support student success and academic progression.
- B. Partner with other Faculty colleagues in their respective academic support areas in order to develop, revise and implement programs or services as needed.
- C. Be prompt and regular in attendance at department meetings, Convocation, College-wide meetings, and committee work (e.g., standing committees, councils, ad hoc committees, community groups, statewide curriculum committees, and/or professional organizations). The President, in his sole discretion, may create and abolish committees whenever he deems it advisable. The composition of any such committee shall be at the sole discretion of the President.
- D. Attend the College's Fall and Spring commencement ceremonies and departmental/programmatic graduation and/or pinning ceremonies, as appropriate and provide their own graduation regalia (e.g., cap, gown, and stole).
- E. Participate as appropriate and possible in student-focused activities and initiatives including, but not limited to, student activities, serving as a club sponsor, and other College initiatives.
- F. Participate in College-wide programs or initiatives designed collaboratively by the Faculty, administration, and staff of the College for the purposes of identifying, assisting, and encouraging at-risk students to attain their educational goals, including, but not limited to, early alerts, progress report campaigns, and early assessments.
- G. Be prepared to shift all communication with students, advising, and library instruction online in the case of a disaster or other emergency.

- H. Perform any other duties required to fulfill their instructional, contractual and/or programmatic obligations as delineated elsewhere in this Agreement and assist the College with programmatic, local, state, and federal compliance.
- I. Participate in the establishment, measurement and analysis of outcomes that support student success for the purpose of improving the delivery of academic and/or student support services.
- J. Serve as a mentor for new adjunct and/or full-time Faculty.

6. **Professional Development: Librarians and Senior Academic Advisors**

Librarians and Senior Academic Advisors are expected to remain current in their respective fields to include teaching and learning, and they are expected to participate in ongoing professional development on campus and in other venues. College funding for professional development may be available but is not guaranteed. The general guidelines for professional development for Librarians and Senior Academic Advisors are as follows:

- A. Librarians and Senior Academic Advisors are encouraged to identify professional development/training needs at the start of each academic year. Since it may not always be possible to identify needs at one particular time of the year, Librarians and Senior Academic Advisors are encouraged to notify their Dean/Director as soon as they become aware of professional development/training opportunities to consider.
 - i. The common deadline for submitting professional development requests during the budget planning process shall be established by the appropriate Vice President/Associate or Assistant Vice Presidents each academic year.
 - ii. All travel requests must be submitted for approval at least eight (8) weeks prior to the event when possible. Completed travel paperwork with appropriate documentation shall be submitted immediately after travel. The College is not responsible for reimbursing prepaid airline tickets, hotel costs, or registration costs if the out-of-state travel or international travel was not properly approved in advance. Out-of-country travel requires prior approval from the President.
- B. Funds for professional development may be used to promote focused initiatives and help meet the strategic goals and objectives of the Department and the College. These funds cannot be used for purposes other than expenses associated with professional development activities.
- C. Librarians and Senior Academic Advisors may apply for funds for professional development through their Dean/Director. Pre-approval for any professional development activity is required by the Librarian's or Senior Academic Advisor's Dean/Director and Vice President/Associate or Assistant Vice President if appropriate. All travel plans associated with professional development and training opportunities are to be discussed with the Librarian's or Senior Academic Advisor's Dean/Director prior to submission of any paperwork.
- D. The Vice President for Academic and Student Affairs must approve all professional development involving out-of-state travel prior to registration for the activity or incurring any travel-related expenses.
- E. The availability and quantity of funds for professional development may vary due to limitations in the College budget. Consequently, Librarians and Senior Academic

Advisors are advised that requests for activities may be partially funded, limited to one (1) activity per year, or possibly denied. Professional development opportunities at the Division level will be funded for events that have direct and measurable impact on campus goals/initiatives, strategic objectives, and/or student success and completion. Additional cost beyond that which is approved is the responsibility of the requester.

- F. Librarians and Senior Academic Advisors are encouraged to take advantage of professional development opportunities provided by the College through the Department of Distance Learning, the Department of Learning Resources, the Department of Human Resources, and their own academic department. High quality webinars and other presentations are often available at no cost to Faculty or the College.

7. **Extra Teaching Assignments**

- A. Librarians and Senior Academic Advisors are eligible to teach outside of their contractual work hours if they are qualified for the teaching assignment, selected for employment by the appropriate department, and provided that the teaching assignment does not interfere with the Librarian's or Senior Academic Advisor's regular duties. Librarians and Senior Academic Advisors selected for extra teaching assignments will be compensated according to Article 20 Wages of this Agreement.
- B. Extra teaching assignments during the Fall, Spring, and Summer terms are not guaranteed to Librarians and Senior Academic Advisors and shall be granted at the discretion of the College. Extra teaching assignments are based upon need. There is no guarantee of extra teaching assignments during any term, including the Summer term.

8. **Duties Related to Supplemental Assignments**

A. Campus Library Managers

In addition to the general duties of Librarians, the Campus Library Managers are responsible for:

- i. Managing the daily operation of the campus library facility; as approved by the Dean of Learning Resources, coordinating the use of the library's spaces with the campus Director or other College departments or district consortia training sessions and meetings if approved by the Dean of Learning Resources; submitting facility and/or IT work orders for location as needed.
- ii. Supervising the career service personnel, part-time personnel, and adjunct Librarian(s) at the campus library facility; performing annual evaluations of those career service staff and adjunct Librarians; devising work schedules for all library Faculty and personnel at that location ensuring a minimum of two library employees are on duty in the library at all times; ensuring all library personnel report to work as scheduled and recording schedule changes; ensuring sufficient coverage before approving leave requests for all library personnel at that location before forwarding to the Dean of Learning Resources; approving part-time personnel and adjunct timesheets monthly.
- iii. Hiring part-time personnel and/or adjunct Librarians as needed following College protocol; coordinating training new employees with assistance from library Faculty and personnel; submitting rehire requests to Dean of Learning Resources as directed; notifying the Dean of Learning Resources of staff's final work date immediately upon notification of resignation or non-renewal.

- iv. Cultivating and maintaining esprit de corps and good communication among campus library employees in keeping with the department's principles of service, cooperation, and support.

Following an application process, Campus Library Managers are selected to serve a three-year term, with no term limits, by the Chief Academic Officer and other academic leadership. If a Campus Library Manager position becomes vacant before the end of a three-year term and Administration decides to fill the position before the end of the three-year term, then the person selected will serve out the remaining time in the three-year term.

B. Advising Office Managers

In addition to the general duties of Senior Academic Advisors, the Advising Office Managers are responsible for:

- i. Providing leadership in the advising office and serving as a resource for complicated or unusual student situations.
- ii. Coordinating in conjunction with the Dean of Advising the advising staff schedules to ensure appropriate advisor coverage, advisor walk-in and appointment availability, which is reflective of student's needs.
- iii. Leading a small team of staff members in the review and enhancement of advising services such as enhancing services for students with disabilities, integrating career advising and exploration into the advising curriculum, and working with our special student populations.
- iv. Forecasting and providing proactive solutions to potential issues or concerns.
- v. Cultivating and maintaining esprit de corps and good communication among campus advising team members and with other campus department staff.
- vi. Maintaining operational readiness by providing recommendations regarding time off and personnel usage to Dean.
- vii. Monitoring Advising office processes and adjust or make recommendations to Dean.
- viii. Overseeing the process for hiring and supervising student workers.
- ix. Ensuring protocols for providing students with testing accommodations are in place.
- x. Hosting regular meetings with campus advising team to manage projects (e.g., Early College advising), communications plan activities (e.g., Early Alert faculty campaign), peak registration, scheduling and assisting students, and graduation responsibilities.
- xi. Following through with assignments / projects as delegated by the Dean of Advising; participating in weekly Advising Manager meetings hosted by the Dean.
- xii. Scheduling University tabling events on campus, virtual recruiting dates, career fairs, etc.
- xiii. Gauging the need for equipment/furniture/supplies for the campus advising office and submitting requests and/or work orders to the Dean of Advising.
- xiv. Other duties as assigned.

Following an application process, Advising Office Managers are selected to serve a three-year term, with no term limits, by the leadership of the Department of Student Affairs. If an Advising Office Manager position becomes vacant before the end of a three-year term and Administration decides to fill the position before the end of the three-year term, then the person selected will serve out the remaining time in the three-year term.

ARTICLE 13

COURSE OUTLINES AND SYLLABI TEMPLATES

1. Course Outlines

- A. The Course Outline serves as an *official record* for a course and facilitates transfer to other institutions. It establishes the course content and learning outcomes, it provides curriculum consistency across all sections of a course, and a current course outline is maintained for each course offered by the College. Copies of this course outline are maintained electronically in each respective academic division office and reviewed by the Office of Academic Affairs or Workforce Development.
- B. The course outline provides the requirements that must be followed by all Faculty who teach the course. As a permanent record, the course outline serves as the official document for what was covered in the course, at what level, scope and depth, and credit. The course outline for all College courses shall be reviewed and updated as needed by each division/department. Deans/Directors will ensure the course outlines are reviewed and current.
- C. All full-time department Faculty members are responsible to meet with the Dean/Director to provide the needed input to develop and/or update the course outline. In cases where there is a single department member, that Faculty member shall be the responsible party. Divisions shall maintain electronic copies.
- D. The course outline must contain the following information:
 - i. The course prefix, number, and course title
 - ii. The number of credit hours, contact hours, and/or clock hours
 - iii. The course description
 - iv. Pre-requisites or co-requisites
 - v. Whether the course satisfies general education; if so, state the area.
 - vi. The program mission statement
 - vii. The program outcomes which align with the course
 - viii. The course/student learning outcomes
 - ix. The course content
 - x. Special course requirements
 - a. Any departmental policies (e.g., minimum number of assessments)
 - b. Any information required by the Florida Department of Education or the College (e.g., background check)
 - xi. Course support materials
 - xii. Criteria for student evaluation
 - a. Any departmental policies or guidelines (e.g., weight of exams, quizzes)
 - xiii. Course assessment methods (methods to assess student learning outcomes, if applicable)
 - xiv. Name of Faculty member(s) who last reviewed the course outline and the revision date
 - xv. Name of administrator(s) who last reviewed the course outline and the revision date

