



## **ADJUNCT FACULTY HANDBOOK**

The purpose of the Saint Leo University Adjunct Faculty Handbook is to provide new and continuing adjunct faculty with general information regarding the university's policies and procedures and to serve as a reference to other sources of information where appropriate. The handbook is not intended to establish or modify policies of the university. Every effort has been made to be thorough and accurate; however, the handbook does not attempt to cover every office or unit in the university, nor every rule, regulation, or policy, only those frequently encountered by adjunct faculty. We hope you find the handbook useful.

The Adjunct Faculty Handbook and its contents are subject to change without notice and may not be regarded in the nature of binding obligations to the university. The university reserves the right to change any provisions or requirements. For further information and updates, consult the university website ([www.saintleo.edu](http://www.saintleo.edu)) or intranet (<https://my.saintleo.edu>).

Revised: 12/2014

## **MESSAGE FROM THE PRESIDENT**

We are delighted that you will be teaching for Saint Leo University. Our university's academic program focuses on student learning within a values centered environment. We offer students the opportunity to improve their lives and to expand their base of knowledge, values, and skills. Our curriculum, catalog, policies, and procedures have been developed over many years to assure our academic programs meet the standards of quality, integrity, fairness, and completeness, thus assuring our students a university degree that meets the highest standards of academic excellence.

However, Saint Leo University is not just about policies and procedures. While these are necessary, our university is about people with a mission to educate and prepare individuals to make a good living and a better life for themselves, their families, and their communities.

Benedictine monks and nuns founded Saint Leo University. We emphasize today the core Benedictine values of community, respect for all, and stewardship, along with the additional values of excellence, personal development, and integrity. We work hard at each of our many locations to fulfill our mission and to establish a learning environment that manifests these values.

Saint Leo University is a larger and more complicated university than people generally realize. Our enrollments rank us among the 20 largest Catholic institutions in the United States of America. We are also among the top ten providers of higher education to our nation's military. We serve more than 16,000 students in Florida, Virginia, South Carolina, Georgia, Texas, Mississippi, and California. We do so with the same commitment to our Catholic faith, to the liberal arts and sciences as the basis of all learning, to student learning and development, and to our values. Saint Leo University puts students first in all its considerations and promises a commitment to quality in all its programs.

Welcome to Saint Leo University. We are glad that you are here.

**Arthur F. Kirk, Jr. President**

## MESSAGE FROM THE VICE PRESIDENT OF ACADEMIC AFFAIRS

Across all locations, we at Saint Leo University strive to challenge our students to dedicate themselves to the pursuit of life-long learning. This handbook was developed to support the work that you do to help us meet the challenge of shaping lives of those you teach at Saint Leo University.

Faculty members and administrators have worked to articulate and integrate agreed upon expectations that we share as teachers grounded in the university's core values. Examples of the core values described in the service of teaching include

- Excellence: Set high standards in your classes.
- Excellence: Use active and, when appropriate, collaborative learning techniques.
- Excellence: Use multiple and varied means to evaluate student performance.
- Integrity: Meet all of your classes and provide students with timely feedback.
- Integrity: Maintain confidentiality.
- Community: Expect your students to attend class and be on time.
- Community: Facilitate student-to-student interaction.
- Respect: Expect your students to use their computers only when you decide it is appropriate.
- Respect: Expect your students to turn OFF their cell phones during your classes.
- Respect: Expect your students to respect you (but not necessarily to like you).
- Respect: Respect your students and their diverse backgrounds, cultures and experiences.
- Responsible Stewardship: Use learning time effectively.
- Responsible Stewardship: Use appropriate technology to enhance learning.
- Personal Development: Present up-to-date developments in your field.
- Personal Development: Reflect regularly on your teaching and make changes as necessary.

Beyond these examples, the core values in practice are manifest in the decisions we make and the actions we take on a daily basis. Without a shared understanding of the core values, it might be easier to fall in line with the rhetoric of higher education as a marketplace, where students are products of the institution or simply customers driven by market forces. We are drawn together, however, by this core set of beliefs that call us to be responsible stewards of the time and talents of our students.

While our core values provide a common language and a foundation for the future of the university, we also are accountable within the larger community of higher education through the accreditation process. Beyond accrediting bodies that are specific to certain fields, the university is held accountable by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which accredits degree-granting higher education institutions in our region of the country. In December of 2011, the university's accreditation was reaffirmed.

