

Tentative Agreement Reached
11/20/2020 **ratification copy**

COLLECTIVE BARGAINING AGREEMENT

between the

St. Johns River State College

District Board of Trustees

and the

United Faculty of Florida

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 public service librarians and campus librarians), and senior academic advisors (including the assistant director of advising/senior academic advisor).

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, 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) (SJR/UFF) 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. The SJR/UFF shall provide a blanket indemnification, hold harmless agreement, and insurance naming the College as additional insured each academic year.

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
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.
 - vii. 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.

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) calendar 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 Vice President for Academic Affairs, Vice President for Workforce Development/ CTE, or Vice President for Student Affairs or his or her 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, or his/her designee may conduct a meeting with the grievant and the grievant's Union representative, if agreed upon by the parties. The Vice President or his/her 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, 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) calendar 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.

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 Vice Presidents for Academic Affairs, Workforce Development/CTE, and Student Affairs, in consultation with Human Resources, are the appropriate administrative authority in compliance with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) criteria and College policy and shall establish minimum criteria for Faculty, Librarian, and Senior Academic Advisor 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 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 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 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.

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, and College policy.
 - 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 Advisor 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 who will serve as Chair of the Committee.
 - ii. The Associate 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 for Assessment, Research and Technology or his or her designate.
 - 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 requesting consideration for Continuing Contract status. The 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 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 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 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.
 - 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.
 - v. First week of April: Continuing Contract Screening Committee and appropriate 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 Board Rule, SJR State 5.03.

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 15 or 16 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 employee 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 two or term three) 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 term 1 or Summer terms 2 and 3. Faculty on twelve (12) month contracts shall report to work as scheduled all days the College is open or take leave.

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 two or three 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).

- 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 Vice President of Workforce Development/CTE), 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 take leave, 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,

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 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 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 if alternative scheduling is advantageous to the program and students.

The components of instructional Faculty workload responsibilities vary by Division:

- **Credit and Adult Education Faculty**: Credit and Adult Education Faculty shall be scheduled to work forty (40) hours per week including: (a) instructional and office hours – twenty-five (25) to twenty-eight (28) hours per week; and (b) College service and professional development – 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.

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, a Faculty schedule detailing all instructional and office hours that will be maintained will be submitted the first week of each semester, and a log/narrative summarizing the Faculty's professional development and College service will be submitted annually, both to the appropriate Dean/Director.

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) 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 Vice President for Academic Affairs or the Vice President for Workforce Development/CTE 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.
- 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.
 - 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 for Academic Affairs and Vice President for Workforce Development/CTE 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 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 for Academic Affairs or Vice President for Workforce Development/CTE 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 Vice President for Academic Affairs and the Vice President for Workforce Development/CTE. 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. 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 weekly College Service Hours. The Faculty member may choose to complete this additional office hour either on campus or remotely via Zoom. 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 2 or Summer term 3, 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 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(s).

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 Vice President for Academic Affairs or Vice President for Workforce Development/CTE 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.

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 with a full refund of fees paid. If the student withdraws from the course or courses,

the student's records shall indicate that the withdrawal is due to active military service. The student shall not incur academic or financial penalties.

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 no later than the first day of class. With the exception of Adult Education and certain clock hour programs, syllabi will also be published in the College's Learning Management System no later than the date identified as "Classes Begin" on that semester's Academic Calendar. 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.

Part II: Librarians and Senior Academic Advisors

1. **Contract Length**

- A. SJR State Librarians are on twelve (12) month contracts. Librarians shall report to work all days that the College is open or take leave.
- B. SJR State Senior Academic Advisors are on eleven (11) or twelve (12) month contracts.
 - i. Twelve (12) Month Contracts: Senior Academic Advisors on twelve (12) month contracts shall report to work all days that the College is open or take leave.
 - ii. Eleven (11) Month Contracts: Senior Academic Advisors on eleven (11) month contracts shall submit a yearly calendar requesting approval for Contracted Days Off (CDO) by June 1st for the upcoming academic year. CDO days cannot be used on

registration drop and add days or for the month of August due to heavy student traffic and demand for student advising services.

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 Vice President for Academic Affairs or Vice President for Student Affairs 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.

Public Service Librarians are responsible for the following:

- i. Providing research services as outlined in the *Research and Instructional Services Manual* at designated service points by phone, email, chat, or in-person consultation. Maintaining awareness of College resources and provides referral services for students as needed.
- ii. Providing instructional services on campus, online, and at off-site locations as outlined in the *Research and Instructional Services Manual*; developing information literacy curriculum; creating instructional materials and programming. 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 internal or external departments or agencies as assigned; serving as department coordinator for services or initiatives as assigned.
- v. Maintaining the professional integrity of the library's instructional content and collections; participating in the library's collection development program in keeping with the department's *Collection Development Policy*.
- 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. Participating in outreach programs including library and College events; creating content for social media and online platforms as assigned; identifying new outreach possibilities and discussing new program ideas with the Dean of Learning Resources.
- viii. Participating in annual and on-going department review of policies, goals, data, and guiding documents; with the Dean of Learning Resources, developing meaningful systems of evaluating services, resources, and instruction; participating in College initiatives regarding student success and institutional effectiveness; maintaining, gathering, and reviewing relevant statistics and data gathered through department metrics and assessments.
- ix. 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.
- x. Performing circulation and/or technical services duties as needed.
- xi. Maintaining the confidentiality of all library transactions, library records, and student records in keeping with College policy, the State of Florida, and federal legislation.
- xii. Keeping the Campus Librarian and/or Dean of Learning Resources informed of all issues concerning the library's facility and services.
- xiii. Assisting the Campus Librarian with training and supervision of part-time staff and adjunct Librarian(s) as assigned; coordinating with the Campus Librarian to assure that there is adequate staffing at all times. In the absence of the Campus Librarian,

- serving as the location supervisor on duty; serving as the proxy for campus time-sheet approval.
- xiv. 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.

In addition to the responsibilities of Public Services Librarians, Campus Librarians are also responsible for the following:

- i. Managing the daily operation of the campus library facility; coordinating the use of the library's spaces with the campus Director or other College departments; arranging library usage for 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 all library personnel report to work as scheduled and recording schedule changes; approving leave requests for all library Faculty and 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; training new employees with assistance from library Faculty and personnel; submitting rehire requests to Dean of Learning Resources as directed.
- iv. Submitting annual budget requests for furniture or equipment for the location to the Dean of Learning Resources as directed; demonstrating efficient use of funds for campus collection development.
- v. 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 Director as appropriate.
- vi. Keeping the Dean of Learning Resources informed about all issues concerning the campus library's facility, use, and personnel.

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 academic and career goals.
 - c. Assuming responsibility for meeting academic requirements.

- d. Understanding initial placement.
- e. Understanding exempt or non-exempt status.
- f. Identifying where to locate program requirements.
- g. Articulating the purpose of the AA transfer degree and the AS/certificate programs.
- h. Articulating the difference between limited access and open access programs at SJR State and elsewhere.
- i. Articulating the difference between course prerequisites and transfer specific courses.
- j. Researching Baccalaureate degree requirements
- k. Program planning for limited access programs including alternate plans.
- l. Creating preliminary academic plans utilizing Degree Works, Florida Shines and college and university websites.
- m. Reading the class schedule, selecting, and registering for appropriate classes.
- n. Identifying where to find admissions and registration policies and procedures.
- o. Accessing academic support services such as: Academic Support Centers, Academic Success Workshops, Virtual Skills Lab, and online tutoring resources.
- p. Accessing financial aid and scholarship assistance.
- q. Accessing disabled student services and self-identifying if applicable.
- r. Accessing career assessment testing and goals planning resources.
- s. Recognizing common academic terms.
- t. Navigating the portal.
- u. Applying for graduation.