2. Syllabi Templates

A. Each SJR State department/division has a Syllabus Template that is distributed to Faculty by the Dean/Director of that area. The following items are common to all SJR State departments/divisions and shall be included on all course syllabi:

- i. Meeting Times: class meeting day(s), time(s), and location(s)
- ii. Contact information: instructor's name, phone number, email address, office location, and office hours
- iii. Description: SJR State Catalog Description of course, number of credit/contact hours, and any prerequisites or co-requisites
- iv. Goals and Student Expectations
- v. Student Learning Outcomes
- vi. Textbook(s): title, author, publisher, edition, and ISBN
- vii. Assessments
 - a. List and describe all types of assessments (e.g., homework, quizzes, tests, papers, oral presentation, group project, final exam) that contribute to the final course grade
 - b. Provide a timeline for grading assessments
 - c. Feedback delivery method – Explain how students will receive feedback for each type of assessment
 - d. Make-Up Policy
 - e. Late Work/Submission Policy
 - f. Plagiarism Detection Policy (if applicable)
 - g. Proctoring of Online Exams Policy (if applicable)
- viii. Grading Criteria and Grading Scale
 - a. Grading criteria: all components of the final grade and how much each component is worth so the student can determine how the final course grade will be calculated
 - b. Grading scale: the point or percent range for each letter grade
- ix. Course policies
 - a. Textbook format preference
 - b. Additional required items (e.g., access code, calculator, webcam, microphone, mirror, etc.)
 - c. Late submissions
 - d. Make-ups
 - e. Anything else specific to the course
- x. Department Policies (if any)
- xi. College Policies
 - a. Attendance
 - b. Add/Drop and Withdrawals
 - c. Academic Integrity
 - d. Learning Resources
 - e. Disability Services
 - f. CARE Counselor
 - g. Consent to be Recorded
 - h. Safety and Security
 - i. College Closure
 - j. Non-Discrimination Statement
- xii. Schedule
 - a. First day of class

- b. Class meeting dates
- c. Last day of class
- d. College holidays
- e. Topics/reading to be covered each class meeting/week
- f. Assessment (tests, major assignments, etc.) dates and topics. Assignments and exams should not be due on holidays, days the College observes as a holiday, or during breaks (e.g., Thanksgiving Break or Spring Break)
- g. Last day to officially withdraw
- h. Final Exam date and time

Note: The College reserves the right to add, delete, or update syllabus items as appropriate.

- B. Additional items specific to the department/division may be included on the Syllabus Template for that area. Faculty shall utilize the Syllabus Template format distributed by their Dean/Director and include all information from their template on their course syllabi.
- C. The Faculty shall make a course syllabus available to enrolled students on or prior to the first day of the semester through publication in the College's Learning Management System. With the exception of Adult Education, certain clock hour programs, and general education core courses, regardless of the method of delivery or class meeting day/time, all syllabi will be published in the College's Learning Management System no later than 11:59 pm the day prior to the date identified as "Classes Begin" on that semester's Academic Calendar. Course syllabi for general education core courses must be published forty-five (45) days prior to the start of the semester.

ARTICLE 14

DISTANCE LEARNING

Distance learning facilitates access to education and provides a path to completion of academic and career objectives for college students and community members. Recognizing this, Faculty shall be expected to participate in teaching in alternate formats and master the skill of successfully teaching online. The College seeks to provide: (a) the community with programs which increase access to educational services; (b) students with intellectually stimulating courses which have a standard commensurate with those taught via successfully established delivery modalities; and (c) Faculty with opportunities to develop programs/courses and delivery systems. Last, the College and Faculty agree to work jointly to protect the integrity of the College's programs and course offerings.

1. **Distance Learning**

Distance learning is a teaching modality whereby all or the majority of instruction and student interaction occurs via electronic media or equivalent mechanisms with the Faculty and students physically separated from each other. This includes courses that are fully online as well as Live online, hybrid, flipped, computer-based courses, and other alternate delivery methods.

2. **Distance Learning Course Offerings**

The College shall determine which courses will be developed and offered via distance learning and reserves the right to schedule online and/or any alternate delivery courses to best serve student needs. The College may enter any course housed on the Learning Management System at any time to assess instructional quality.

3. **Course Development**

A. Course development is recognized as:

- i. creating a new online course;
- ii. converting an existing online course to meet the appropriate SJR State online or Quality Matters design and accessibility requirements; or
- iii. significant redesign of an existing online course.

B. The Dean/Director will initiate the process for online course development. Online offerings are based on student need and are offered at the sole discretion of the College.

C. Textbooks should be the same for online courses as face-to-face. Textbook decisions for online courses follow the same procedures outlined in Article 15 of this Agreement.

D. The College reserves the right to enter or monitor Faculty course shells and/or third party or publisher sites used for instructional purposes.

4. **Class Size**

Determination of class size for distance learning classes is at the discretion of the College.

5. **Distance Learning Teaching Assignments**

Assignments to teach a distance-learning course shall be based on need. Assignments will be initiated by the Dean/Director only after verification of the Faculty member's online instructional training. Success and course retention rates in current online courses shall be reviewed prior to assigning Faculty members future online courses.

- A. The Faculty member who developed the original course shall be given primary consideration to develop and teach the online course contingent upon satisfactory evaluation by the Dean/Director. However, the College has the right to seek other qualified Faculty members to develop and teach the course(s).
- B. All courses must meet minimum quality standards as determined by the College.
- C. Unless prohibited by Article 22, the College has the right to use and/or modify the online learning materials developed by a Faculty member for instructional, educational, or administrative purposes.
- D. Prior to the development of an online course, the College and the participating Faculty member(s) shall agree on the extent and type of technical support needed and all required professional development that must be successfully completed.
- E. Continued online teaching assignments are contingent upon but not limited to student completion rates, success rates, and student course evaluation information.

6. **Distance Learning Training for Faculty**

Due to the speed of technological change in our society, the College and the Faculty should expect to engage in ongoing discussions and training regarding online learning issues. Faculty agree to maintain currency in teaching and learning pedagogy and technologies that facilitate student engagement and success in an online environment.

The College has established the following Distance Learning Training for Faculty:

- A. *Initial SJR State Distance Learning Course Training:*
 - i. During new Faculty orientation, all new Faculty will attend Canvas Training for New Faculty. Faculty members will be introduced to SJR State's instance of Canvas, be provided an overview of the College's process for creating and populating online courses, be provided basic best practices and requirements for course design and accessibility, and be introduced to the instructional design support and resources available to them.
 - ii. Regardless of previous online teaching experience, Faculty shall complete the College's Distance Learning Academy (DLA) in order to be eligible to teach distance education courses. St. Johns River State College Online Course Foundations Checklist (Appendix E) establishes the minimum expectations that must be completed prior to teaching an online course. Faculty cannot concurrently teach distance education courses and participate in the Distance Learning Academy. Limited exceptions to concurrent enrollment require approval from the appropriate Vice President/Associate or Assistant Vice President.
- B. *Ongoing SJR State Distance Learning Course Training:* Faculty shall complete ongoing training as deemed necessary by their Dean/Director/other administration to maintain both the technological competence and knowledge of instructional strategies required to teach online. This required training may include but is not limited to successful completion of the Applying the Quality Matters Rubric (AppQMR) workshop and SJR State Online Course Design Quality Peer Reviewer Training.

7. **Faculty Responsibilities**

- A. Each section of every credit course at the College, regardless of course delivery method, will have an online course shell created in the Learning Management System for Faculty use. All Faculty are expected to utilize the course shell to facilitate timely feedback and communication with students in online, Live online, hybrid, and on-campus classes.
- B. All distance-learning courses are expected to be loaded and published by the Faculty by no later than 8:00 a.m. on the date identified as “Classes Begin” on that semester’s Academic Calendar.
- C. Faculty are required to check and respond to Learning Management System course messages daily Monday through Friday and at least once over the weekend if major assignments are due that weekend. If no major tests or assignments are due over the weekend, the Faculty member is not required to check online course(s) over the weekend.
- D. Publisher and/or third-party content should not constitute the entire content of the course and should be integrated into the course or used as supplemental material.
- E. Grades from all third-party or publisher course material sites must be transferred and recorded in the Learning Management System.
- F. Faculty are required to give access to publisher content to instructional design staff for troubleshooting purposes.
- G. Faculty teaching all or portions of their base load online are to make efforts to meet students outside of the Monday-Friday 8am-5pm timeframe, virtually or otherwise, for office hours. Faculty are to meet with students virtually, by phone, or on campus, dependent upon individual student needs and preferences. To facilitate this, two (2) office hours of the ten (10) may be scheduled off campus virtually, if at least one (1) of the two (2) hours is outside of the Monday-Friday 8am-5pm timeframe.
- H. Online office hours must be held using a video conferencing tool (e.g., Zoom) and must be posted and accessible by students using methods in accordance with Article 12 Work Responsibilities of this Agreement.
- I. Within the confines of the course scheduling and advertising process and timeline, Faculty retain the right to determine how their own online students are assessed, to include the use of one or more proctored exams. Additional requirements for proctored exams may occur within various disciplines due to programmatic accreditation standards.
- J. Regardless of course delivery method, Faculty are responsible for fulfilling the expectations for Instructional Faculty as described in Article 12 Work Responsibilities.
- K. For all content delivered via the learning management system, faculty are required to meet accessibility standards as specified by Quality Matters and integrated learning management system tools. For online courses, Faculty are required to include foundational course design elements as defined in the St. Johns River State College Online Course Foundations Checklist (Appendix E).

ARTICLE 15

TEXTBOOK SELECTION

Full-time Faculty members are responsible for selecting the textbooks and instructional materials for their respective departments per College guidelines. The parties agree that student access to affordable high-quality textbooks and course materials is critical to the academic success of students and consistent with applicable law. The Faculty and the College are committed to the ongoing development of appropriate policies, procedures, and standards for the selection of textbooks and course materials to maximize student success, access, and affordability.

The Faculty and College recognize the financial impact that the cost of textbooks has upon students. Faculty shall make every effort to help control student costs by selecting high-quality instructional material at the lowest available price and utilizing all required texts. Faculty shall use considerations when selecting texts as prescribed in Florida Statute and SBE Rule related to textbook affordability such as:

- Digital textbooks or open access textbooks
- Rental options (the College reserves the right to determine if a textbook is feasible to place in the rental program)
- Length of time textbooks/instructional materials remain in use
- Textbook/instructional material bundling options

All sections of the same course shall use the same textbook. An exception may be made for an alternate textbook if the purpose is to pilot the textbook for possible future department-wide adoption. At the end of the pilot, if the alternate textbook is not adopted by the department, then the alternate textbook will no longer be used. A Faculty member shall not require a student to purchase any course materials that are not College approved per the process stated herein.