Your work as a faculty member remains at the heart of all the university's endeavors. We continue to uphold and meet our educational standards through all aspects of our work as faculty, from the ways that we design our courses and assess them to the ways in which we document our program objectives and act upon what we are learning to improve our efforts. From the community of service and scholarship that we create, we demonstrate to students the ways in which we live out our own vocations. From our deliberation and foresight, we will continue to grow the university in ways that serve our mission.

**Maribeth Durst, Ph.D.**  
**Vice President for Academic Affairs**

# TABLE OF CONTENTS

## SECTION I – INTRODUCTION TO THE UNIVERSITY

A.	University Mission Statement.....	1
B.	Core Values.....	1
C.	Educational and Learning Goals.....	2
D.	University Vision 2017.....	3
E.	University History.....	3

## SECTION II – ACADEMIC ADMINISTRATION AND GOVERNANCE

A.	Administration.....	5
B.	University Governance.....	8

## SECTION III – EMPLOYMENT POLICIES AND PROCEDURES

A.	Adjunct Faculty Credentials.....	9
B.	Adjunct Faculty Rank.....	9
C.	Adjunct Faculty Workload Policy.....	9
D.	Adjunct Faculty Pay Scale.....	10
E.	Assignment of Teaching Responsibilities.....	10
F.	Discrimination and Sexual Misconduct Policy.....	10
G.	Program Lead Faculty.....	11
H.	Certified Peer Observers.....	11
I.	Faculty Development Training.....	11
J.	Professional Development Funds.....	12
K.	Reimbursement.....	13

## SECTION IV – ACADEMIC POLICIES AND PROCEDURES

A.	Statement of Academic Freedom.....	14
B.	Statement of Preferred Pedagogy.....	15
C.	Classroom Instruction and Related Responsibilities of Adjunct Faculty.....	15
	1. Syllabi.....	15
	2. Class Attendance.....	16
	3. Class Meetings.....	17
	4. Availability to Students and University Staff.....	17
	5. Grading.....	18
	6. Academic Honor Code.....	22
	7. AcadUp.....	23
D.	Responsibilities of the University to Adjunct Faculty.....	23
E.	Protecting the Academic Environment.....	24

## SECTION V – INSTRUCTIONAL RESOURCES

A.	Academic Advising.....	25
B.	Americans With Disabilities Act.....	25
C.	Library Resources.....	25

# SECTION I

## INTRODUCTION TO THE UNIVERSITY

### A. University Mission Statement

Saint Leo University is a Catholic, liberal arts-based university serving people of all faiths. Rooted in the 1,500-year-old Benedictine tradition, the University seeks balanced growth in mind, body, and spirit for all members of its community. At University Campus, at education centers, and through the Center for Online Learning, Saint Leo University offers a practical, effective model for life and leadership in a challenging world; a model based on a steadfast moral consciousness that recognizes the dignity, values and gifts of all people.

To accomplish its mission, the university community creates a student-centered environment in which love of learning is of prime importance. Members of the community are expected to examine and express their own values, listen respectfully to and respond to the opinions of others, serve the community in which they live, welcome others into their lives and care for all of God's creations.

### B. Core Values

**Excellence** - Saint Leo University is an educational enterprise. All of us, individually and collectively, work hard to ensure that our students develop the character, learn the skills, and assimilate the knowledge essential to become morally responsible leaders. The success of our university depends upon a conscientious commitment to our mission, vision, and goals.

**Community** - Saint Leo University develops hospitable Christian learning communities everywhere we serve. We foster a spirit of belonging, unity, and interdependence based on mutual trust and respect to create socially responsible environments that challenge all of us to listen, to learn, to change, and to serve.

**Respect** - Animated in the spirit of Jesus Christ, we value the unique talents of all individuals, respect their dignity, and strive to foster their commitment to excellence in our work. Our community strength depends on the unity and diversity of our people, on the free exchange of ideas, and on learning, living and working harmoniously.

**Personal Development** - Saint Leo University stresses the development of every person's mind, spirit, and body for a balanced life. All members of the Saint Leo University community must demonstrate their commitment to personal development to help strengthen the character of our community.