Additional Senior Academic Advisor responsibilities include:

- i. Providing leadership in the advising office and serving as a resource for complicated or unusual student situations.
- ii. Coordinating in conjunction with the Director 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 as we review and enhance advising services such as enhancing services for students with disabilities, integrating career advising and exploration in to the advising curriculum, and working with our special student populations.
- iv. Forecasting and providing proactive solutions to potential issues or concerns.
- v. Keeping appropriate records of individual student meetings, emails or conversations.
- vi. Providing 20+ credit hour academic planning and capturing student transfer intent.
- vii. Facilitating changes of program of study.
- viii. Adding and/or removing of advisor holds.
- ix. Providing liaison services with academic or college departments.
- x. Verifying and certifying programs of study for Financial Aid and Veterans Affairs.
- xi. Facilitating appeals when appropriate.
- xii. Leading individual or group advising sessions for incoming students.
- xiii. Proactive outreach and follow up with identified student populations.
- xiv. Reviewing and taking action on transient forms.

- xv. Identifying and providing academic accommodations for students with disabilities.
- xvi. Coordinating referrals to appropriate on campus or social service agencies based on students' educational, vocational and personal needs.
- xvii. Proactive outreach, intervention and monitoring of student cohorts.
- xviii. Coordinating student success resources for students referred by Faculty and following up with students and Faculty.
- xix. Assisting in planning and coordinating graduation.
- xx. Participating in professional development workshops and presentations, staff meetings and other college functions as appropriate.
- xxi. Closely coordinating advising goals and outcomes with Academic Affairs, Florida School of the Arts and Workforce Development.
- xxii. Traveling between campuses as necessary.
- xxiii. Representing the College and the advising office at appropriate community or high school events.
- xxiv. Assisting in the administration of initial placement and disability testing.
- xxv. Performing other duties as may be assigned by the Vice President for Student Affairs or the Director of Academic Advising.
- xxvi. Handling prospective student inquiries and responding to in-depth inquiries about the College's program 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. 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. Participate 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.
- 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. Periodically establish goals and provide self-assessments to the appropriate Dean/Director as part of their periodic evaluation process.
- I. 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.
- J. 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.

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 Vice President for Academic Affairs and Vice President for Student Affairs 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 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 Affairs or Vice President for 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.

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. Instructor's name, phone number, email address, office location, and office hours
 - ii. Class meeting day(s), time(s), and location(s)
 - iii. SJR State Catalog Description of course and number of credit/contact hours
 - iv. Pre-requisites or co-requisites
 - v. Student Learning Outcomes
 - vi. Academic Integrity Statement
 - vii. Disability Statement
 - viii. Non-discrimination statement
 - ix. Attendance Policy
 - x. Grading Policy and Procedures
 - a) Including all components of the final grade and how much each component is worth so the student can determine how the final grade will be calculated
 - b) Grading scale
 - c) Weight of final exam
 - d) Timeline for grading assessments
 - xi. Consent to be Recorded Statement
 - xii. Course Calendar
 - 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
- 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. No later than the date identified as "Classes Begin" on that semester's Academic Calendar, all Faculty members shall develop and distribute to students and post in the College's Learning Management System a course syllabus utilizing their Department's Syllabus Template for each class they are teaching.

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 the appropriate SJR State online or Quality Matters format; 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 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. 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*: 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 Evaluation Checklist (Appendix E) establishes the minimum expectations that must be completed prior to teaching an online course (Essential items with three stars). Faculty cannot concurrently teach distance education courses and participate in the Distance Learning Academy. Limited exceptions to concurrent enrollment requires approval from the appropriate 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.

7. **Faculty Responsibilities**

- A. Each section of every 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 eLearning 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.

8. **Evaluation of Online Courses**

- A. 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, Florida Online Course Design Quality Reviews can result in a “Not Rated,” “Quality,” or “High-Quality” designation in the Florida Shines Course Catalog.
- B. The St. Johns River State College Online Course Evaluation Checklist is the tool that establishes both the minimum expectations that must be completed prior to teaching an online course and the criteria for receiving “Quality” and “High-Quality” course designation. Essential items with three stars must be included in the online class for successful completion

of the Distance Learning Academy; however, inclusion of only “Essential” items will not result in a “Quality” or “High-Quality” designation.

- C. After completion of the Distance Learning Academy, Faculty shall continue work towards achieving “Quality” or “High-Quality” course designation status, completing additional training as necessary.
- D. All SJR State online courses shall be evaluated for “Quality”/“High-Quality” Designation according to Florida’s Statewide Online Course Quality Initiative review process and timeframe:
 - i. All College online courses shall be evaluated using the St. Johns River State College Online Course Evaluation Checklist (Appendix E) by a review panel consisting of the Dean/Director of the department or program; the Director of eLearning or designee; and one or more Faculty peer reviewers. All members of the review panel shall have successfully completed the Applying the Quality Matters Rubric (APPQMR) or comparable training prior to serving on the review panel. SJR State Online Course Evaluation Checklist subject to change in response to State of Florida/Department of Education/QM Standards updates.
 - ii. Timeframe:
 - a. Initial Evaluation of New Online Courses: Within two semesters of an instructor completing the Distance Learning Academy or the first semester after the launch of a new course.
 - b. Current SJR State Online Courses: Within two (2) years for existing courses that have not yet been evaluated as part of this process.
 - c. Renewal of Quality or High-Quality Designated Courses: After designation as a “Quality” or “High-Quality” Course, course designation must be renewed every three (3) years, or if circumstances warrant, sooner and with greater frequency.

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 on-going 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.

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, 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 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 and Vice President for Academic Affairs or Vice President for Workforce Development/CTE approval 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.

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 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 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 pursuant to guidelines adopted by the Florida Board of Education or the Board of Governors.
 - 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 will post full-time Faculty openings for review. Faculty desiring to transfer to another division must notify their current Dean/Director and 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 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(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 telephone for each full-time Faculty member's office. The use of telephones 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 the Vice President for Student Affairs/Assistant General Counsel, 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 the Vice President for Student Affairs/Assistant General Counsel, 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 Student Code of Conduct.

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 Vice President for Academic Affairs or Vice President for Workforce Development/CTE prior to the class start date.

- A. Should the 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 Vice President for Academic Affairs or Vice President for Workforce Development/CTE in advance.

2. **Nepotism**

Relatives or members of the same household may be employed at the College on a full-time basis, but they must be employed in different departments. Also, the College shall not permit a full-time employee to work in a direct supervisory– subordinate relationship with a relative or member of the same household. 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 family member, relative, or member 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. This procedure also encompasses people living together in the same household.

- D. Should a supervisor marry a person under his/her direct or indirect supervision, the Human Resources department should be notified at least thirty (30) days in advance so that a transfer of one or both employees can be arranged.
- E. 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.
- 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 prior to employment for approval/disapproval. The decision of the appropriate 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 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. (Academic Affairs Full-Time Faculty Self-Evaluation Form – Appendix F; Workforce Faculty Self-Evaluation Form – Appendix G; Adult Education Full-Time Faculty Self-Evaluation Form – 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. (Academic Affairs Instructor Evaluation Form - Appendix I; Workforce Development Faculty Evaluation – Appendix J; Workforce Development Faculty Evaluation and Assessment Classroom/Lab Instruction – Appendix K; Academic Affairs Adult Education Teacher Evaluation Form – Appendix L; Workforce Instructors Evaluation for Collateral Duties – Appendix M)
 - 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 distributed to the Faculty member in a timely manner.
 - 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 Form – Appendix N)
 - 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 O - Librarian Evaluation Form)
 - 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 their 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 their 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 Advisor II on Continuing Contract. (Senior Academic Advisor Performance Review – Appendix P; Senior Academic Advisor Goals – Appendix Q)
 - 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 their 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. 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 for Academic Affairs, Vice President for Workforce Development/CTE, or Vice President for Student Affairs upon written request of the Faculty member. Such information will be removed if it is determined to be inaccurate by the 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. **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 Vice President for Academic Affairs, Vice President for Workforce Development/CTE, or Vice President for Student Affairs. 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

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. Years of relevant experience as determined by the appropriate Vice President and the Human Resources Department upon hire at SJR State are also taken into consideration for the starting salary. Starting salary is currently listed in the annual Salary Schedule as approved by the Board of Trustees.