A Faculty Member may recommend an additional book or other resource. However, students cannot be required and must not feel pressured to purchase optional materials. Optional materials will not be available in the bookstore. Assignments or extra credit cannot be based solely on optional materials with a student cost. Hybrid science laboratory classes can use lab kits, provided there is no cost to the student. In addition, students must pick up the kits in class, not from the bookstore.

1. Textbook Selection Process

The textbook selection process shall include:

- A. Full-time Faculty within each department shall select primary textbook(s) and/or instructional materials to be used in each course (including those taught by part-time Faculty). Faculty who have published textbooks may not use their own text unless it is approved by the majority of Faculty within the department as the main text and the text has followed the same vetting process as other textbook selections.
- B. Faculty within each department shall meet and discuss textbook selections and provide written documentation addressing all the considerations listed above and on the designated form as determined by the College. This is required for any initial adoption of a text or new edition of a text that is currently in use as well as for any textbook review. The forms must be completed and submitted to the Dean/Director for signature by the dates identified in paragraph D below.

- C. The final decision to adopt a textbook shall be made by majority vote of eligible department Faculty participating in the textbook selection process. All full-time Faculty qualified to teach the course and scheduled to teach the course during the following academic year shall be included in the voting in each department. The Dean/Director will be provided the opportunity to have input regarding the textbooks being considered.
 - D. Textbooks must be selected and approved utilizing the required forms by April 1 for the following academic year. Under special circumstances approved by the appropriate Dean/Director and Vice President/Associate or Assistant Vice President, a textbook may be selected and approved by October 1 for Spring and by February 1 for Summer, following the procedure stated above.
 - E. When textbook/instructional materials are bundled, Faculty are expected to use all components of such bundle.
 - F. All textbook adoptions must be reviewed at least every three (3) full academic years by using the designated form as determined by the College.
 - G. Approved textbook adoptions shall remain in effect for three (3) full academic years, if supported by the textbook publisher. Only in exceptional cases will permission to discontinue a text be granted at an earlier date. Such permission must be granted by the appropriate Vice President/Associate or Assistant Vice President upon recommendation of the Dean/Director.
 - H. Due to statutory requirements related to the web posting of required textbooks and instructional materials for courses. Faculty may not add required textbooks after the Web posting, except as provided by statute.
 - I. All textbook selections and posting timelines shall comply with applicable state statutes and are subject to administrative review by the appropriate Vice President/Associate or Assistant Vice President at any point during the selection process.
 - J. Faculty must use all adopted textbooks and instructional materials required for students to purchase. Usage of required text shall be monitored each semester by the appropriate Dean/Director. Confirmation by the faculty member's intent to use all required textbooks and instructional materials may be required.
2. **Prohibited and Allowed Conduct (F.S. 1004.085)**
- A. Faculty may not demand or receive any payment, loan, subscription, advance, deposit of money, service, or anything of value, present or promised, in exchange for requiring students to purchase a specific textbook or instructional material for coursework or instruction.
 - B. Faculty may receive:
 - i. Sample copies, instructor copies, or instructional materials. These materials may not be sold for any type of compensation if they are specifically marked as free samples not for resale.
 - ii. Royalties or other compensation from sales of textbooks or instructional materials that include the instructor's own writing or work.
 - iii. Honoraria for academic peer review of course materials.

- iv. Fees associated with activities such as reviewing, critiquing, or preparing support materials for textbooks or instructional materials pursuant to guidelines adopted by the Florida State Board of Education.
- v. Training in the use of course materials and learning technologies.

ARTICLE 16

FACULTY VACANCIES AND TRANSFERS

1. The College reserves the right to assign bargaining unit members to teach other courses within the same discipline or in other disciplines for which they are qualified to teach. The College also reserves the right to require bargaining unit members to work at any campus/site or in any modality based on institutional need.
2. The College reserves the right to transfer Faculty at any time to other teaching positions (between disciplines if credentialed, credit/clock hour, campuses/sites, etc.) based on institutional need. The College will notify impacted Faculty and respective Dean(s)/Director(s) a minimum of thirty (30) days prior to transfer.
3. Faculty may only make a request for transfer to available positions. Once position openings are finalized, the appropriate Vice President/Associate or Assistant Vice President will post full-time Faculty openings for review. Faculty desiring to transfer to another division must notify their current Dean/Director and Vice President/Associate or Assistant Vice President and apply for the position online in the College's online application system within three (3) work days from the posting in order to request preference for transfer. Thereafter, the Faculty member must apply using the normal application process for any available positions for which they are qualified.
 - A. Faculty may request a transfer to another academic division if they are qualified and meet the following criteria:
 - i. Have been employed at the College for five (5) years and have achieved continuing contract status.
 - ii. Have satisfactory performance including student success, retention, and completion rates.
 - iii. Have satisfactory performance teaching in the discipline they are requesting to transfer.
 - iv. Have received approval from the current Dean/Director.
 - B. The Faculty member will be vetted by the Faculty Hiring Committee (which includes review of past evaluations by the Dean/Director, and other relevant information) and may include an interview and teaching demonstration by the incoming department. A final recommendation will be made by the Faculty Hiring Committee to the appropriate Vice President/Associate or Assistant Vice President who will consider all information prior to making a final decision.
4. Faculty may also request an extra teaching assignment in another discipline for which they are academically qualified and officially credentialed or at another campus/site for which there is need. Any such request must be made to the Deans/Directors of both the home department and the secondary department during the schedule drafting process. Faculty must have satisfactory performance in their current teaching assignment, as well as acceptable student success, retention, and completion rates. The Dean/Director will make the decision and placement of the Faculty member based on student and division needs. All assignments are subject to approval of the appropriate Vice President/Associate or Assistant Vice President(s).

ARTICLE 17

THE TEACHING AND SERVICE ENVIRONMENT

1. Office Assignments

The College shall provide one lockable office space to every full-time Faculty member, subject to facilities management needs and appropriate funding. Each Faculty office shall have a computer with Internet access, a desk, a file cabinet/file drawer, a bookcase, a desk chair, and a student chair. Offices shall be located near the Faculty member's classes whenever possible. Faculty members will have access to their offices and bathroom facilities during normal operating hours on days of normal campus operations, subject to planned and responsive facility projects. If office or bathroom facility access is needed after normal operating hours, the Faculty member will be granted access within a reasonable time by contacting the appropriate campus security office and upon verification of Faculty identification.

- A. The Administration shall provide at least one phone for each full-time Faculty member's office. Should the College adopt a Voice over Internet phone system (VoIP), in lieu of a traditional telephone, the Administration will provide the appropriate digital hardware or program for each full-time Faculty member. The use of phones by the Faculty member shall be in accordance with administrative rules and procedures.
- B. Each Faculty member will be provided a mailbox at his/her assigned campus and will have access to his/her mail through mail service personnel and/or a keyed box during reasonable operating hours of the College.
- C. The College will provide a College email account and access to each Faculty member. At a minimum, email access shall be provided in the Faculty member's office and via the Internet and Canvas (or appropriate learning management system) from off campus.

2. Campus Assignment

The location of the Faculty member's assigned office will be designated as the Faculty member's home campus. Faculty who teach on more than one campus may work from the adjunct offices, library, academic support centers, or available classrooms when teaching on campuses other than their home campus. Faculty will not be assigned to more than one campus on the same workday as part of the base teaching load. Exceptions may be necessary according to program needs. Faculty will not be paid mileage for travel to other campuses when the teaching is not part of the base teaching load.

3. Assault, Battery, Threats, and Safety

The College and the Union join in deploring any form of conduct within the College environment that involves a danger or threat of bodily harm to any person, and express their willingness and mutual desire during the term of this Agreement to seek and implement ways and means of preventing or addressing such conduct. Any work-connected instance of assault (physical or verbal), battery, or threat of bodily harm upon a Faculty member shall be reported to the College Safety and Security Department immediately. Student violations of the Student Code of Conduct, including classroom disruptions, will be investigated and acted upon in accordance with Student Code of Conduct.

4. **Class Disruption**

A Faculty member may dismiss a student from a particular meeting of a particular class if the student is so disrupting the class as to make it impossible for the Faculty member to serve the remaining members of the class effectively. The Faculty member shall, as soon as practicable following the end of the class meeting in which the action was taken, report the matter to their immediate supervisor and Security if appropriate. The Faculty member shall also report the matter to the Office of Student Affairs, who shall act upon the complaint and report the result of the investigation to the Faculty member as soon as possible. Student violations of the Student Code of Conduct, including classroom disruptions, will be investigated, and acted upon in accordance with Student Code of Conduct.

5. **Service Area Disruption**

A Librarian or a Senior Academic Advisor may remove a student from a service area if the student is so disrupting as to make it impossible for the Librarian or Senior Academic Advisor to provide services to others effectively. The Librarian or Senior Academic Advisor shall, as soon as practicable following the moment in which the action was taken, report the matter to their immediate supervisor and Security if appropriate. The Librarian or Senior Academic Advisor shall also report the matter to the Office of Student Affairs, who shall act upon the complaint and report the result of the investigation to the Librarian or Senior Academic Advisor member as soon as possible. Student violations of the Student Code of Conduct or The Department of Learning Resources Code of Patron Behavior will be investigated and acted upon in accordance with the Student Code of Conduct.

6. **Disruptions or student behaviors that fall under Title IX violations** (discriminatory acts based on sex, sexual orientation, or gender identity) must be reported immediately to the College's Title IX Coordinator/Equity Officer.

ARTICLE 18

CONFLICT OF INTEREST AND OUTSIDE EMPLOYMENT

Faculty shall not engage in any activity, business or otherwise, that conflicts with the proper discharge of his or her duties on behalf of the College.

1. Family Members as Students

In order to protect both Faculty members and students from real or apparent conflicts of interest, students will avoid enrolling in classes taught by their spouse, domestic partner, parent, or immediate family member. However, in small departments or specialized programs or courses, this avoidance may not always be possible. In any case, in which a Faculty member plans to teach a class in which a related person is enrolled, the Faculty member shall seek approval from the appropriate Vice President/Associate or Assistant Vice President prior to the class start date.