**Responsible Stewardship** - Our creator blesses us with an abundance of resources. We foster a spirit of service to employ our resources to university and community development. We must be resourceful. We must optimize and apply all of the resources of our community to fulfill Saint Leo University's mission and goals.

**Integrity** - The commitment of Saint Leo University to excellence demands that its members live its mission and deliver on its promise. The faculty, staff, and students

pledge to be honest, just, and consistent in word and deed.

## **C. Educational and Learning Goals**

### **1. We expect students to demonstrate Intellectual Growth:**

- Think critically and independently
- Make informed decisions
- Commit to lifelong learning
- Engage in problem solving
- Exercise reasoned judgment
- Develop quantitative skills
- Learn experientially
- Understand how living things and physical systems operate
- Prepare for graduate study

### **2. We expect students to demonstrate Effective Communication Skills:**

- Speak thoughtfully and respectfully
- Listen carefully
- Read critically
- Write clearly
- Present information well

### **3. We expect students to demonstrate Deepened Spiritual Values:**

- Understand Catholic and Benedictine values and traditions
- Commit to act in concert with one's values
- Respect differences in belief systems and values
- Show compassion and empathy
- Understand the relationships among humans, living things, the universe and God
- Balance one's life

### **4. We expect students to Respond Aesthetically:**

- Appreciate the beauty and balance in nature
- Develop creativity
- Demonstrate sensitivity
- Visualize creative potential

### **5. We expect students to Prepare for an Occupation:**

- Strive for excellence
- Develop an international perspective
- Become competent in managing people/tasks, responding to change, planning innovation, collaborating, applying technology, and acting fiscally responsible

### **6. We expect students to demonstrate Social Responsibility:**

- Act with integrity.
- Exercise personal responsibility.
- Respect all living things.
- Work for diversity both locally and globally.
- Build community.
- Commit to resource stewardship.

### **7. We expect students to demonstrate Personal Growth and Development:**

- Develop self-understanding.
- Learn to manage self.

- Deal with ambiguity.
- Exercise flexibility.
- Strengthen confidence and self-esteem.
- Learn persistence.
- Care for self and physical and spiritual well-being.
- Develop leadership.
- Foster a work ethic.

**8. We expect students to demonstrate Effective Interpersonal Skills:**

- Value successful relationships.
- Participate effectively in group work.
- Cooperate.
- Engage in philanthropy.
- Volunteer.

## **D. University Vision 2017**

Our "Vision 2017" calls for Saint Leo University to:

- Increase its stature on both a regional and national level
- Pursue goals to strengthen student writing, critical thinking, decision making, learning; to improve retention and graduation rates; and to increase career placement and graduate program acceptance
- Create a positive culture based on university's mission, core values, and accountability for execution
- Support superior pedagogy and student learning with the latest proven technologies in classrooms and online
- Prepare students to be moral, social responsible leaders prepared to lead, live, and work in a challenging world
- Enhance student learning through experiential education, including internships, study abroad, and service learning opportunities

## **E. History of the University**

Saint Leo University is a Catholic, coeducational liberal arts-based university offering associate, bachelor's, master's and doctoral degree programs.

Chartered on June 4, 1889, Saint Leo College was founded when the Florida legislature authorized the Order of Saint Benedict of Florida to "have and possess the right and power of conferring the usual academic and other degrees granted by any college in this State."

Established initially by monks from Saint Vincent Archabbey in Latrobe, Pennsylvania, the Benedictine mission in what formerly was called the "Catholic Colony of San Antonio, Florida" was transferred to the jurisdiction of Mary Help of Christians Abbey (now called Belmont Abbey) in North Carolina in 1888. Saint Leo College and Abbey are named for its first abbot, Leo Haid, the principal founder and first president of the college.

As the first Catholic college in Florida, Saint Leo opened its doors with the dedication of its main building on September 14, 1890. In this pioneer year, Saint Leo enrolled 32 students for classes. The curriculum included a mix of liberal arts and commercial courses leading to the Master of Accounts degree. During its early days, the college went through a military

phase, requiring uniforms and daily drills to instill discipline and order among students. On June 20, 1893, Saint Leo conferred the Master of Accounts degree on its first graduating class of five students.