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 one-time non-reoccurring two and one-half percent (2.5%) payment calculated on the base pay of bargaining unit employees will be paid if ratification of this agreement occurs prior to January 8, 2021. This 2.5 % payment will be made on the January 2021 paycheck to bargaining unit members employed as of December 31, 2020 and still employed in a bargaining unit position as of January 31, 2021. The current base pay for this calculation excludes the supplemental pay listed in Section 4 below, continuing contract supplements, administrative supplements and overload payments.

4. **Other Supplemental Pay**

Supplemental pay will be rolled into the base pay of Faculty currently receiving the following educational supplements who are employed as full-time Faculty at St. Johns River State College as of the ratification of this Agreement. However, these supplements will no longer be added to the base pay of bargaining unit members hired after ratification of this agreement, and all future supplemental pay will be handled pursuant to sections 2, 5, and 8 of this Article:

- Master's Degree plus 30 or 60 additional graduate semester hours
- Certified Public Accountant
- Professional Engineer license
- Masters/Doctorate in Nursing
- Physician, Dentist, or Veterinarian
- Doctorate in Chemistry, Genetics, Chemical Engineering, Physics, Biomedical Engineering, Mathematics, or Computer Science

5. **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 Vice President for Academic Affairs/CAO or Vice President for

Workforce/CTE 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 ratification of this agreement occurs prior to January 8, 2021, and if eligible for an additional credit course teaching assignment pursuant to Article 12, Work Responsibilities, bargaining unit employees shall be compensated for spring term 2021 only at the rate of \$675 per hour as defined in the FY 20-21 College Catalog regardless of academic credential level. Subsequent term's overloads will be compensated at the fall term 2020 rate in place for bargaining unit members as shown in the 2020-21 Salary Schedule adopted by the Board of Trustees on June 17, 2020. Due to the timing of overload contracts and the January 2021 payroll process, the additional overload compensation may be delayed until the February 2021 payroll. If delayed, the increase will be paid over a three (3) month payroll period (February through April 2021).

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 \$175 per hour based on market conditions and tuition generated, as recommended by the appropriate 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 Vice President of Academic Affairs. Librarians working overloads in an adjunct librarian capacity will be paid \$26.00 per hour.

C. **Arts and Sciences Curriculum Coordinator (formerly Department Chair/Assistant Department Chair Supplements)**

The curricular areas within Arts and Sciences will be housed in the following academic departments beginning Fall 2020:

Communications Department:	English and Student Life Skills
Humanities Department:	Humanities and Foreign Language
Mathematics Department:	Mathematics
Science Department:	Biological Sciences and Physical Sciences
Social Science Department:	Social Sciences

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 dean.
- 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, 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 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 Z 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 with the title, edition, author, ISBN, and publisher for any textbook changes.

Following an application process, Arts and Sciences Curriculum Coordinators are selected to serve a three-year term, with no term limits, by the Vice President for Academic Affairs/CAO, the Associate Vice President for Academic Affairs, and the Dean of Arts and Sciences. Curriculum Coordinator duties may extend beyond a Faculty member’s contractual days.

Curriculum Coordinators receive tiered compensation based on the size of their curricular area. These stipends will replace department chair and assistant department chair supplements that existed during the 2020-21 academic year. Effective Fall 2021, Curriculum Coordinators in Tier 1 receive an annual stipend of \$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.

Following is the compensation plan for the Arts and Sciences Curriculum Coordinators effective Fall 2021:

Tier 1: \$4,000 annual stipend + 3-hour reduction Fall/Spring/Summer	Tier 2: \$4,500 annual stipend (No course load reduction)
English	Student Life Skills
Biological Science	Foreign Language
Mathematics	Humanities
Social Science	Physical Sciences

D. Workforce Program Director

Effective Fall 2021, Faculty serving as Program Directors in Workforce Development may receive a combination of load reduction and an annual stipend for their administrative programmatic responsibilities. Following is the compensation plan for Workforce Program Directors in the bargaining unit:

9-month or 10-month Faculty	12-month Faculty
\$4,000 annual stipend	\$2,000 annual stipend
Plus 3-hour reduction in Fall/Spring/Summer	Plus 3-hour reduction Fall/Spring/Summer

E. Florida School of the Arts Director and Technical Director

Each Florida School of the Arts production will have a named Faculty director and one or more technical director(s). Annually, performance Faculty will be awarded a stipend based on the number and scope of productions during the upcoming year that they will direct. These annual stipends will vary between instructors and by year and range between an average of \$500 and \$3,500 annually based upon the extra responsibilities being assumed. Annual stipend amounts will be determined by the Dean of the Florida School of the Arts and approved by the Vice President for Academic Affairs/CAO.

F. Campus Librarian

Campus Librarians are selected upon hire by the Vice President for Academic Affairs/CAO until contract termination/resignation. Campus Librarians' responsibilities are detailed in Article 12 Part II. Campus Librarians shall receive a \$2,000 stipend annually.

G. Teacher Education Baccalaureate Coordinator

The Teacher Education Baccalaureate Coordinator is selected upon hire by the Vice President for Academic Affairs/CAO until contract termination/resignation and is responsible for overseeing specific curricular requirements of maintaining the College's baccalaureate program approval. The Teacher Education Baccalaureate Coordinator receives up to a \$3,000 stipend or load reduction annually.

6. 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 Vice President for Academic Affairs or Vice President for Workforce/CTE.

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.

7. **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 Vice President for Academic Affairs/CAO or Vice President for Workforce/CTE.

- 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 5 of this Agreement.

8. **Supplemental Pay for Continuing Contract**

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

9. **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 Vice President for Finance and Administration/CFO. All bargaining unit employees will be paid 1/12 of their total academic year contract each month regardless of contract length (9, 10, 11 or 12 month).

ARTICLE 21

BENEFITS AND LEAVE

1. **Health Insurance Benefits**

Currently, Board policy sets forth Health and Life insurance through the Florida College System Risk Management Consortium. The College contributes 100 percent towards the employee only monthly premium for the PPO, HMO, HSA-compatible PPO, or the Vision/Dental health insurance plan, or other health plans adopted by the College through the Florida College System Risk Management Consortium. The Faculty member is responsible for dependent coverage.

Upon ratification of this agreement, the College will pay for employee only coverage for Faculty members employed in a full-time capacity at the time of ratification. The Faculty member is responsible for any dependent coverage. The College will contribute 100 percent of the HSA-compatible PPO plan coverage for members of the Bargaining unit hired after ratification of this agreement with the Faculty member paying any additional cost for choosing the PPO or HMO plan. Faculty members will continue to be solely responsible for dependent coverage.

For any Faculty member that is currently in the HSA-compatible PPO plan prior to January 1, 2020 or moves to this plan in the 2020 or 2021 Open Enrollment period, the College will contribute an incentive of \$2,000 to the Faculty member's HSA account for plan years 2021 and 2022 as long as this contract is ratified by January 8, 2021. The incentive is only available to Faculty members in a full-time status with the College as of the ratification of this agreement with the incentive only payable with the January or February (dependent upon date of ratification) 2021 and January 2022 paychecks. The Faculty member, once in the HSA plan, can switch back to any other plan the College currently offers without penalty during the 2021, 2022, and 2023 Open Enrollment periods.

Thereafter, Faculty members who switch plans will be handled the same as new Faculty hired after ratification of this agreement. Should the monthly premium for the single employee HSA-compatible PPO plan increase to an amount above the PPO or HMO plan, the College will only be responsible for contributing the lowest amount and the employee will be responsible for any additional premiums above the lowest amount that is associated with the plan selected by the employee for full-time Faculty who begin employment after ratification of this agreement.

The College is a participating member of the Florida College System Risk Management Consortium for health insurance programs through the Florida College System Risk Management Consortium. As such, College offerings for bargaining unit members are subject to continued offerings and availability of such health insurance programs through the Florida College System Risk Management Consortium.