- A. Should the Vice President/Associate or Assistant Vice President agree that alternatives have been exhausted and an exception is warranted, another member of the department shall be asked to oversee evaluation of the student. The purpose of this oversight is to protect both the Faculty member and student from the appearance of bias and to maintain the integrity of the academic experience. Such oversight shall include reviewing the work of the student being evaluated and comparable work by one or more other students in the class.
- B. Faculty members are not to serve as the main academic adviser to a student who is a spouse, domestic partner, parent, or other related person. Likewise, Faculty members are not to work one-on-one with related students (for example, in situations such as an honors thesis, independent study, practicum, mentoring, or an internship). Any exceptions to this policy must similarly be requested of the appropriate Vice President/Associate or Assistant Vice President in advance.

2. Nepotism

Relatives, partners, those in a dating relationship, or members of the same household are not permitted to work in the same department or be in positions that have a reporting responsibility to each other. Adjunct instructors and other part-time employees who are not evaluated or directly supervised by a relative or household member are exempt from this procedure.

- A. Employees of the College may not supervise, nor recommend the appointment, employment, promotion, or advancement of any relatives, partners, those in a dating relationship or members of the same household in or to a position at the College over which the employee exercises control.
- B. A relative is defined as a spouse, parent, child, brother, sister, aunt, uncle, first cousin, nephew, niece, or grandparent; and including any step, half, or in-law relative.
- C. An employment circumstance that is already in existence as of the first revision date of this procedure may continue as an exception to this procedure.
- D. Individuals are expected to disclose relationships that fall within this policy to Human Resources. Disclosure should be made by persons involved in such relationships but may be made by others who are aware of such a relationship. Any doubt or question as to whether

an individual who will be the subject of an employment decision could be considered a relative or closely related person within the meaning of this Policy should be resolved by disclosing the relationship to Human Resources prior to making the employment decision.

- E. If employees begin a dating relation or become relatives, partners or members of the same household, those employees are required to inform Human Resources of the relationship. The employees will have thirty (30) days to resolve the situation on their own. After thirty (30) days, if the employees have not yet resolved the situation on their own, the employees' supervisors will work with Human Resources (HR) to determine the most appropriate action for the specific situation. This may include transfer, establishing an alternative reporting responsibility or, if necessary, termination of one of the employees.
- F. The President, in writing, must approve any exceptions to this procedure. Such approval will be recorded and retained in the Human Resources Department.

3. **Outside Employment**

Faculty may engage in outside employment or self-employment as long as it does not:

- A. Result in any conflict of interest between the outside employment activity and the College;
- B. Inhibit the Faculty member's performance of duties and responsibilities at the College;
- C. Interfere with announced departmental and College meetings. Faculty are expected to attend all announced departmental and College meetings. Outside employment conflicts are not a reason to be excused; and,
- D. Interfere with scheduled courses, instructional and office hours, or College service responsibilities.

Requests for outside employment must be submitted to the appropriate Vice President/Associate or Assistant Vice President prior to employment for approval/disapproval. The decision of the appropriate Vice President/Associate or Assistant Vice President shall be final.

ARTICLE 19

EVALUATION OF BARGAINING UNIT MEMBERS

1. Purpose of Evaluation

The assessment and evaluation of bargaining unit employees will be conducted utilizing a variety of criteria relating to professional competence and commitment of the Faculty member to the College. The purposes of evaluation are to:

- A. Promote the highest quality instruction (teaching and learning);
- B. Encourage the highest quality performance by Faculty;
- C. Encourage professional growth and development of Faculty;
- D. Review the effectiveness of instruction and service to students and use the results to continuously improve instruction and service to students;
- E. Evaluate Faculty job performance;
- F. Promote communication and provide feedback about job performance; and,
- G. Establish performance goals and expectations.

2. Faculty, Librarians, and Senior Academic Advisors on Annual Contract

Faculty on annual contract will be formally evaluated by the immediate Dean/Director or other administrator each year prior to recommendation for annual contract renewal. Annual contract Faculty shall be made aware of the time and day during which such evaluations will occur.

3. Faculty, Librarians, and Senior Academic Advisors on Continuing Contract

Individuals on Continuing Contract shall have a tri-annual performance evaluation. Every three (3) years as part of the performance evaluation process, they shall submit a post-award self assessment that shall be reviewed by the supervising Dean/Director and be discussed with the individual as part of the classroom observation process. The purpose of the post-award self assessment is to demonstrate continued achievement of the standards set for the initial award of Continuing Contract and to demonstrate continual growth and development in the Faculty member's discipline area. These periodic reviews of Continuing Contract Faculty shall use the same criteria established for the initial award of Continuing Contract as explained in Article 11.

4. Faculty, Librarians, and Senior Academic Advisors Evaluation Processes

- A. The instructional Faculty Evaluation shall include the Faculty member's: self-evaluation, classroom observation(s); and, Dean/Director's evaluation/narrative which will include, at a minimum, grade distributions, student course success rates, and student evaluations of instruction.
 - i. Self-evaluations will be a substantive element of the review process. Faculty are asked to evaluate their professional performance using the criteria set forth in Article 11. (Arts & Sciences, FloArts, and Teacher Education Full-Time Faculty Self-Evaluation – Appendix F; Workforce Development Faculty Self-Evaluation Form – Appendix G; Adult Education Full-Time Faculty Self-Evaluation – Appendix H)

- ii. A formal evaluation is required each year for annual contract instructional Faculty, while tri-annual evaluation is required for instructional Faculty on Continuing Contract. Classroom, laboratory, clinical and/or online observations by the Dean/Director and/or other administration shall be part of the evaluation process. These observations shall occur when the Faculty member is performing regular duties and shall be a minimum of thirty (30) minutes. The Dean/Director shall work with the Faculty member to set the time and date of the observation associated with the evaluation process and will provide the Faculty member with at least one week's notice. Observations may also be made at other times of the academic year and outside of the evaluation process when determined necessary by the Dean/Director and/or other administrator. (Arts & Sciences, FloArts, Teacher Education Instructor Evaluation - Appendix I; Workforce Development Faculty Evaluation Form – Appendix J; Adult Education Instructor Evaluation – Appendix K; Workforce Instructors Evaluation for Collateral Duties – Appendix L)
 - iii. Results of the observation shall be written in the evaluation and provided to the Faculty member.
 - iv. Each instructional Faculty member shall be evaluated each primary semester by his/her students, and the results will be discussed with the Faculty member by the Faculty member's Dean/Director. The summary of these results will be made available to the Faculty member in a timely manner in the Learning Management System.
 - v. The Dean/Director/other administrator shall evaluate each Faculty member per the guidelines, quantitative measures, and factors stated in Article 11. The Dean/Director shall provide a summative for each Faculty member evaluated based on these criteria. The Dean/Director/other administrator shall also provide an overall evaluation of "satisfactory" or "needs improvement."
- B. The Librarian Evaluation shall include: (a) self-evaluation; (b) observation of classroom instruction(s); (c) student feedback; and, (d) Dean/Director's evaluation and narrative.
- i. Self-evaluations will be a substantive element of the review process. Faculty are asked to evaluate their professional performance using the criteria set forth in Article 11. (Librarian Self-Evaluation – Appendix M)
 - ii. A formal evaluation is required each year for annual contract Librarians, while tri-annual evaluation is required for Librarians on Continuing Contract. Observation of classroom instruction by the Dean/Director and/or other administration shall be part of the evaluation process. These observations shall occur when the Faculty member is performing regular duties and shall be a minimum of thirty (30) minutes. The Dean/Director shall work with the Faculty member to set the time and date of the classroom observation associated with the evaluation process and will provide the Faculty member with at least one week's notice. Observation of instruction may also be made at other times of the academic year and outside of the evaluation process when determined necessary by the Dean/Director and/or other administrator. (Appendix N - Librarian Evaluation)
 - iii. Results of the observation shall be written in the evaluation and provided to the Faculty member.
 - iv. The Dean/Director/other administrator shall evaluate each Faculty member per the guidelines, quantitative measures, and factors stated in Article 11. The Dean/Director shall provide a summative for each Faculty member evaluated based on these criteria.

The Dean/Director/other administrator shall also provide an overall evaluation of “satisfactory” or “needs improvement.”

- C. The Senior Academic Advisor Evaluation shall include: (a) self-evaluation; (b) student feedback; (c) Dean/Director’s evaluation and narrative.
- i. Self-evaluations will be a substantive element of the review process. Senior Academic Advisors are asked to evaluate his/her professional performance related to the Senior Academic Advisor competencies.
 - ii. Student feedback will be collected throughout the year and each Senior Academic Advisor will receive the individual student responses.
 - iii. A formal evaluation is required each year for annual contract Senior Academic Advisors, while tri-annual evaluation is required for Senior Academic Advisor on Continuing Contract. (Senior Academic Advisor Self-Evaluation – Appendix O; Senior Academic Advisor Evaluation – Appendix P)
 - iv. The Dean/Director/other administrator shall evaluate each Senior Academic Advisor per the guidelines in the Senior Academic Advisor Performance Review Form. The Dean/Director shall provide a summative for each Senior Academic Advisor evaluated based on these criteria. The Dean/Director/other administrator shall also provide an overall evaluation of performance level “Satisfactory” or “Needs Improvement.”

5. **Final Performance Evaluation**

The process shall be as follows:

- A. The Dean/Director/other administrator will hold an evaluation conference with the Faculty member to discuss the completed evaluation including identification of deficiencies and suggestions for improvement.
- B. The Faculty member shall sign his/her evaluation acknowledging that he/she has had the opportunity to discuss the evaluation with the evaluator and to respond to the materials presented and any appended comments. The Faculty member’s signature does not indicate agreement with the content in the evaluation or acceptance of its conclusions.
- C. The evaluation will then be submitted to the supervisor(s) for review and signature.
- D. The evaluation will be forwarded to Human Resources who will provide the Faculty member a copy upon request.