In 1920, the college was phased out when the faculty decided to focus on becoming what one longtime Benedictine called "a serious English-style prep school." A year later, Saint Leo was accredited by the Southern Educational Association. After changing its name several times, the institution settled on Saint Leo College Preparatory School in 1929 and continued as such until 1964.

Reaching for a larger mission, Saint Leo opened again as a college in 1959. During this transition from preparatory school to college, Saint Leo received a great deal of assistance from the neighboring Benedictine Sisters of Florida at Holy Name Monastery. At first offering only associate degrees, the college moved quickly to offer a four-year program and conferred its first bachelor's degrees in April 1967 on 51 men and 13 women. The Southern Association of Colleges and Schools (SACS) accredited the college in November 1967, retroactive to include the charter Bachelor of Arts class.

In 1969, the college was reorganized when the Order of Saint Benedict of Florida transferred title and control to an independent board of trustees. Shortly after this reform, Saint Leo began to broaden its purpose and build on its military history. In 1973, the college responded to requests from the armed services to offer degree programs on military bases. Today, Saint Leo University is one of the largest providers of higher education to military service members in the United States.

In 1994, the college began offering a Master of Business Administration program and conferred its first MBA degrees in 1996. On August 24, 1999, Saint Leo College became Saint Leo University. Later that year, the university opened the Center for Online Learning, offering students a flexible and convenient alternative to traditional bachelor's degree programs. In 2002, the university expanded its online degree offerings to include the MBA program, enrolling 120 students in its first term. In 2013, the university added its first doctoral program, the Doctor of Business Administration.

Today, Saint Leo University offers more than 40 academic degree and certificate programs to more than 16,000 students at its main campus, on military bases and community colleges located throughout seven states, and through the university's Center for Online Learning.

## SECTION II ADMINISTRATION AND UNIVERSITY GOVERNANCE

### A. Administration

- **President**
  - a. Office of the Assistant to the President
  - b. University Ministry
  - c. Center for Catholic and Jewish Studies
  - d. Intercollegiate Athletics

- **Vice President for Academic Affairs**

**Mission Statement:** Academic Affairs is a community committed to teaching excellence through the use of innovative pedagogy. Thus, Academic Affairs will provide a strong liberal arts context, grounding students with the knowledge, values, and skills for a meaningful life in the twenty-first century.

- a. **Library**

Mission Statement: In supporting the university in its mission to encourage the learning, values and education of the whole person, Cannon Memorial Library has made its primary mission the cultivation of knowledge and critical thinking in our students within a learning community. It is our commitment to provide information, quality service and expertise to faculty, students and community patrons. Supporting the needs of a Catholic, liberal arts-based university serving people of all faiths, our mission is grounded in the 1,500-year-old Benedictine tradition which recognizes the dignity, value and gifts of all people. (For more information about the library and its services, please visit <http://saintleolibrary.cloudaccess.net/homepage.html>.)

### Schools

#### **School of Arts and Sciences**

**Mission Statement:** The School of Arts and Sciences plays a central role in the academic structure and philosophy of the university by offering to all students a broad education, one that lays a durable foundation for critical and independent thinking. The essential spirit of the liberal arts, namely, the liberation of the mind and the acquisition of those habits and values that lead one to truth, animates all curricula and programs in the school.

Through the traditional disciplines in the arts and sciences, the School of Arts and Sciences provides coherence and unity to the entire university curriculum and assures depth and diversity in its own areas of study.

The School of Arts and Sciences:

Educates students in such fundamental skill areas as

- scientific observation
- reasoning
- problem solving
- decision-making

- communication

Trains majors in

- the fine and performing arts
- the humanities
- the social and behavioral sciences
- the physical sciences

Engages in dialogue meant to further

- excellence
- community
- respect
- personal development
- responsible stewardship
- integrity

### **Donald R. Tapia School of Business**

**Mission Statement:** The mission of the Saint Leo University Donald R. Tapia School of Business is to provide a values-centered education that develops tomorrow's business leaders with exceptional skills, including critical thinking and the ability to make ethical decisions and take effective action.

The school supports the mission of the university through a broad liberal arts education and specialized business courses. To ensure a complete education, every business program is structured from a broad liberal arts education to career-specific business courses. Thus, the Saint Leo business graduate is prepared by focusing on critical thinking, on creative problem solving, and on improved interpersonal communication skills.