2. **Life Insurance**

Board policy sets Health and Life insurance through the Florida College System Risk Management Consortium. The College shall provide life insurance in the amount equal to one times 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 Faculty member up to a maximum coverage amount of \$200,000. Faculty may purchase, at their expense, additional coverage as offered by the carrier; up to \$20,000 in life insurance on their spouse; and up to \$10,000 on their children from age 6 months to 25 and up to \$500.00 on their children from 14 days to 6 months. Payroll

deductions shall be used for the payment of any insurance premiums not covered by the College's contribution. The College is a participating member of the Florida College System Risk Management Consortium for life insurance programs. As such, College offerings for bargaining unit members are subject to continued offerings and availability of such life insurance programs through the Florida College System Risk Management Consortium.

3. **Supplemental Insurance Plans**

Faculty members shall be entitled to participate in any supplemental insurance plans authorized by the College.

4. **Educational Opportunities**

A. Employee and Dependent Scholarship Program

Faculty 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). Faculty 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.

Faculty members must have been employed in a full-time status for at least four months before being eligible for these scholarships. A Faculty 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 Faculty 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 by March 1 of each year. Faculty members must have been employed for a full consecutive year 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 Faculty member's Vice President. Once the Faculty 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 Faculty member. Coursework beyond the minimum required for the degree, textbooks, or laboratory fees cannot be reimbursed under this program.

5. **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 Faculty upon hire. Additional information and EAP resources may be communicated from time to time through email delivery, face-to-face seminars or campus mail. The College is a participating member of the Florida College System Risk Management Consortium for employee assistance programs. As such, College offerings for bargaining unit members are subject to continued offerings and availability of such employee assistance programs through the Florida College System Risk Management Consortium.

6. **Retirement Plans and Tax Sheltered Annuities**

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

7. **Use of College Equipment and Facilities**

Faculty 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 Faculty 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.

8. **Parking**

Parking shall be provided free of charge to Faculty 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.

9. **Annual Leave**

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

10. **Sick Leave**

Faculty are provided with sick leave, as set forth in Board Policy 5.12. Upon termination of employment, the Faculty 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).

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):

- 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 Faculty 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. Faculty who miss one of their overload courses while on leave will be docked pay for the overload course.

14. **Professional Leave**

Professional leave for Faculty is set forth in Board Policy 5.42.

15. **Unauthorized Leave of Absence**

Faculty 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 Faculty 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 Faculty is set forth in Board Policy 5.43.

17. **Military Leave**

Military leave for Faculty 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 Faculty is set forth in Board Policy 4.40. The College will comply with Federal mandates.

19. **Referenced Leave Policies**

The College's leave policies that are cited in this Article are incorporated by reference. Any proposed modification to the College's leave policies outside of collective bargaining would not be applicable to Faculty. Any alleged violation of the policies referenced in this Article are subject to Article 8, Grievance and Arbitration.

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

1. All study abroad and domestic travel courses must be approved by the appropriate Dean/Director, 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.
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 Vice President for Academic Affairs or Vice President for Workforce Development/CTE 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. No additional compensation or load reduction for leadership of study abroad and domestic travel courses will be granted to the Faculty member.

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. Offensive, profane or abusive conduct or language toward the 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. 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 his 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 Vice President for Academic Affairs, Vice President for Workforce Development/CTE, or Vice President for Student Affairs 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. The pre-disciplinary process is set forth in College Policy 5.03.

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, reopens as agreed to or bargaining over the impact of management decisions that affect terms and conditions of employment.

ARTICLE 27

CONTRACT AVAILABILTY

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, 2023.

The College and UFF agree that Article 20 will be reopened on March 30, 2021 and on March 30, 2022.

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

ST. JOHNS RIVER STATE COLLEGE

President

Joe H. Pickens, J.D.
President

Chief Negotiator

Samuel Garrison, J.D.
Chairman, District Board of Trustees

Dated: _____

Dated: _____

**APPENDICES TO:
COLLECTIVE BARGAINING
AGREEMENT**

Instructional Faculty Continuing Contract Performance & Portfolio Screening Rubric	Appendix A
Adult Education Faculty Continuing Contract Performance & Portfolio Screening Rubric	Appendix B
Librarian Continuing Contract Performance & Portfolio Screening Rubric	Appendix C
Senior Advisor Continuing Contract Performance & Portfolio Screening Rubric	Appendix D
Online Course Evaluation Checklist	Appendix E
Academic Affairs Full-Time Faculty Self-Evaluation Form	Appendix F
Workforce Faculty Self-Evaluation Form	Appendix G
Adult Education Full-Time Faculty Self-Evaluation Form	Appendix H
Academic Affairs Instructional Faculty Evaluation Form	Appendix I
Workforce Development Faculty Evaluation Form	Appendix J
Academic Affairs Adult Education Teacher Evaluation Form	Appendix K
Workforce Instructors Evaluation for Collateral Duties	Appendix L
Librarian Self-Evaluation Form	Appendix M
Librarian Evaluation Form	Appendix N
Senior Advisor Performance Review Form	Appendix O
Senior Advisor Goals Form	Appendix P
Academic Affairs Faculty Leadership Evaluation	Appendix Q
Grievance and Arbitration Procedure	Appendix R



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
<p>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.</p> <p>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?</p>		
<p>Evidence of continued professional development.</p> <p>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?</p>		
<p>Evidence of institutional involvement in terms of service on departmental/institutional committees.</p> <p>What departmental/institutional committees did the faculty participate in? Did faculty member make a meaningful contribution when serving on the committees?</p>		
<p>Evidence of institutional involvement in terms of service on curriculum review/development committees.</p> <p>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?</p>		

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

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

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.	
<p>Evidence of the applicant's service as an ambassador for SJR State within the three-county district served by the college and state-wide.</p> <p style="padding-left: 40px;">Has faculty member worked with business and industry?</p> <p style="padding-left: 40px;">Has faculty member been involved with Advisory Boards?</p> <p style="padding-left: 40px;">Has faculty member otherwise been involved with community outreach efforts on behalf of the College?</p>	
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
<p>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.</p> <p>Is the faculty member’s vision congruent with the college’s mission and goals?</p> <p>Does the faculty’s vision statement clearly articulate and reflect the roles and responsibilities of their position in the Adult Education department?</p>		
<p>Evidence of continued professional development.</p> <p>Does professional development activity reflect the needs of the department?</p> <p>Do the professional development activities reflect areas addressed in evaluations?</p> <p>Do the professional development activities reflect new contributions to the Adult Education department?</p>		
<p>Evidence of institutional involvement in terms of service on departmental/institutional committees.</p> <p>What departmental/institutional committees did the faculty participate in?</p> <p>Did faculty member make a meaningful contribution when serving on the committees?</p>		
<p>Evidence of institutional involvement in terms of service on departmental/institutional committees.</p> <p>What departmental/institutional committees did the faculty participate in?</p> <p>Did faculty member make a meaningful contribution when serving on the committees?</p>		

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

REQUIRED EVALUATION OF PERFORMANCE	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
Evaluations by directors, deans, and administrators.		
<p>Demonstrated effectiveness in ensuring student success and achievement.</p> <p style="padding-left: 40px;">Assessment of Student Learning Outcomes Measures of Adult Education Pillars (Progress, Engagement, Empowerment, and Self-Actualization) Program Retention Rates Student Progression & Completion</p>		
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
<p>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.</p> <p>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?</p>		
<p>Evidence of continued professional development.</p> <p>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?</p>		
<p>Evidence of institutional involvement in terms of service on departmental/institutional committees.</p> <p>What departmental/institutional committees did the faculty participate in? Did faculty member make a meaningful contribution when serving on the committees?</p>		
<p>Evidence of involvement in information fluency curriculum development and/or collection development.</p> <p>Did the faculty member make meaningful contributions?</p>		

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
<p>Evidence of institutional involvement in terms of service with accreditation and institutional effectiveness.</p> <p style="padding-left: 40px;">What accreditation activities has the faculty member been involved in?</p> <p style="padding-left: 40px;">What institutional effectiveness activities has the faculty member been involved in?</p>		
<p>Evidence of institutional involvement in terms of service through participation and/or attendance at college sponsored events and activities, student activities, student clubs, etc.</p>		
<p>Changes that the applicant has made in instruction or other areas in response to student evaluations and personal observations.</p> <p style="padding-left: 40px;">How has the faculty member used classroom surveys, the SAIL survey, or the Graduate survey?</p> <p style="padding-left: 40px;">How has instruction or other areas of responsibility been changed in response to personal observations?</p>		
<p>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?</p>		

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.	