6. **Performance Improvement Plans**

The Dean/Director/other administrator shall assist the Faculty member in correcting any performance deficiencies reflected in the Faculty member’s evaluation, and/or by prescribing a Performance Improvement Plan (PIP) if deficiencies are noted for overall performance. A Faculty member on Continuing Contract whose annual review indicates any area of concern related to Faculty responsibilities or evaluation criteria shall work with the Dean/Director/Administrator to develop a PIP to address that concern in the following year. The PIP shall be developed and written by the Dean/Director/other administrator and approved by the appropriate Vice President/Associate or Assistant Vice President. It shall include specific performance objectives and timelines designed to assist the Faculty in meeting the stated expectations. If the next annual review indicates the objectives have not been addressed, a post-award evaluation will be required. This evaluation will be in addition to the regularly scheduled three (3) year

post-award evaluation. Additionally, the supervisor may require a post-award evaluation if intermittent concerns occur between three (3) year post award evaluations.

7. **Inaccurate Information in the Evaluation**

Any inaccurate information in the evaluation will be reviewed by the Vice President/Associate or Assistant Vice President upon written request of the Faculty member. Such information will be removed if it is determined to be inaccurate by the Vice President/Associate or Assistant Vice President.

8. **Faculty Qualified to Teach in More than One Department**

Faculty may be qualified to teach in more than one (1) department in the College. When more than one (1) department is involved, the Faculty member will be assigned to one (1) department as the “home” department and that Dean/Director will assume responsibility for the evaluation/assessment of the Faculty member. The secondary supervisor will provide input to the “home” department Dean/Director. Faculty who teach in any secondary departments as “overload” may be evaluated independently by both Departments.

9. **Evaluation of Supplemental Assignments**

Evaluation of duties for supplemental assignments is conducted annually outside of the faculty evaluation cycle. Evaluation tools are provided in Appendices L, Q, S and Y.

10. **Grievance of Evaluations**

The Faculty member may file a grievance alleging contract violations over the evaluation process, but may not file a grievance about the rating or content of the evaluation, with the exception of an inaccurate statement which may be grieved if not removed by the appropriate Vice President/Associate or Assistant Vice President. Any such grievance shall be filed at Step 1 of the grievance procedure within twenty (20) calendar days of receipt of the evaluation from the Dean/Director/other Administrator.

ARTICLE 20

WAGES – Revised for FY 2025-2026

1. **Contract Period**

Faculty may be granted a nine-, ten-, or twelve-month contract in accordance with Article 12, Work Responsibilities.

2. **Starting Salary**

A Faculty member's starting salary shall be based upon academic and professional qualifications predicated upon earned Doctorate, Masters, or Bachelor's Degrees from an accredited institution.

A. **The starting salaries for Faculty on a nine (9)-month contract are as follow:**

<u>Academic Credentials</u>	<u>Starting Salary – Nine (9) Month</u>
Doctorate	\$ 47,895
Masters with a total of 60 or more graduate hours	\$ 46,781
Masters	\$ 45,667
Bachelors or Associate Degree and Program Specific Credentials	\$ 43,440

B. **The starting salaries for Faculty on a ten (10)-month contract are as follow:**

<u>Academic Credentials</u>	<u>Starting Salary – Ten (10) Month</u>
Doctorate	\$ 53,229
Masters with a total of 60 or more graduate hours	\$ 51,998
Masters	\$ 50,765
Bachelors or Associate Degree and Program Specific Credentials	\$ 48,302

C. **The starting salaries for Faculty on a twelve (12)-month contract are as follow:**

<u>Academic Credentials</u>	<u>Starting Salary – Twelve (12) Month</u>
Doctorate	\$ 63,939
Masters with a total of 60 or more graduate hours	\$ 62,386
Masters	\$ 60,833
Bachelors or Associate Degree and Program Specific Credentials	\$ 57,941

Additional consideration may be necessary for positions that are determined "hard-to-fill" due to market conditions, in cases where specialized credentials or experience are required, or other reasons.

3. **Salary Adjustments**

A. A salary increase of four percent (4%) will be added to each bargaining unit member's base pay beginning with the September 2025 pay period as long as they were employed in a bargaining unit position on or before July 1, 2025. Bargaining unit members hired after July 1, 2025 will be paid at the new starting salaries in 2., A., B., and C. effective September 1, 2025.

- B. Beginning with the bargaining unit member's FY 2025-2026 contract, a salary increase of six hundred dollars (\$600) across-the-board will be added to the base salary of each bargaining unit member employed in an eligible position as of January 6, 2025.
- C. Regardless of continuing contract status, once a full-time bargaining unit member reaches fifteen (15) years of service at SJR State, he/she will receive a one-time one thousand five hundred dollars (\$1,500.00) increase to their base salary effective with the next contract year.

4. **Salary Adjustments for Supplemental Assignments**

College needs may necessitate that supplemental assignments be created. Supplemental assignments are beyond the Faculty member's regular position. When deemed necessary by the College and approved by the Chief Academic Officer or designee and in accordance with Article 12, Work Responsibilities, Faculty may receive supplemental assignments.

A salary supplement is a payment that temporarily augments the Faculty member's base salary in exchange for undertaking the work of a supplemental assignment. When the special assignment ends, the salary supplement ends.

Payroll periods for supplemental pay shall correspond to regular pay dates during the period the supplemental work is performed.

Supplemental pay assignments may be continued, revised, added, or deleted as work duties specified by these assignments are relevant to institutional needs.

Supplemental Assignments contracted at St. Johns River State College include but are not limited to:

A. **Extra Teaching Assignments**

If eligible for an additional credit course teaching assignment pursuant to Article 12, Work Responsibilities, bargaining unit employees shall be compensated at the rate of seven hundred dollars (\$700) per contact hour as defined in the College Catalog regardless of academic credential level.

CTE, Clinicals, Continuing Education, Florida School of the Arts Applied Instruction, and Adult Education extra teaching assignments will be paid at the appropriate hourly rate up to one hundred seventy-five dollars (\$175) per hour based on market conditions and tuition generated, as recommended by the appropriate Vice President/Associate or Assistant Vice President.

B. **Overload Contract for Librarians**

Full-time Librarians may request an overload in the capacity of an adjunct librarian. Overloads are not guaranteed and shall be granted based on need and at the discretion of the Dean of Learning Resources and Chief Academic Officer. Librarians working overloads in an adjunct librarian capacity will be paid twenty-six dollars (\$26.00) per hour.

C. **Curriculum Coordinator**

Curriculum Coordinators receive tiered compensation based on the size and scope of their curricular area. Curriculum Coordinators in Tier 1 receive an annual stipend of four thousand dollars (\$4,000) and take a three (3) hour load reduction fall, spring, and summer terms. Curriculum Coordinators in Tier 2 receive an annual stipend of \$4,500 and no course

load reduction. Those in Tier 3 receive an annual stipend of three thousand dollars (\$3,000) and no course load reduction.

Following is the compensation plan for the Curriculum Coordinators:

Tier 1: \$4,000 annual stipend + 3-hour reduction Fall/Spring/Summer	Tier 2: \$4,500 annual stipend (No course load reduction)	Tier 3: \$3,000 annual stipend (No course load reduction)
Biological Science	Foreign Language	Criminal Justice Advanced & Specialized Training
English	Humanities	Criminal Justice Day Basic Law Enforcement
Florida School of the Arts	Physical Sciences	Criminal Justice Evening Basic Law Enforcement
Mathematics	Student Life Skills	Criminal Justice High Liability Training
Social Science	Teacher Education	Nursing - PSAV
	Business/Organizational Management	Nursing – ASN
	Criminal Justice Credit Programs	Nursing - LPN
	Engineering Technology	
	Computer	
	Biological Sciences - BS	
	Social and Human Services	

The College retains the right to add or remove additional curricular areas to the Curriculum Coordinator structure as needed.

D. Faculty Program Directors

In addition to the work of Curriculum Coordinator described above, Faculty Program Directors are responsible for maintaining programmatic licensing and accreditation. Faculty serving as Program Directors are on 12-month contracts and receive an annual stipend of two thousand dollars (\$2,000) and take a three (3) hour load reduction (or receive three (3) additional hours of overload pay) fall, spring, and summer terms for their administrative programmatic responsibilities.

The following bargaining unit members serve as Faculty Program Directors:

- EMS Director
- Health Information Technology Director
- Medical Assisting Director
- Radiologic Technology Director
- Respiratory Care Director

The College retains the right to add additional or remove existing curricular areas to the Faculty Program Director structure as needed in response to program expansion and/or contraction.

E. **Florida School of the Arts Performance Faculty Stipend**

Florida School of the Arts Acting, Dance, Musical Theatre, and Technical Theatre Faculty will each receive an annual stipend of three thousand dollars (\$3,000) for their additional duties related to the directing and management of student theatrical productions. The stipend will be paid evenly over the Faculty member's contract year.

F. **Campus Library Manager**

Campus Library Managers shall receive a two thousand dollar (\$2,000) stipend annually. The stipend will be paid evenly over the Faculty member's contract year.

G. **Teacher Education Baccalaureate Coordinator**

The Teacher Education Baccalaureate Coordinator receives up to a three thousand dollar (\$3,000) stipend or load reduction annually.

H. **Assistant Director Advising Manager**

Advisors serving as the Office Manager may receive an annual stipend up to three thousand dollar (\$3,000) for additional administrative duties at their respective campus. The stipend as approved by the Vice President for Academic and Student Affairs is limited to one Advisor at each campus and will be paid evenly over the Faculty member's contract year.

I. **Florida Online Course Design Quality Designations Project**

As a result of Florida's Statewide Online Course Quality Initiative, starting in 2019, the Florida College System's and the State University System's online courses have been tagged with a quality designation. Statewide, the implementation of Florida Online Course Design Quality Reviews resulted in a "Not Rated," "Quality," or "High-Quality" course designation in the Florida Shines Course Catalog. To encourage Faculty to seek "Quality" or "High-Quality" designation for online courses taught at SJR State, the Florida Online Course Design Quality Designations Project provides stipends for Faculty who successfully complete the review process and for Faculty who serve as subject experts on the SJR State Course Quality Review Team. Faculty whose course receives a "Quality" or "High-Quality" designation shall receive a one-time \$500 stipend for their first course approved for a designation and will receive a one-time \$250 stipend for each additional course approved for a designation thereafter. Faculty serving as subject experts will receive a \$100 stipend at the conclusion of each course review.