The school accomplishes its mission by supporting excellence in teaching by a dedicated faculty, scholarly faculty activity, and service involvement of students and faculty to the business and university communities. Specific mission objectives include providing students with the skills to manage effectively in a changing global environment, an integrative perspective of organizational operations, and an awareness of their contribution to improving society.

### **School of Education and Social Services**

**Mission Statement:** The mission of the Saint Leo University School of Education and Social Services is to provide quality academic and applied experiences to students in education and the social services. The school supports the mission of the university with a broad foundation of a liberal arts-based education coupled with the knowledge, values, and skills of the education and social services professions. The school's initiatives are dedicated to graduating effective professionals committed to building strong, responsive, and caring communities.

To accomplish this mission, the objectives of the school's faculty are to:

- Embrace and commit to the ideals of excellence in teaching and quality community service

- remain active in their respective fields as researchers and practitioners teach students to develop an appreciation of the complexity and diversity in society and be concerned about human dignity
- assist students in understanding social and individual problems and develop a determination to help resolve those problems
- prepare students for careers of service

c. **The Office of Assessment and Institutional Research (A&IR)**

**Mission Statement:** The Office of Assessment and Institutional Research (A&IR) is dedicated to providing trustworthy and useful information that will assist in teaching, learning, and service in Saint Leo University programs. (For more detailed information, please see page 29.)

- **Vice President for Business Affairs and Chief Financial Officer**

- a. Accounting and Finance
- b. Budgets
- c. Campus Bookstore
- d. Duplicating and Print Shop
- e. Food Service
- f. Human Resources
- g. General Counsel
- h. Mail Room
- i. University Technology Services
- j. Physical Plant
- k. Training and Business Support

- **Vice President for Continuing Education and Student Services**

**Mission Statement:** Consistent with the university's mission, values, and vision, the Division of Continuing Education and Student Services provides opportunities for adult students to earn associate, bachelor's, and master's degrees while pursuing careers and maintaining family lives. In so doing, it offers a practical and effective means whereby adult students can enhance and advance their careers as well as develop in mind, body, and spirit.

The Division of Continuing Education and Student Services endeavors to provide flexible adult centered pre-matriculation, post-matriculation, and academic advising services where and when convenient to students. Similarly, it offers academic credit-bearing courses at times, locations, and through delivery methods that accommodate the demands of students' busy lives.

The Division of Continuing Education and Student Services assures that its students receive the same course content, quality pedagogy, so they may achieve the same learning outcomes as University Campus students. It also enables students to benefit from a close working relationship and the personal support of university faculty and staff.

- a. Academic Student Support Services
- b. Campus Life

- c. Campus Security and Safety
  - d. Career Services
  - e. Continuing Education Centers
  - f. Counseling Services
  - g. Dining Services
  - h. Disability Services
  - i. Distance Learning
  - j. Health Services
  - k. International Study Abroad
  - l. Registrar
  - m. Residential Life
  - n. Student Involvement
  - o. Student Services
- **Vice President for Enrollment and Online Programs**
    - a. Undergraduate Admissions
    - b. Graduate Admissions
    - c. Marketing
    - d. Student Financial Services
    - e. Trane Stop
    - f. The Center for Online Learning
    - g. Instructional Technology
- **Vice President for Institutional Advancement**
    - a. Advancement Services
    - b. Alumni Relations
    - c. Development
    - d. University Communications

## **B. University Governance**

Adjunct faculty members may serve on the Saint Leo University Senate. You can find the University Senate Constitution and Bylaws under the tab marked “Senate” in the intranet section of the university website at <https://intranet.saintleo.edu>.

Adjunct faculty members who may be interested in running for a Senate seat should consult this web site and speak with their dean, department chair, director, and/or center director for more information.

## **SECTION III EMPLOYMENT POLICIES AND PROCEDURES**

Saint Leo University is committed to policies that ensure that there is no discrimination on the basis of age, sex, race, color, creed, religion, national origin, or disability. Saint Leo University complies with the Family Educational Rights and Privacy Act of 1974 (as amended). The university is a Equal Opportunity-Affirmative Action employer.

### **A. Adjunct Faculty Credentials**

Saint Leo University requires that original transcripts be on record as sent from the originating institution(s) for all faculty. Transcripts issued to the individual or copies of transcripts are not acceptable and the faculty member will not be cleared to teach until original transcripts are received.