<p>Any other attributes, documents, evidence of success, etc., that the applicant believes will assist the Continuing Contract Screening Committee in making a recommendation.</p>	
<p>Evidence of the applicant's service as an ambassador for SJR State within the three-county district served by the college and state-wide.</p> <p style="padding-left: 40px;">Has faculty member worked with business and industry?</p> <p style="padding-left: 40px;">Has faculty member been involved with Advisory Boards?</p> <p style="padding-left: 40px;">Has faculty member otherwise been involved with community outreach efforts on behalf of the College?</p>	
<p>OTHER COMMENTS</p>	



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
<p>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.</p> <p>Is the faculty member's vision congruent with the college's mission and goals?</p> <p>Does the faculty's vision statement clearly articulate and reflect the roles and responsibilities of their position?</p>		
<p>Evidence of continued professional development.</p> <p>Does professional development activity reflect the needs of the department?</p> <p>Do the professional development activities reflect areas addressed in evaluations?</p> <p>Do the professional development activities reflect new contributions to the department/discipline?</p>		
<p>Evidence of institutional involvement in terms of service on departmental/institutional committees.</p> <p>What departmental/institutional committees did the faculty participate in?</p> <p>Did faculty member make a meaningful contribution when serving on the committees?</p>		
<p>Evidence of involvement in student success initiatives, retention and graduation programs.</p> <p>Did the faculty member make meaningful contributions?</p>		

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
<p>Evidence of institutional involvement in terms of service with accreditation and institutional effectiveness.</p> <p style="padding-left: 40px;">What accreditation activities has the faculty member been involved in?</p> <p style="padding-left: 40px;">What institutional effectiveness activities has the faculty member been involved in?</p>		
<p>Evidence of institutional involvement in terms of service through participation and/or attendance at college sponsored events and activities, student activities, student clubs, etc.</p>		
<p>Changes that the applicant has made in instruction or other areas in response to student evaluations and personal observations.</p> <p style="padding-left: 40px;">How has the faculty member used feedback from student surveys?</p> <p style="padding-left: 40px;">How has instruction or other areas of responsibility been changed in response to personal observations?</p>		

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

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 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.	

<p>Any other attributes, documents, evidence of success, etc., that the applicant believes will assist the Continuing Contract Screening Committee in making a recommendation.</p>	
<p>Evidence of the applicant's service as an ambassador for SJR State within the three-county district served by the college and state-wide.</p> <p style="padding-left: 40px;">Has faculty member worked with business and industry?</p> <p style="padding-left: 40px;">Has faculty member been involved with Advisory Boards?</p> <p style="padding-left: 40px;">Has faculty member otherwise been involved with community outreach efforts on behalf of the College?</p>	
<p>OTHER COMMENTS</p>	
Empty space for other comments	

ONLINE COURSE EVALUATION CHECKLIST

How To Use:

The legend each header references what type of criterion is demonstrated. A ★★★ rating indicates an **Essential** course component to online learning and is required for SJR State online courses; a★★ rating is considered **Best Practice** and adds value to a course and is highly recommended; and ★ is **Recommended**. Shaded items in the **DLA** column will be reviewed as part of the Distance Learning Academy course review.

Course Information		Essential ★★★	Best Practice ★★	Recommended ★
Yes ✓	DLA	Criteria		
<input type="checkbox"/>		Home Page provides visual representation of course; a brief course description or introduction; clear instructions for students (e.g., where to begin) and easy to understand navigation to course content → UDL 2.5 Illustrate through multiple media → QM Standard 1.1 Instructions make clear how to get started and where to find various course components → QM Standard 1.2 Learners are introduced to the purpose and structure of the course		
<input type="checkbox"/>		Home Page utilizes a course banner with imagery that is relevant to subject/course materials → UDL 2.5 Illustrate through multiple media		
<input type="checkbox"/>		Course card provides visual representation of subject by adding an image in Course Settings Canvas Guide - Add Image to Course Card → UDL 2.5 Illustrate through multiple media		
<input type="checkbox"/>		Items not used are hidden from Course Navigation Canvas Guide - Navigation Links → Mobile Design Consideration → UDL 7.3 Minimize threats and distractions → QM Standard 8.1 Course navigation facilitates ease of use		
<input type="checkbox"/>		Instructor has provided students a Course Syllabus that includes: textbook and course material information, policies for grading, late work and make-up work; communication instructions, guidelines and contact information → QM Standard 1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated → QM Standard 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 Standard 3.2 The course grading policy is stated clearly at the beginning of the course		
<input type="checkbox"/>		Instructor provides students with minimum technology requirements, identifies any special software or other technology (e.g. webcam) required for the course, and provides students information on how and where to obtain technical support → QM Standard 1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided → QM Standard 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it		

Course Content		Essential ★★★ Best Practice ★★ Recommended ★
Yes ✓	DLA	Criteria
<input type="checkbox"/> ★★★		Copyright law is followed. Course breaks no copyright considerations Canvas Guide - Copyright Resources → QM Standard 4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials
<input type="checkbox"/> ★★★		All links, files, videos and external URLs are active and working Canvas Guide - Link Validation
<input type="checkbox"/> ★★		Content is "chunked" into manageable pieces by leveraging modules (e.g. organized by units, chapters, topic, or weeks) Canvas Guide - Modules → Mobile Design Consideration → UDL 3.3 Guide information processing, visualization, and manipulation
<input type="checkbox"/> ★		Text Headers and indentation are included within modules to help guide student navigation Canvas Guide - Add Text Header → Mobile Design Consideration → UDL 2.2 Clarify syntax and structure → QM Standard 8.1 Course navigation facilitates ease of use
<input type="checkbox"/> ★		Modules and items within modules have a thoughtful naming convention (e.g. name the module "Chapter 1: Pandas in the News," not just "Chapter 1") → UDL 2.2 Clarify syntax and structure → QM Standard 8.1 Course navigation facilitates ease of use
<input type="checkbox"/> ★★		Modules begin with an Introduction/Overview page that provides students with learning objectives and end with a Conclusion/Summary page to "bookend" each module → UDL 3.1 Activate or supply background knowledge → QM 2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course
<input type="checkbox"/> ★★★		Multimedia and external tools (e.g., Quizlet, Khan Academy, Padlet, Nearpod, CK-12) are embedded within modules or in a page, assignment, discussion, or quiz using the Rich Content Editor → UDL 5.2 Use multiple tools for construction and composition → QM Standard 8.5 Course multimedia facilitate ease of use
<input type="checkbox"/> ★★★		There is an orientation or Week 1 "Welcome" or "Introductory" activity (e.g. Student introductory discussion post) → UDL 8.3 Foster collaboration and community → QM Standard 1.9 Learners are asked to introduce themselves to the class
<input type="checkbox"/> ★★★		Auto-open Inline Preview used thoughtfully Canvas Guide - Auto-open for Inline Preview → QM Standard 8.5 Course multimedia facilitate ease of use