Faculty who successfully complete the Distance Learning Academy and APPQMR training may seek "Quality" or "High-Quality" Florida Online Course Design Quality Designation by submitting the requisite review request form (Appendix X). The SJR State Online Course Foundations Checklist (Appendix E) establishes both the minimum expectations that must be completed prior to teaching an online course at SJR State and the criteria for receiving "Quality" and "High-Quality" Florida Online Course Design Quality Designations in Florida Shines. Courses submitted for review shall be evaluated using Quality Matters standards and evaluative criteria. Alignment with the criteria will be determined using evidence standards as published by Quality Matters in the Higher Education Rubric Workbook. Faculty seeking Florida Online Course Design Quality Designation will be provided a copy of the Workbook as will members of the SJR State Course Quality Designation Review Team.

The SJR State Course Quality Designation Review Team will include the Dean/Director of the department or program, instructional designers, and one or more Faculty peer reviewers

who will serve as subject experts. All members of the Review Team shall have successfully completed Applying the Quality Matters Rubric (APPQMR) and QM's Peer Reviewer Course (PRC) or SJR State Online Course Design Quality Peer Reviewer Training prior to serving on the Review Team.

Project Timeframe:

- Courses submitted for review must have been taught at SJR State for at least two semesters.
- The Review Team will have 12 weeks to conduct each course review. Upon completion, the Review Team will approve the course for "Quality" or "High-Quality" Florida Online Course Design Quality Designation or will recommend requisite changes needed for a course to reach said designation to the Faculty member.
- If changes are required, Faculty have 8 weeks to make the requisite changes and submit the course for further review. The Review Team will have 8 weeks to review the changes and determine if the course meets designation requirements. If no required changes are submitted by the Faculty, the review will be closed, and the Review Team disbanded.
- Per State requirements, Florida Online Course Design Quality Designations remain in Florida Shines for 5 years after the approval date; the designations are removed from Florida Shines after 5 years. Faculty may submit previously approved courses for renewal or improvement of the Florida Online Course Design Quality Designation following the same procedure used for the initial review. Faculty will receive a one-time \$250 stipend for each course that successfully undergoes the review process for designation renewal or quality level improvement.

J. Independent Study Assignments

Independent Study course sections may be offered to facilitate a student's academic progress in unique circumstances, and the College may request a Faculty member to direct an Independent Study. Faculty who agree to this assignment will be compensated at the overload rate equivalent to one credit hour as listed in Section 4A of this Article. An Independent Study section may contain more than one student. Faculty are not required to accept Independent Study assignments and these assignments do not count towards load.

K. Honors Cross-Listed Course Assignments

SJR State's Honors Program consists of both course sections reserved solely for honors students and cross-listed course sections that include a combination of honors and non-honors students. Honors course sections are offered based upon student demand. If sufficient enrollment does not exist for a dedicated honors section, the College may request a Faculty member to teach a cross-listed section of both honors and non-honors students. Faculty who agree to this assignment of cross-listed sections will be compensated one hundred fifty dollars (\$150) for each honors student. Faculty are not required to accept cross-listed honors course assignments and these assignments count only once towards load. Faculty do not receive additional compensation for course sections reserved solely for honors students.

L. Tutoring Stipends

During the fall and spring terms, the College will offer a stipend to full-time Faculty who are pre-approved to provide up to two hours per week of in-person tutoring in the on-campus tutoring centers to SJR State students in need of assistance in their area of expertise. Full-time Faculty from all disciplines are eligible to participate in this initiative.

Faculty who wish to be considered to participate in the initiative must submit a proposed schedule for approval to their Dean/Director and the Dean of Learning Resources no later than August 1 for fall and December 1 for spring. The two hours maximum per week of in-person tutoring in the assigned on-campus tutoring location must be scheduled at the same day/time each week and scheduled outside of the Faculty's contractual hours as reported on the Faculty Load Sheet.

Faculty whose proposed schedule is approved by their Dean/Director *and* whose hours align with the needs and budget of Learning Resources will be approved for participation in the initiative and compensated at a rate of twenty-five dollars (\$25) per hour, up to two hours/week, up to a total of seven hundred fifty (\$750) for a 15-week fall or spring semester. While tutoring, Faculty will work under the supervision of the Learning Resources department and document their hours worked utilizing the process as approved by the College's Human Resources Department. Once the appropriate paperwork and approvals are completed, the stipend will be paid in one lump sum after the conclusion of the term.

M. Faculty Club Sponsor Stipends

Faculty selected to serve as a student club sponsor may be eligible to receive a stipend. Faculty serving as club sponsors will be responsible for attending club meetings/events, submitting appropriate documentation and other paperwork, and completing other relevant tasks. The annual stipend for faculty club sponsors will vary between two hundred fifty dollars (\$250) and eight hundred dollars (\$800), and it will be based upon the number of students in the club, the number of events/activities each semester, travel requirements, and other variables. The annual stipend will be paid in two installments, at the end of the fall and spring semesters. The selection of faculty to serve as club sponsors will be a collaboration between the faculty member's Dean/Director and the Office of Student Affairs.

Following is the compensation plan for Faculty Club Sponsors:

Major Club Sponsor

A major club sponsor is working with students after school several days a week, sometimes in the evening and sometimes on weekends. The established club is a pivotal part of the school's activity program.

\$800.00/year*

Examples: SGA, PTK, Rotaract, Delta Psi Omega, Student Nurses Association

Academic/Service Club Sponsor

An academic/service club sponsor is working with students after school more than one day a week, sometimes in the evening and sometimes on weekends. An academic club is an outgrowth of the academic program. These clubs stem from a desire of both teacher and students to explore issues and concepts in greater depth or in a different framework than the classroom. Service clubs are designed to provide opportunities for students to be of service to their school or to their community.

\$500/year*

Examples: Club Espanol De San Agustin, Health Information Technology Club, Psychology Club, Radiology Club, Respiratory Club, La Vida De Arte, Business Club

Special Interest Club Advisor

A special interest club sponsor is working with students typically one day a week, rarely in the evening and almost never on weekends. A special interest club is one

that is usually generated by student interest. Students identify a need for an organization and approach the principal and a prospective sponsor to ask for permission to start a new club.

\$250.00 max/year*

Examples: Gaming Club, International Club, Ping Pong Club, Bass Fishing Club, Fellowship of Christian Athletes, Film Club, Gamers' Guild, Nature Club, Students Focused on Christ, Table Tennis Club

*Stipend to be split between the fall and spring terms.

The College retains the right to add additional or remove existing student clubs to the Faculty Club Sponsor Stipend structure as needed in response to student club membership, activities, and other variables. The Club Sponsor Reimbursement Form is included as Appendix W.

5. **Additional Educational Degree Attainment**

Faculty who complete an additional educational degree will be eligible for an increase in base salary at the beginning of the Faculty member's next contract in the next fiscal year after the degree is earned and appropriate documentation is submitted by the Faculty member. The increase will be consistent with the difference in educational levels as shown in the Salary Schedule.

To be eligible, Faculty must receive a "satisfactory" rating on their most recent evaluation, and the additional educational attainment must be from a Council for Higher Education Accreditation (CHEA) recognized college or university in the assigned teaching field or a closely related field, subject to prior approval at department level and by the Chief Academic Officer.

Official transcripts must be furnished to the Human Resources Office by April 1. An increase commensurate to the difference between the academic credential levels will be added to the base salary upon verification and at the beginning of the fiscal year after earning the degree. It is the employee's responsibility to obtain and submit the official transcript to Human Resources. Such pay increases will not be retroactive.

6. **Certifications and Graduate Course Attainment**

The College may pay for certain professional licenses, certifications, or additional graduate course(s) beyond a Faculty member's existing professional degrees when earning a professional license or certification is directly related to, required for, or specifically recognized in a Faculty member's teaching area or field of expertise, subject to prior approval at the department level and by the Chief Academic Officer.

- A. To be eligible for this benefit, the Faculty member must agree in writing to remain employed by the College for one (1) academic year following completion of the professional license, certification, or additional graduate course(s). The Faculty member must also agree in writing that if he or she does not remain employed by the College for one (1) academic year following completion of the professional license, certification, or additional graduate course(s), that the Faculty member will repay the College for the incurred cost or allow the College to deduct the incurred cost from the Faculty member's final paycheck. This agreement between the Faculty member and the College must be finalized in advance of the Faculty's enrollment.

B. No pay raise is associated with the attainment of professional licenses or certifications or additional graduate hours above the Faculty member's existing graduate degree, except for additional educational degree attainment pursuant to section 4 of this Agreement.

7. **Supplemental Pay for Continuing Contract**

After successfully meeting all requirements for continuing contract, Faculty will receive an additional one thousand five hundred dollars (\$1,500) annually over twelve (12) months.

8. **Pay Dates**

All bargaining unit employees shall be paid on a monthly basis on the last College business day (Monday - Friday) of each month, unless otherwise established by the Chief Financial Officer. All bargaining unit employees will be paid 1/12 of their total academic year contract each month regardless of contract length (9-, 10-, or 12-month).

ARTICLE 21

BENEFITS AND LEAVE

1. State Group Insurance Benefits

The College is a participating member of the State Group Insurance Program (SGIP) through the Florida Department of Management Services (DMS). As such, College offerings for bargaining unit members are subject to continued offerings and availability of such insurance programs through DMS. The College offers a comprehensive insurance benefits package through the State Group Insurance Program as part of your benefit package.

Bargaining unit members will have access to health, dental, vision, life, and other supplemental insurance plans through the SGIP.

A. Health Insurance

Bargaining unit members may select one of the health plans offered through the SGIP. Bargaining unit members are responsible for paying a premium through payroll deductions beginning December 2024 for the January 2025 premium. The college will provide a \$50 per month supplement to offset the cost of the individual premium contribution to each bargaining unit member employed in an eligible position as of January 6, 2025. This supplement will be paid December 2024 through the remainder of the Bargaining unit member's FY 2024-2025 contract.

B. Life Insurance

The College shall provide life insurance in the amount of \$25,000 for all bargaining unit members.

C. Supplemental Insurance Plans

Supplemental life, dental, vision, accident, cancer, disability, hospitalization, and hospital intensive care insurance plans are available through the SGIP. Bargaining unit members are responsible for premiums associated with all supplemental insurance plans. Supplemental insurance plan offerings for bargaining unit members are subject to continued offering and availability of such plans through the SGIP.

The plans in this addendum are in effect starting January 1, 2025.