### **B. Adjunct Faculty Rank**

Adjunct faculty members are hired at the rank of instructor and serve on part-time contracts. At minimum, adjunct instructors must hold an earned master's degree in the field being taught from a recognized, regionally accredited graduate institution.

### **C. Adjunct Faculty Workload Policy**

The adjunct faculty 15-16 week semester workload is 3 courses per semester maximum. No more than three (3) courses may be taught by an adjunct in any semester.

The adjunct faculty eight (8) week, six (6) term load is 12 courses per year maximum with no more than two (2) courses taught in any term.

Full-time administrators or staff without a visiting faculty appointment may teach a maximum of six (6) courses per year, but no more than one per term or semester.

Any exceptions to this policy must be recommended by the appropriate department chair to the academic dean responsible for the faculty member's discipline. All exceptions must be approved by the vice president for Academic Affairs.

No matter how many courses adjuncts may be assigned to teach, they are not authorized to work more than 29 hours per week, taking into account time spent teaching, in class preparation, grading, student consults, administrative time, and other typical duties.

If it appears that accepting a teaching assignment will put an adjunct over 29 work hours per week, he/she has a duty to decline the appointment.

To assist in determining what types of assignments are equivalent to teaching a course, a partial list is included here. While each of the following is considered to be a workload that is equivalent to teaching a course, other tasks may also be considered a course.

- Teaching a three-credit hour course offered online
- Teaching a three-credit hour course offered face-to-face
- Teaching a three-credit hour course offered as blended

- Teaching a three-credit hours course offered in ICC
- Teaching a three-credit hour course offered as directed study
- Teaching a three-credit hour course offered in CD ROM/NCPACE
- Serving as a Program Lead faculty limited to only 10 hours per week maximum
- Teaching FDT or other faculty development courses
- Developing a new online course (this needs to be counted as a course during each term that is encompassed in the contract for the work)
- Updating an existing online course (textbook or other update; this needs to be counted as a course during each term that is encompassed in the contract for the work)
- Working as a tutor in a writing or reading lab (maximum of 10 hours per week)
- Supervising up to a maximum of 10 field work (practicum, internship, apprenticeship, or field placement) students who are enrolled for one credit hour of field work
- Supervising up to a maximum of eight field work (practicum, internship, apprenticeship, or field placement) students who are enrolled for three credit hours of field work
- Supervising up to a maximum of seven field work (practicum, internship, apprenticeship, or field placement) students who are enrolled for six credit hours of field work
- Supervising up to a maximum of six field work (practicum, internship, apprenticeship, or field placement) students who are enrolled for nine credit hours of field work
- Supervising up to a maximum of five field work (practicum, internship, apprenticeship, or field placement) students who are enrolled for 12 credit hours of field work

#### **D. Adjunct Faculty Pay Scale**

Adjunct faculty are contracted on a term-by-term basis. The appropriate academic office or center director will provide a payment schedule and/or the amount of compensation at the time of contract.

#### **E. Assignment of Teaching Responsibilities**

New adjunct faculty members are issued a “Teaching Memorandum of Agreement” by the campus academic office or center director upon assignment to their first course. A copy can be found on the Saint Leo University intranet, accessed via the my.saintleo.edu portal. As noted in that document, Saint Leo University reserves the right to cancel any course prior to the final drop/add period in the event that the minimum enrollment goal is not met or for any reason as determined by university administration. In the event the university is required to cancel a scheduled course for any reason during the above mentioned period, the university shall not be obligated to pay the stipulated amounts in any applicable attached addendum. Assignments to teach courses in subsequent terms are made at the discretion of the university.

#### **F. Discrimination and Sexual Misconduct Responsibilities**

When an employee becomes aware of an alleged act of sexual misconduct and before a student reveals information that he or she may wish to keep confidential, a responsible employee should make every effort to ensure that the student understands both the employee’s obligation to report the names of the people alleged to be involved in the sexual misconduct and; the employee must promptly contact the Title IX Coordinator, one of the Title IX Deputy Coordinators and/or Campus Safety to report the incident. Please refer to the Saint Leo

University Employee Policy Manual, Section 2.0, for information on Title IX, sexual harassment and discrimination for the policies and procedures on reporting.