Assessment of Student Learning Essential ★★★ Best Practice ★★ Recommended ★

Yes ✓	DLA	Criteria
<input type="checkbox"/> ★★		<p>Multiple methods of assessments are used (e.g. discussion, assignments (individual or group) and quizzes)</p> <p>→ UDL 4.1 Vary the methods for response and navigation → QM Standard 3.4 The assessments used are sequenced, varied, and suited to the level of the course</p>
<input type="checkbox"/> ★★★★★		<p>Detailed instructions, guidelines, and rubrics for completing assignments and discussions are provided</p> <p>→ UDL 4.2 Optimize access to tools and assistive technologies → QM Standard 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 Standard 5.5 The requirements for learner interaction are clearly stated</p>
<input type="checkbox"/> ★★★★★		<p>Course Gradebook used to score and provide feedback Canvas Guide - SpeedGrader</p> <p>→ UDL 8.4 Increase mastery-oriented feedback → QM Standard 3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback</p>

Course Accessibility Essential ★★★ Best Practice ★★ Recommended ★

Yes ✓	DLA	Criteria
<input type="checkbox"/> ★★★★★		<p>Accommodation Statement is present and easily located (e.g., on Home Page or Course Overview)</p> <p>→ UDL 4.2 Optimize access to tools and assistive technologies → QM Standard 7.2 Course instructions articulate or link to the institution's accessibility policies and services</p>
<input type="checkbox"/> ★★★★★		<p>Color does not overpower the course information; sufficient contrast between text and background makes information easy to read; and color is not used in isolation to convey meaning (e.g., color and bold are used to indicate importance) Canvas Guide - Accessibility Checker</p> <p>→ UDL 7.3 Minimize threats and distractions → QM Standard 8.2 The course design facilitates readability → QM Standard 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners</p>
<input type="checkbox"/> ★★★★★		<p>Images are used to support course content (e.g., banners, headings and icons) and accompanied by text descriptions (Alt text) or captions for more complex descriptions Canvas Guide - General Accessibility Design Guidelines</p> <p>→ UDL 1.3 Offer alternatives for visual information → QM Standard 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 Standard 8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners</p>

<input type="checkbox"/> ★★★	<p>Styles (e.g. Paragraph, Heading 2, etc.) in course pages and documents are used to format text with a preference to use sans serif (e.g., Arial or Helvetica) Fonts Canvas Guide - General Accessibility Design Guidelines</p> <p>→ UDL 4.2 Optimize access to tools and assistive technologies → QM Standard 8.2 The course design facilitates readability → QM Standard 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners</p>
<input type="checkbox"/> ★★★	<p>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”) WebAim - Introduction to Links and Hypertext</p> <p>→ UDL 4.2 Optimize access to tools and assistive technologies → QM Standard 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners</p>
<input type="checkbox"/> ★★★	<p>Audio materials (mp3, wav, etc.) are accompanied by a transcript and videos / screencasts are closed-captioned Canvas Guide - Create Caption Files</p> <p>→ UDL 1.2 Offer alternatives for auditory information → QM Standard 8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners</p>
<input type="checkbox"/> ★★★	<p>Tables are only used for tabular data</p> <p>→ Mobile Design Consideration → QM Standard 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners</p>

In addition to the criteria listed above, the following items are required elements to meet the official SJR State Course Quality designation. Faculty interested in receiving the SJR State Quality Course award designation and stipend may use the checklist below as a guide. Information about the review process and stipend awards should contact SJR State’s Distance Learning Department or their Dean/Director for more information.

SJR State Quality Course Essential ★★★ Best Practice ★★ Recommended ★	
Yes ✓	Criteria
<input type="checkbox"/> ★★ ★	<p>Course learning objectives are clearly stated and are measurable.</p> <p>→ QM Standard 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable → QM Standard 2.3 Learning objectives or competencies are stated clearly, are written from the learner’s perspective, and are prominently located in the course</p>
<input type="checkbox"/> ★★ ★	<p>Learning activities are aligned to module learning objectives and are clearly stated and measurable.</p> <p>→ QM Standard 2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies → QM Standard 2.3 Learning objectives or competencies are stated clearly, are written from the learner’s perspective, and are prominently located in the course consistent with the course-level objectives or competencies → QM Standard 2.4 The relationship between learning objectives or competencies and learning activities is clearly stated → QM Standard 2.5 The learning objectives or competencies are suited to the level of the course → QM Standard 5.1 The learning activities promote the achievement of the stated learning objectives or competencies</p>

<input type="checkbox"/> ★ ★ ★	<p>Assessments used throughout the course are aligned to learning objectives. → QM Standard 3.1 The assessments measure the achievement of the stated learning objectives or competencies</p>
<input type="checkbox"/> ★ ★ ★	<p>Instructional materials are used purposefully and are aligned to meet stated learning objectives or competencies. → QM Standard 4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies → QM Standard 4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained</p>
<input type="checkbox"/> ★ ★ ★	<p>Course interactions include at least one of three forms: <ul style="list-style-type: none"> ▸ Student-Student Interaction (e.g. discussions and/or collaborative projects) ▸ Student-Teacher Interaction (e.g. quality feedback) ▸ Student-Content Interaction (e.g. engaging content and resources with which students must interact and not just read or watch) → UDL 8.3 Foster collaboration and community → QM Standard 3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback → QM Standard 5.2 Learning activities provide opportunities for interaction that support active learning</p>
<input type="checkbox"/> ★ ★ ★	<p>A plan for feedback on course assessments is provided and students are made aware of how to access feedback. → QM Standard 5.3 Instructor’s plan for interacting with learners during the course is clearly stated</p>
<input type="checkbox"/> ★ ★ ★	<p>Course makes effective use of online instructional tools. → QM Standard 6.1 The tools used in the course support the learning objectives or competencies → QM Standard 6.2 Course tools promote learner engagement and active learning</p>
<input type="checkbox"/> ★ ★ ★	<p>Information regarding student tutoring is clearly stated. → QM Standard 7.3 Course instructions articulate or link to the institution’s academic support services and resources that can help learners succeed in the course</p>



This work is modified from the [Canvas Course Evaluation Checklist](#) created by Deonne Johnson, Ph.D., Adoption Consultant, Instructure, Erin Keefe, Team Lead, Training, Instructure, and Lily Philips, Instructional Designer, Instructure. Modification and reuse is consistent with permissions allowed under the Creative Commons [Attribution-NonCommercial-ShareAlike 4.0 International](#) License.

NOTE:

This document subject to change in response to changes to the Florida Statewide Online Course Quality Initiative, other legislative and/or Department of Education requirements and changes to the Quality Matters rubric.

Adopted by SJR State’s Distance Learning Quality Task Force Fall 2018



Academic Affairs
Full-Time Faculty Self-Evaluation Form
Academic Year 2021-2022

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 provides high-quality education, training, and cultural opportunities to encourage scholarly achievement. St. Johns River State College creates a supportive learning environment that includes services and resources to enable students to meet 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



Adult Education
FULL-TIME FACULTY SELF-EVALUATION FORM

Instructor Name: _____ Department: _____

Campus: _____ Date: _____

Faculty members should refer to Part Two (Code of Ethics) and Part Four (Structure, Functions, and Duties of Faculty) of the **SJR State College Operating Guidelines and Procedures Manual** to become familiar with the basic criteria against which faculty performance will be evaluated.

SECTION I – PROFESSIONAL ACTIVITIES

1. Professional Conduct: The instructors are expected to conduct themselves in an acceptable professional manner consistent with the Code of Ethics (S.B.E. Rule 6B 1.001, 6B 1.006), which appear in the **SJR State College Operating Guidelines and Procedures Manual**. Please read and indicate your understanding of the attached Code of Ethics and Structure, Functions, and Duties of Faculty.

2. Interpersonal Relationships: Please discuss your perception of your interrelations with colleagues, career service, and administrative staff.

3. Professional Growth: Comment on the following and be as specific as possible: Participation in professional meetings and organizations, specific methods for staying current in field, travel, publications, updating professional licenses or certificates.

4. Collateral Performance: Comment on the following and be as specific as possible: committee participation; implementation of college policies and procedures; responsibility in departmental matters; accurate and prompt with grades and attendance reporting; maintains office hours; extracurricular work with students.