2. Additional Life Insurance

During the term of this Article, the College shall provide life insurance in the amount equal to one time the base salary, rounded up to the nearest thousand, for the annual contract salary amount or the annual salary for the continuing contract of the bargaining unit member up to a maximum coverage amount of \$300,000.

3. Educational Opportunities

A. Employee and Dependent Scholarship Program

Bargaining unit members in the bargaining unit may utilize up to six (6) credit hours for Fall Term and six (6) credit hours for Spring Term. A total award of twelve (12) credit hours per year may be shared between employee and dependent(s). Bargaining unit members (not dependents) can also receive a maximum of six (6) credit hours for Summer enrollment. For qualifying students enrolling in "clock hour" programs, the scholarship program will cover registration fees for up to 180 hours for Fall and/or Spring Terms and

up to 90 clock hours for Summer (equivalent to the credit hours covered, but NOT in addition to the credit hours). Dependent eligibility is defined in College Procedure 3.5. Only in-state tuition and registration fees will be covered. Laboratory and special course fees are not covered. Community and Continuing Workforce Education courses and Corporate Training classes are NOT eligible for this program. Only Bachelors programs specified on the scholarship application are eligible for consideration. Applicants who are on disciplinary or academic probation are not eligible for this scholarship program. Unused scholarship hours cannot be accumulated from term to term. Registration processes will be handled in the same manner as all other students based on earned hours.

Bargaining unit members must have been employed in a full-time status for at least six (6) months before being eligible for these scholarships. A bargaining unit member or dependent who demonstrates unsuccessful course attempts may be ineligible to continue receiving this scholarship. Third attempts at any one course are NOT covered.

B. Tuition Assistance Program

Undergraduate and graduate coursework taken by a full-time bargaining unit member at other accredited institutions of higher learning may be considered for reimbursement each fiscal year subject to budget availability. In order to be eligible, the SJR State Tuition Reimbursement Educational Plan form must be submitted to the applicable Vice President/Associate or Assistant Vice President by March 1 of each year. Bargaining unit members must have been employed for at least six (6) months before being eligible for tuition assistance and must be employed by the college in a full-time capacity at the time of reimbursement. Coursework must be in a discipline and from an institution as approved by the bargaining unit member's Vice President/Associate or Assistant Vice President. Once the bargaining unit member provides documentation of payment and successful completion of the course (grade C or better if a grade is assigned for the course) to the Business Office, reimbursement shall be made to the bargaining unit member. Coursework beyond the minimum required for the degree, textbooks, or laboratory fees cannot be reimbursed under this program.

4. Employee Assistance Program

The College shall provide an Employee Assistance Program (EAP). Notice of availability of the program, including an explanation of services offered, is provided by the Human Resources Department to all bargaining unit members upon hire. Additional information and EAP resources may be communicated from time to time through email delivery, face-to-face seminars, or campus mail.

5. Retirement Plans and Tax-Sheltered Annuities

Retirement plans include the Florida Retirement System ("FRS") Pension Plan and the FRS Investment Plan. Bargaining unit members also have the option to contribute on a voluntary basis to tax-sheltered annuity plans that are approved by the College.

6. Use of College Equipment and Facilities

Bargaining unit members are authorized to use college equipment and facilities as specified under SJR College Procedures 3.24 and 4.12. The use of College vehicles is available for College-related business only. Only bargaining unit members on the designated bargaining team may use a College vehicle or request mileage reimbursement when attending official bargaining meetings. Such use of college vehicles or mileage reimbursements must be

requested in advance and is subject to budgetary availability. Use of tobacco products or electronic cigarettes is prohibited in College vehicles, in College facilities and on College property.

7. **Parking**

Parking shall be provided free of charge to bargaining unit members on each campus and will be maintained in accordance with State Requirements for Educational Facilities (SREF). The College reserves the right to determine whether parking spaces on each campus are designated or not.

8. **Annual Leave**

Pursuant to Board Policy 5.09, bargaining unit members on less than twelve-month contracts do not receive annual leave. For bargaining unit members who earn annual leave, payment for unused annual leave upon separation from employment is set forth in Board Policy 5.09.

9. **Sick Leave**

Bargaining unit members are provided with sick leave, as set forth in Board Policy 5.12. Upon termination of employment, the bargaining unit member's final compensation will be adjusted in an amount necessary to ensure that sick leave taken with compensation shall not exceed the days of earned sick leave. Payment for unused sick leave upon retirement from employment is set forth in Board Policy 5.11. A sick leave pool is also available, as set forth in Board Policy 5.12 (A).

Bargaining unit members who are sick and/or are unable to fulfill their duties as listed on their Faculty Load Sheet (e.g., teach class, hold office hours, complete professional development/college service activities) must notify their supervisor and department office as soon as possible by phone and email. In addition, bargaining unit members should email their students and post an announcement in the College's Learning Management System. Upon return to work, bargaining unit members must submit a leave request to their supervisor or department office.

10. **Leave Payouts upon Termination**

For leave payouts upon termination, the official last date of employment may not be on a College-paid holiday unless the employee is retiring from the College and gives at least a 30-day notice.

11. **Personal Leave**

Four (4) days (thirty-two (32) hours) deducted from sick leave may be allowed for personal reasons each fiscal year (July 1 – June 30). Such leave shall be charged only to accrued sick leave and must be approved by the appropriate supervisor. Restrictions regarding converting sick leave to personal leave are set forth in SJR College Procedure 3.1.5.8.3. Personal leave without pay in excess of five (5) days (forty (40) hours) requires Board approval.

For instructional personnel, such leave for personal reasons not covered by Family Medical Leave Act shall have the following conditions (except when approved by the appropriate Vice President/Associate or Assistant Vice President):

- a. No more than two (2) days (sixteen (16) hours) of leave may be taken in Fall or Spring Term.
- b. No more than one (1) day (nine (9) hours) may be taken in any Summer Term.

- c. Evening classes that are part of the base contractual load and are within the requirements outlined in a. and b. are permitted.

12. Deductions from Accrued Leave

For each full day of absence, the number of hours deducted from a bargaining unit member's accrued leave shall equal the entire eight-hour day (nine during the summer four-day work week). If the bargaining unit member worked part of a day, the leave deducted will be the difference between eight (or nine) hours and the hours actually worked that day.

13. Overloads and Leave

Since overloads are not included in the bargaining unit member's employment contract, and leave accruals are based upon a standard eight (8) hour day, leave is only applicable for his/her base contractual load. Any instructional course hours for which an instructor receives an overload are not covered by sick leave, personal leave, or annual leave. Bargaining unit members who miss one of his/her overload courses while on leave will be docked pay for the overload course.

14. Professional Leave

Professional leave for bargaining unit members is set forth in Board Policy 5.42.

15. Unauthorized Leave of Absence

Bargaining unit members willfully absent from duty without leave, at the discretion of Administration, may forfeit compensation for the time of such absence and may be subject to discipline up to and including termination of employment. If a bargaining unit member granted leave fails to return to duty at the termination of the leave, his/her employment shall be subject to cancellation by the Board.

16. Administrative Leave

Administrative leave for bargaining unit members is set forth in Board Policy 5.43.

17. Military Leave

Military leave for bargaining unit members is set forth in Board Policy 5.34. The College will comply with all state and federal laws regarding military leave.

18. Family Medical Leave

Family Medical Leave for bargaining unit members is set forth in College Procedure 3.1.5.7.

ARTICLE 22

INTELLECTUAL PROPERTY

The College creates and supports an intellectual environment in which College employees are free to create and collaborate in the development of scholarly and creative works, educational materials, and other intellectual property. Such development activities increase professional knowledge, provide creative models for students, and bring recognition to the individuals and the College.

1. Materials Subject to Copyright and Patent

In general, the materials subject to copyright and patent shall be divided for discussion purposes into the following major categories:

- A. Books, study guides, television scripts, articles, lectures, artistic works, logos, graphic designs, musical arrangements and compositions, dramatic compositions, tests, and other relevant materials which are normally covered by copyright laws.
- B. Technological materials such as computer programs, multimedia, television related materials, digitally formatted materials, films released by major or independent studios, and other similar content, all of which are normally covered by copyright laws.
- C. Scientific products and discoveries, which are usually subject to patent as opposed to copyright laws.
- D. All materials covered by this Article shall be interpreted under one of the above categories.

2. Determination of Rights

To determine the disposition of rights to copyrightable materials and patents developed by Faculty, such rights shall be interpreted within the framework of the categories listed below:

A. Individual Effort

Right to copyrightable materials or patents that are generated as a result of individual initiative and not as a specific College assignment shall reside solely with the author or inventor.

B. College Assisted Individual Effort

When the College provides support of an individual effort resulting in copyrightable materials or patents by contributing Faculty time, facilities and/or other College resources, the College is entitled to certain rights and privileges as listed below.

- i. The College shall be granted a royalty-free license to make full use of all products and processes so developed pursuant to this section.
- ii. The College shall recover all costs, supported by detailed records on time and materials.
- iii. Generally, copyrights and patents shall be held in the name of the College Faculty member concerned, but agreements between the Faculty member and the College may create other rights and responsibilities, including joint ownership.

C. College Initiated and Supported Efforts

Ownership of copyrightable material or a patent relating to materials or processes identified above, developed as a result of specific assignment by the College or arising out of the duties for which the individual was specifically employed by the College, shall reside with the College.

D. Sponsor Supported Efforts

Faculty who produce copyrightable material or a patent under sponsor-supported projects shall be governed by the specific terms and conditions of the applicable sponsorship contract.

3. Royalty Income

Royalty income from copyrighted materials and patents shall be distributed as listed below:

A. Individual Effort

Income derived from materials and patents produced from the individual initiative of College Faculty, as defined above, shall accrue solely to the author or inventor.

B. College Assisted Individual Effort

Income derived from individual efforts that are complemented by College time, facilities and/or resources, as defined above, shall accrue solely to the author or inventor. However, repayment to the College must be made by the individual(s) concerned, as outlined above, which also outlines the other rights of the College in these cases. The above holds in all cases except those in which the individual(s) request, and the College agrees to permit the College's name to be used in connection with the product or process. In these cases, royalties shall be shared with the College receiving twenty-five (25%) percent and the individual(s) receiving seventy-five (75%) percent, unless a written agreement is executed and approved by all parties prior to the granting of the copyright or patent that specifies an alternative sharing of royalties.