## **G. Program Lead Faculty Responsibilities**

Lead program contract faculty function at regional Continuing Education centers, on-campus, and online in a variety of majors and graduate programs. They are expected to act as liaisons between the centers and academic departments, reviewing adjunct faculty syllabi, and advising students.

Responsibilities of lead contract faculty include but are not limited to the following:

- Teach primarily at the centers or online.
- Act as contact person between center adjuncts and academic department chairs.
- Review syllabi of center adjuncts and assist where necessary to improve the syllabus.
- Contact adjuncts regularly as they teach their respective courses. (This can be in person or by e-mail, telephone, VTT, etc.)
- Provide adjuncts with course-relevant materials as needed throughout the term (proficiency tests, relevant articles, cases studies, etc.).
- Alert department chairs when a weak instructor is identified.
- Provide two group-advising sessions for center students.
- Attend all department meetings.
- Where possible, provide academic advising for students.
- Provide support and outreach for the academic department.

## **H. Certified Peer Reviewers**

Certified Peer Observers, or CPOs, are trained full-time or adjunct faculty who conduct classroom observations. CPOs are assigned to faculty based on location. Full-time faculty CPOs may observe either full-time or adjunct faculty. Adjunct faculty CPOs may observe other adjunct faculty.

CPOs are not assigned according to discipline or department but instead focus on teaching practices that are common to effective teaching.

CPOs conduct 7 observations in an 8 week period or 14 observations in a semester. CPOs will receive their list of faculty to observe via an email from Joe Tadeo, Academic Administrator for Academic Affairs. CPOs are asked to submit a completion log, along with the completed observations, to [faculty.observations@saintleo.edu](mailto:faculty.observations@saintleo.edu).

Any questions regarding the CPO process may be directed to Joe Tadeo at [joseph.tadeo@saintleo.edu](mailto:joseph.tadeo@saintleo.edu) or Mary Spoto at [mary.spoto@saintleo.edu](mailto:mary.spoto@saintleo.edu).

## **I. Faculty Development Training**

Saint Leo University has created a faculty development training (FDT) program for adjunct faculty who teach at our continuing education centers and in online programs. The FDT program is intended to improve the quality and effectiveness of classroom-based instruction

and, in doing so, to increase both student learning and satisfaction with the learning process.

The program consists of seven modules:

- Instructional Design
- Lecturing Skills
- Creating Effective Writing Assignments
- Collaborative Learning
- Active Learning
- Using Electronic Resources
- Assessment of Learning
- Teaching Strategies for Online Courses
- Plagiarism and Today's Student
- Modeling and Teaching Saint Leo Core Values
- Embedding Critical Thinking in Your Teaching

The major focus within each module is on the development and application of concrete teaching and learning strategies and tactics that can be immediately applied in the classroom.

The modules are delivered online using the same platform used to deliver Distance Learning (DL) courses to our students. The modules are eight (8) weeks in length (coinciding with the DL schedule) and each provides approximately 10 hours of instruction and activities. Adjunct faculty members may enroll in a maximum of two modules during any eight-week term. Assessment of performance will be both formative and summative. In the latter case, a final grade of "Pass" or "Fail" will be awarded for each module.

For more information, contact Ophelia Frazier-Brown, project manager, Office of Instructional Technology at [ophelia.frazier-brown@saintleo.edu](mailto:ophelia.frazier-brown@saintleo.edu) or by telephone at (352) 588-7545.

## **J. Professional Development Funds**

The J. Goeffroy Professional Development Fund (PDF) was established to encourage and support adjunct faculty who teach at the university's education centers to participate in scholarly activities that will contribute to their professional growth and enhance the quality of education available to our students.

Awards are determined by a professional development committee whose members are elected by Continuing Education faculty. Three full-time center faculty members make up the committee and they select a chair from among themselves. The committee meets four times each year to consider requests. Applications, submitted using the Shirley J. Goeffroy Professional Development Fund reimbursement form, are due to the committee on the 1<sup>st</sup> day of September, December, March, and/or June for each academic year. After careful consideration, the committee makes recommendation to the vice president for Academic Affairs. All awards are determined by the scholarly merit of the request, the needs of the university, and the needs of the applicant.

Below are guidelines for submitting applications for reimbursement from the Shirley J. Goeffroy Professional Development Fund:

- Funds are available to both full-time faculty (including tenure track, non-tenure track, and

academic faculty advisors) and part-time faculty (including annual-contract and adjunct instructors).