5. Self-Direction: Please evaluate your own self-direction and self-motivation. Discuss your self-motivation in improving planning, teaching, and other professional activities through process of self-evaluation. You might also address whether you feel the faculty evaluation process enhances the effectiveness of your classroom teaching. If not, please suggest improvements in the process.

6. Community Participation: Please list areas of community service and your specific role and duties in each endeavor.

SECTION II – ACADEMIC PLANNING

1. Lesson Planning: Instructors must prepare and supply students with plans that identify areas of academic strength and weakness dictated by the student's performance as determined by observation and assessment. Lesson plans should contain: **Lesson Topics** – Curriculum Learning Outcomes/ Curriculum Objectives/ Materials & Resources to be used; and **Lesson Procedures** - Introduction: prior knowledge activation, building background knowledge/ Instructional Activities/ Assessment Techniques (formative & summative) Please indicate whether these items are included in your lesson planning.

2. Student Learning Outcomes and Institutional Effectiveness: Please discuss your role with respect to student learning outcomes. Describe your involvement within your department in the discussion, creation and revision of the Student Learning Outcomes. Comment on your participation in entering Pre-Semester Learning Outcomes, Numerical Data, and Post-Semester Learning Outcomes. How have you used the results to improve student learning in your classes?

3. Curriculum: Development and Review: Please discuss your role in curriculum development and review, to include textbook selection. Evaluate your performance in working with other members of your department. Are there ways you might be more effective in working toward this goal? _____
4. Other Academic Planning Issues: Please discuss any additional academic planning issues you feel are relevant.

SECTION III – INNOVATIVE / EFFECTIVE TEACHING METHODS

1. What specific efforts have you made to enhance your expertise in teaching this year? _____
2. Have you tried any innovative or new approaches in your courses this year?
(a) What are they? _____
(b) Evaluate how successful they were. _____
3. Have you initiated any experimental or new courses this year?
(a) What were they? _____
(b) Evaluate their success or weakness. _____
4. In the past year, have you taught any courses from the regular curriculum which you may not have taught recently, or courses which necessitated a new course preparation for you? _____ If so, list the courses. _____
5. What are your classroom goals for next year? _____
6. What major strengths and weaknesses do you feel that you have as an instructor? _____

SECTION IV – SIGNATURE OF FULL-TIME FACULTY

Full-Time Faculty

Date



Academic Affairs
Instructional Faculty Evaluation Form
Academic Year 2021-2022

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 must prepare and supply students with a syllabus that contains the items listed below. Please check the box for each item that is included on the instructor’s syllabus.

- St. Johns River State College [] Instructor contact information []
Semester and year [] Instructor office hours []
Course prefix, number, and title [] Grading policy []
Course description [] Attendance policy []
Number of credit hours [] Last day to officially withdraw []
Textbook information [] Course calendar with assignment and []
Student learning outcomes [] test dates, as well as College holidays []
Academic integrity policy [] Final exam date, starting time, and []
Disability services statement [] ending time []

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

Dean/Director Signature

Date

Associate Vice President for Academic Affairs Signature

Date

Vice President for Academic Affairs Signature

Date



Workforce Development Faculty Evaluation Academic Year 2020-2021

Instructor Name:	Course Number:
Employee ID Number:	Course Title:
Department: <u>Choose Dept.:</u>	CRN:
Observation Site: <u>Choose Site:</u>	Initial Enrollment:
Learning Environment: <u>Choose Environment:</u>	Number of Students Present:
Are the Facilities Adequate? <input type="checkbox"/> Yes <input type="checkbox"/> 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 <ul style="list-style-type: none"> 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 <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>
Comments:	

2. STUDENT INVOLVEMENT		Not observed
Guiding Principles <ul style="list-style-type: none"> • 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 <input type="checkbox"/>		Needs Improvement <input type="checkbox"/>
Comments:		
3. CLASSROOM MANAGEMENT		Not observed
Guiding Principles <ul style="list-style-type: none"> • 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 <input type="checkbox"/>		Needs Improvement <input type="checkbox"/>
Comments:		
4. LEARNING ATMOSPHERE		Not observed
Guiding Principles <ul style="list-style-type: none"> • 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 <input type="checkbox"/>		Needs Improvement <input type="checkbox"/>
Comments:		
5. PROCEDURAL REQUIREMENTS		Not observed
Guiding Principles <ul style="list-style-type: none"> • 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 <input type="checkbox"/>		Needs Improvement <input type="checkbox"/>
Comments:		
6. PREPARATION AND ORGANIZATION		Not observed
Guiding Principles <ul style="list-style-type: none"> • 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 <input type="checkbox"/>		Needs Improvement <input type="checkbox"/>
Comments:		

7. PRESENTATION SKILLS		Not observed
Guiding Principles		
<ul style="list-style-type: none"> • Communicates effectively as evidenced by: <ul style="list-style-type: none"> ○ 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 <input type="checkbox"/>		Needs Improvement <input type="checkbox"/>
Comments:		
8. EVALUATION AND ASSESSMENT		Not observed
Guiding Principles		
<ul style="list-style-type: none"> • 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 <input type="checkbox"/>		Needs Improvement <input type="checkbox"/>
Comments:		
9. INTERPERSONAL SKILLS		Not observed
Guiding Principles		
<ul style="list-style-type: none"> • 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 <input type="checkbox"/>		Needs Improvement <input type="checkbox"/>
Comments:		
10. FACILITATION OF LEARNING		Not observed
Guiding Principles		
<ul style="list-style-type: none"> • 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 		

<ul style="list-style-type: none"> • Uses humor appropriately and sensitively with respect to cultural and personal preferences and not at the expense of students or others 	
Satisfactory <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>
Comments:	
11. TECHNOLOGY	
Not observed	
Guiding Principle <ul style="list-style-type: none"> • 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 <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>
Comments:	
12. GROUP ACTIVITIES	
Not observed	
Guiding Principles <ul style="list-style-type: none"> • Promotes positive interdependence and individual accountability during activities • Aligns group activities with learning outcomes • Connects theory with practice in group activity structure 	
Satisfactory <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>
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
INSTRUCTOR EVALUATION FORM**

Instructor Name:	Course Number:
_____	_____
Campus/Site/Room:	Course Title:
_____	_____
Observation Date(s): _____	# of Students Present: _____
	Evaluator Name: _____
	Evaluator Title: _____

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

1. Does the instructor appropriately collect and manage data (Core Outcomes Measures) for program improvement and accountability?
 Yes No
2. Does the instructor maintain professional conduct including attendance and use of class time?
 Yes No
3. Does the instructor meet annual professional development requirements?
 Yes No
4. Does the instructor consistently attend local meetings as required by the Dean/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?

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

Dean Signature

Date

Associate Vice President Signature

Date

Vice President Signature

Date



Workforce Development Instructors' 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

EMPLOYEE DATA

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: Learning Resources

Date: [Click here to enter text.](#)

Evaluation Period FROM: [Click here to enter text.](#)

TO: [Click here to enter text.](#)

- 1. Job Knowledge:** Maintains a thorough knowledge and understanding required to accomplish assigned duties and responsibilities. Keeps current and well informed in field. Engages in professional development activities that reflect the needs of the department, developments in the field, and/or addresses areas noted in evaluations.