C. College Initiated and Supported Efforts

When copyrighted material or a patent is generated by a specific College assignment or as a result of labors for which the individual was employed, for any matters covered under the above information, the College shall be the sole recipient of all income derived therefrom.

D. Sponsor Supported Efforts

Income derived from sponsor-supported efforts shall be disbursed in accordance with the specific terms of governing contractual or grant documents. Income derived from copyrighted materials or patents shall be disbursed in accordance with stated College policies when the contract or grant document is silent as to disbursement of royalties or times of value.

4. Dispute Resolution

Disputes between the author(s) of a work and the College are grievable in accordance with Article 8 Grievance Procedure; however, the parties encourage informal resolution and/or mediation when possible.

ARTICLE 23

STUDY ABROAD OR DOMESTIC TRAVEL COURSES AND FIELD TRIPS

1. All study abroad and domestic travel courses must be approved by the appropriate Dean/Director, Vice President/Associate or Assistant Vice President, and the College's District Board of Trustees. Faculty leaders and co-leaders must follow all policies and timelines in the St. Johns River State College Study Abroad Handbook (Appendix T).
2. Study abroad and domestic travel courses shall, as a rule, be held to the same enrollment requirements as other courses offered by the College. However, the College recognizes the multiple benefits that these courses offer students and therefore seeks to facilitate such opportunities. The appropriate Vice President/Associate or Assistant Vice President shall determine on a case-by-case basis when and if a course shall be offered and/or cancelled.
3. Study abroad and domestic travel courses may be taught as part of the Faculty member's regular teaching load or as an extra teaching assignment at the compensation rates established in the Article on Wages. Faculty expenses should be included in the student cost and shall be reimbursed only in accordance with College policy and if approved in advance by the appropriate Vice President/Associate or Assistant Vice President. No additional compensation or load reduction for leadership of study abroad and domestic travel courses will be granted to the Faculty member.
4. Class field trips must be planned so that absences from other classes will be minimized. Field trips must be approved by the appropriate Dean/Director and Vice President/Associate or Assistant Vice President. Faculty should submit a completed Instructional Field Trip form at least one week prior to the field trip (Appendix U). All students must complete the Student Activity Release Form prior to the field trip. (Appendix V)

ARTICLE 24

DISCIPLINE

Faculty shall be subject to discipline for cause according to the nature and severity of the offense, for conduct that violates reasonable standards of conduct which include, but are not limited to, the following:

1. Incompetence, negligence, or inefficiency in the performance of duty;
2. Conviction of a criminal offense or of a misdemeanor involving moral turpitude;
3. Violation or disobedience of any regulation, order, or directive;
4. Abusive conduct or language toward the students, public, supervisors or employees;
5. Insubordination or disrespect toward supervisors;
6. Violation of any of the College's Policies or Procedures, including Article 3, the Civility and Professional Behaviors policy;
7. Engaging in discrimination or harassment based upon any legally protected status;
8. Attempting to induce any officer or employee of the College to commit an act in violation of any of the College's Policies or Procedures;
9. Excessive absences, tardiness, or abuse of leave privileges;
10. Reporting for work under the influence or being at work under the influence of alcohol or illegal or controlled substances;
11. Being in possession of alcohol or illegal or un-prescribed controlled substances during working hours and/or the sale or use of same during working hours and/or on College property;
12. Careless or negligent use of College property;
13. Theft, misplacement, or misuse of equipment, material, property or money of the College, the public, or of other employees;
14. Falsification of official documents;
15. Failure to report for duty after a leave of absence has expired;
16. Unauthorized release of confidential information;
17. Violating safety rules or accepted safe practices;
18. With the singular exception of Criminal Justice Faculty who will comply with Criminal Justice Department policy, state statutes, and other applicable regulations in possessing and handling

weapons on College property, possession of weapons or firearms during working hours and/or on College property at any time; and,

19. Engaging in any other actions that are determined by the President or designee to be sufficient cause for disciplinary action.

A bargaining unit member shall have the right to consult with and be represented by a representative of his/her choice (including legal counsel) at any meeting he/she reasonably believes may result in or be used to establish grounds for discipline and throughout any formal disciplinary proceeding.

A bargaining unit member shall have the right to respond to any disciplinary action in writing and have that response attached to the report of discipline. If any material is found through mutual agreement, grievance process, or court proceeding to be inaccurate, that finding shall be documented in the official personnel file of the bargaining unit member.

Unless exigent circumstances exist, no reprimand or discipline shall be discussed with a Faculty member or representative in the presence of students or any other individuals not involved in the events giving rise to discipline.

A written or oral warning and written reprimand may be appealed in writing to the appropriate Vice President/Associate or Assistant Vice President whose decision is final. The employee may submit a written rebuttal to the College's final decision. Such rebuttal shall be part of the employee's personnel file. The appeal process for a suspension or dismissal is addressed in Article 8 Grievance and Arbitration Procedure.

ARTICLE 25

REDUCTION IN FORCE

A reduction in force may require the separation, involuntary demotion not as a result of discipline, or reassignment of employees covered by this bargaining unit. The decision to reduce the work force of employees covered by this bargaining unit cannot be grieved under Article 8, Grievance and Arbitration Procedure, but a Faculty member may file a grievance alleging a violation of the process provided below. The parties recognize both the Administration's right under F.S. 447.209 to initiate layoffs and UFF's right to negotiate the impact of such decisions.

Personnel who are to be laid off will be identified and notified as soon as possible. A minimum of thirty (30) days' notice shall be required.

1. Reduction in Force Criteria

The following criteria will be utilized in the event that it becomes necessary to reduce personnel:

- A. The needs of the College community;
- B. Employee performance as determined by existing evaluations*;
- C. Educational qualifications and/or expertise in assigned position(s);
- D. Relevant work experience;
- E. Accreditation standards of appropriate agencies such as, but not limited to, SACSCOC, American Bar Association, Accreditation Commission for Education in Nursing, and other appropriate as applicable; and,
- F. Employee's years at the College as a full-time Faculty member.

*Incorporated with the above criteria for reduction are the working definitions of the evaluative criteria as stated in the Florida Board of Education Rules.

The College will establish the layoff unit, including but not limited to department, program, campuses, disciplines, and sub-disciplines.

An individual whose position has been eliminated may be offered immediate placement into a vacancy for which the individual is qualified in another department or program, should such position vacancy exist. In the event such an offer of reemployment is not accepted, the employee shall receive no further consideration for reemployment pursuant to this Policy.

2. Employment Recall

- A. A recall list shall be valid for one (1) year.
- B. All persons on the recall list should regularly review the posted College position vacancy announcements. Should a vacancy occur at the College, the employee must apply to receive consideration.

- C. Any offer of reemployment pursuant to a reduction in force must be accepted within fifteen (15) days of the date of the offer. In the event such offer of reemployment is not accepted, the employee shall receive no further consideration for reemployment pursuant to the recall provisions set forth in this Policy.
- D. An employee who held a continuing/permanent status appointment on the date of termination by reason of layoff shall resume the continuing/permanent status appointment upon recall.
- E. The employee shall receive the same credit for years of service for purposes of layoff as held on the date of layoff.

ARTICLE 26

SEVERABILITY AND PROHIBITION AGAINST RE-OPENING OF NEGOTIATIONS

1. Should any provision of this Agreement, or any part thereof, be rendered or declared invalid by any decree of a court of competent jurisdiction, all other articles and sections of this Agreement shall remain in full force and effect for the duration of this Agreement. The parties agree to immediately meet and confer concerning any invalidated provision(s) and attempt to negotiate replacement provisions if appropriate.
2. This Agreement contains the entire agreement of the parties on all matters relative to wages, hours, terms, and conditions of employment as well as all other matters, which were or could have been negotiated prior to the execution of this Agreement. This Section does not prohibit the parties from entering into negotiations concerning the terms of a successor agreement, reopeners as agreed to or bargaining over the impact of management decisions that affect terms and conditions of employment.

ARTICLE 27

CONTRACT AVAILABILITY

The College shall make an electronic version of the Agreement available on the College website.

ARTICLE 28

DURATION

This Agreement shall become effective upon ratification by the Union and the College and shall remain in effect until June 30, 2026.

The College and UFF agree that Article 20 Wages will be reopened in spring 2024 and in spring 2025.

The College and UFF agree that Article 21 Benefits and Leave will be reopened in fall 2023, fall 2024, and fall 2025.

If a successor agreement is not ratified prior to the date upon which this agreement expires, the current Collective Bargaining Agreement (CBA) remains in effect until a new agreement is ratified or imposed.

UNITED FACULTY OF FLORIDA



Dawn Bergeron
President



Clay Moore
Chief Negotiator

ST. JOHN'S RIVER STATE COLLEGE



Joe H. Pickens, J.D.
President



Wendell Davis
Chairman, District Board of Trustees

Dated: _____

Dated: 7/10/23

APPENDICES TO: COLLECTIVE BARGAINING AGREEMENT

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



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		



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.

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.		
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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		



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.

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	



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.

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.



Adapted from the [Canvas Course Evaluation Checklist v2.0](#) (revised 8/2021) under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).

*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.



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: Choose Department

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



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



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	☐
Course prefix, number, and title	☐	timeline for grading and feedback	☐
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	☐
Student learning outcomes	☐	exam date and time	☐

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: _____ 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 – 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:

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: Choose Department

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

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

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. Adjunct Evaluations: Coordinate the adjunct and dual enrollment evaluation process in the department.
-

6. Textbook selection: 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

Appendix for Article 8
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. ____

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:



REVIEWED

Dean of Advising

Date

Chief Academic Officer

Date



Study Abroad Faculty Leader and Co-Leader --- Handbook

Revised: April 20, 2023

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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 your 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:

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

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

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

Vice President Name and Signature: _____/_____

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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, alteration 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 alteration 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) Phone number Signature of Participant, or Parent or Guardian if a Minor	Date E-mail address
6.	Name (Please Print) Phone number Signature of Participant, or Parent or Guardian if a Minor	Date E-mail address
7.	Name (Please Print) Phone number Signature of Participant, or Parent or Guardian if a Minor	Date E-mail address
8.	Name (Please Print) Phone number Signature of Participant, or Parent or Guardian if a Minor	Date E-mail address

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
(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 _____.
(Date beginning) (Date ending)

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 my 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 _____



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



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 _____



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: _____

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.