Knowledge of available resources Satisfactory Needs Improvement Unsatisfactory
Comments:

Use of Library Catalog Satisfactory Needs Improvement Unsatisfactory
Comments:

Use of EBSCO & Gale products Satisfactory Needs Improvement Unsatisfactory
Comments:

Ability to assist students with Word, Canvas, and MySJRststate Satisfactory Needs Improvement Unsatisfactory
Comments:

Use of Library Management System (Integrated Library System) Satisfactory Needs Improvement Unsatisfactory
Comments:

Ability to create and/or add/edit content in LibGuides and Canvas Satisfactory Needs Improvement Unsatisfactory
Comments:

Knowledge of Library & ASC services, policies & initiatives and/or where to locate that information
Comments: Satisfactory Needs Improvement Unsatisfactory

2. **Quality of Work:** Completes work thoroughly, accurately, neatly, and according to specifications. Produces output with minimal errors.
Comments: Satisfactory Needs Improvement Unsatisfactory

3. **Cooperation/Teamwork:** Performs tasks harmoniously, agreeably, and is congenial with others. Demonstrates an ability to work collaboratively.
Comments: Satisfactory Needs Improvement Unsatisfactory

4. **Creation of a Positive Environment:** Demonstrates a commitment to the improvement of the college atmosphere, services and image. Understands and responds to the needs of internal and external customers.
Comments: Satisfactory Needs Improvement Unsatisfactory

5. **Communication:** Uses effective informing and listening skills, including speaking, writing, and listening.
Comments: Satisfactory Needs Improvement Unsatisfactory

6. **Institutional Involvement:** Participates in college and department committees, initiatives, and events. Makes meaningful contributions to those efforts.
Comments: Satisfactory Needs Improvement Unsatisfactory

7. **Adaptability/Flexibility:** Demonstrates an ability to accept and meet changing conditions. Accepts constructive criticism and suggestions and uses them to advantage. Deals with anger, frustration, and disappointment in an appropriate manner.
Comments: Satisfactory Needs Improvement Unsatisfactory

8. **Initiative:** Demonstrates self-motivation, self-reliance; is a self-starter.
Comments: Satisfactory Needs Improvement Unsatisfactory

9. **Student Success and Achievement:** Contributes to student success in teaching students to learn to retrieve, organize, and effectively use information as described on the Learning Outcomes Competency Map. Satisfactory Needs Improvement Unsatisfactory

Comments:

10. **Effectiveness of Teaching Observed:** Satisfactory Needs Improvement Unsatisfactory

How does the librarian's presentation demonstrate preparedness for the learning activity?

What techniques does the librarian use to promote learning and student engagement?

Describe how the librarian has students apply concepts, and uses relevant real world scenarios.

Other comments?

SIGNATURE OF LIBRARIAN

Date

LIBRARIAN EVALUATION

EMPLOYEE DATA

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: Learning Resources

Date: [Click here to enter text.](#)

Evaluation Period FROM: [Click here to enter text.](#)

TO: [Click here to enter text.](#)

- 1. Job Knowledge:** Maintains a thorough knowledge and understanding required to accomplish assigned duties and responsibilities. Keeps current and well informed in field. Engages in professional development activities that reflect the needs of the department, developments in the field, and/or addresses areas noted in evaluations.

Knowledge of available resources Satisfactory Needs Improvement Unsatisfactory
Comments:

Use of Library Catalog Satisfactory Needs Improvement Unsatisfactory
Comments:

Use of EBSCO & Gale products Satisfactory Needs Improvement Unsatisfactory
Comments:

Ability to assist students with Word, Canvas, and MySJRststate Satisfactory Needs Improvement Unsatisfactory
Comments:

Use of Library Management System (Integrated Library System) Satisfactory Needs Improvement Unsatisfactory
Comments:

Ability to create and/or add/edit content in LibGuides and Canvas Satisfactory Needs Improvement Unsatisfactory
Comments:

Knowledge of Library & ASC services, policies & initiatives and/or where to locate that information
 Satisfactory Needs Improvement Unsatisfactory
 Comments:

2. Quality of Work: Completes work thoroughly, accurately, neatly, and according to specifications. Produces output with minimal errors.
 Satisfactory Needs Improvement Unsatisfactory
 Comments:

3. Cooperation/Teamwork: Performs tasks harmoniously, agreeably, and is congenial with others. Demonstrates an ability to work collaboratively.
 Satisfactory Needs Improvement Unsatisfactory
 Comments:

4. Creation of a Positive Environment: Demonstrates a commitment to the improvement of the college atmosphere, services and image. Understands and responds to the needs of internal and external customers.
 Satisfactory Needs Improvement Unsatisfactory
 Comments:

5. Communication: Uses effective informing and listening skills, including speaking, writing, and listening.
 Satisfactory Needs Improvement Unsatisfactory
 Comments:

6. Institutional Involvement: Participates in college and department committees, initiatives, and events. Makes meaningful contributions to those efforts.
 Satisfactory Needs Improvement Unsatisfactory
 Comments:

7. Adaptability/Flexibility: Demonstrates an ability to accept and meet changing conditions. Accepts constructive criticism and suggestions and uses them to advantage. Deals with anger, frustration, and disappointment in an appropriate manner.
 Satisfactory Needs Improvement Unsatisfactory
 Comments:

8. Initiative: Demonstrates self-motivation, self-reliance; is a self-starter.
 Satisfactory Needs Improvement Unsatisfactory

Comments:

9. **Student Success and Achievement:** Contributes to student success in teaching students to learn to retrieve, organize, and effectively use information as described on the Learning Outcomes Competency Map. Satisfactory Needs Improvement Unsatisfactory

Comments:

10. **Effectiveness of Teaching Observed:** Satisfactory Needs Improvement Unsatisfactory

How does the librarian's presentation demonstrate preparedness for the learning activity?

What techniques does the librarian use to promote learning and student engagement?

Describe how the librarian has students apply concepts, and uses relevant real world scenarios.

Other comments?



RECEIVED

SIGNATURE OF LIBRARIAN

Name

Date

SUBMITTED

SIGNATURE OF EVALUATING FACULTY MEMBER (Adjunct evaluations only)

Name

Date

SIGNATURE OF EVALUATING FACULTY MEMBER (Adjunct evaluations only)

Name

Date

SIGNATURE OF DEAN OF LEARNING RESOURCES

Name

Date

SIGNATURE OF ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Name

Date

SIGNATURE OF VICE PRESIDENT FOR ACADEMIC AFFAIRS

Name

Date

St. Johns River State College
Academic Advising
Senior Advisor Performance Review

Name: _____

Campus: _____ Date: _____

Senior Advisor Competencies:

Performance Level - Expectation

	<u>Above</u>	<u>At</u>	<u>Below</u>	<u>No Basis</u>
1. Goals set for the upcoming year	_____	_____	_____	_____
2. Progress Toward Goals	_____	_____	_____	_____
3. Decision Making & Judgement	_____	_____	_____	_____
4. Interpersonal Skills & Sensitivity	_____	_____	_____	_____
5. Counseling/Referral Skills	_____	_____	_____	_____
6. Team Work	_____	_____	_____	_____
7. Commitment to Mission	_____	_____	_____	_____
8. Planning & Organizing	_____	_____	_____	_____
9. Productivity & Initiative	_____	_____	_____	_____
10. Computer Skills	_____	_____	_____	_____
11. Teaching/Training Skills	_____	_____	_____	_____
12. Knowledge of SJRState Programs	_____	_____	_____	_____
13. Knowledge of Current Career Information	_____	_____	_____	_____
14. Knowledge of Testing & Accelerated Credit	_____	_____	_____	_____
15. Professional Behaviors (punctuality, focus, dependability, Positive Attitude, etc)	_____	_____	_____	_____
16. Openness to Feedback and Change	_____	_____	_____	_____
17. Other: _____	_____	_____	_____	_____

Overall Evaluation: _____ Above _____ At _____ Below

Signatures:

Senior Advisor Acknowledges Receipt of Evaluation: _____ Date: _____

Dean/Director: _____ Date: _____

Vice President: _____ Date: _____

2/2020

St. Johns River State College

Academic Advising

Senior Advisor Goals

Senior Advisor: _____ Goals for Academic Year: _____

Goal 1: _____

Strategies & Time Lines: _____

Goal 2: : _____

Strategies & Time Lines: _____

Goal 3: _____

Strategies & Time Lines: _____

Goals Approved: ____ Yes ____ No ____ Modify

Senior Advisor: _____ Date: _____

Dean/Director: _____ Date: _____

Vice President: _____ 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