- Funds are limited to amounts shown below per academic year.
- Funds may be used to pay for participation (limitation \$2,000 full time/\$1,400 part time) or attendance at one discipline related conference or certification workshop (limitation \$1,400 full time/\$1,000 part time) per academic year.
- Funds may be used to pay for discipline-related periodical subscriptions. (Awards are limited to \$100 per academic year).
- Funds may be used to pay membership dues in discipline-related professional organizations. (Awards are limited to two organizations and \$200 per year).
- Funds may be used to pay for research grant activities. Any research that involves human or animal subjects must have been approved by the Saint Leo University Institutional Review Board. Funds for research grants are limited to \$250 per academic year.
- Funds may not be used to support individual coursework for applicants.
- All other requests will be considered as submitted.

Please note that the process of review, approval, authorization, and payment takes approximately six (6) weeks from each deadline date. Requests must be supported by appropriate paperwork, such as expense receipts, registration forms, academic office or center director recommendations. Required forms and additional information can be found on Academic Affairs tab of the Saint Leo University intranet, accessed via the [my.saintleo.edu](http://my.saintleo.edu) portal.

## **K. Reimbursement**

The department chair, center director, or his/her designated official are the only approving authority for all expenditure of funds by employees within the department or center.

Reimbursement for small items purchased for classroom use requires a receipt. Submit receipt(s) to the department chair or center administration for payment at the end of the semester or term. For all other purchases, please consult your department chair or center director.

## SECTION IV ACADEMIC POLICIES AND PROCEDURES

### A. Statement of Academic Freedom

Saint Leo University, Incorporated, is a Catholic institution that recognizes the teachings of the Roman Catholic Church as morally binding. Although the university does not require that all members of the faculty practice or profess the Catholic faith or accept the teachings of the Roman Catholic Church as personally binding, the university does require that all faculty members recognize, understand, and support the institution's mission, which is established through Roman Catholic doctrine.

Saint Leo University stands committed to the American Association of University Professors (AAUP) principles articulated in the 1940 AAUP statement and in more recent adoptions of AAUP policy, and has endorsed the guidelines of the AAUP on the subject of academic freedom and professional ethics.

College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial material that has no relation to their subject. The distinction between education and advocacy is instructive in this regard. It is appropriate for faculty to engage in discussions of controversial matters that are relevant to their disciplines while engaging in the education of students. It is not appropriate in the classroom to serve as advocates for positions that are contrary to the teachings of the Catholic Church outside of their disciplinary and educational boundaries. This will not be construed as limiting the faculty member's right to determine what materials are relevant to the objectives of a course.

The university supports the full freedom of all faculty members to teach in the classroom. The faculty is subject to the strictures associated with usual academic custom, usage, and case law as well as to those requirements specified in the university's master syllabi. Such freedom customarily includes the right to select those materials and teaching methods consistent with the relevant master syllabus approved by departmental faculty and deans, and provided by the university.

All faculty members are entitled to full freedom to conduct professional or scientific research. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties, but research for pecuniary return should be based upon an understanding with the authorities of the institution.

## B. Statement of Expected Pedagogy

The Statement of Expected Pedagogy outlines the university's expectations for developing and delivering courses. It can be found online at [http://www.saintleo.edu/media/174081/2013\\_expectedpedagogy\\_brochure.pdf](http://www.saintleo.edu/media/174081/2013_expectedpedagogy_brochure.pdf). Guidelines pertaining to all delivery modes are included here:

- a. Understand who your students are (e.g., adult learners who may not have taken courses for many years, adult learners earning a second degree, traditional-aged students, etc.).
- b. Communicate high expectations. Describe for your students the knowledge, skills, and values they will master during the course.
- c. Provide students with clear grading requirements during your first class. Describe your expectations for class attendance and discussion participation in the course syllabus.
- d. Discuss with your students the Academic Honor Code in its entirety during the first class period. Report all incidences of suspected plagiarism following the process described in Undergraduate and Graduate Academic Catalogs.
- e. State clear goals and objectives for each class or instructional session.
- f. Use multiple methods to deliver content (e.g., visual, textual, kinesthetic, and/or auditory). For online courses this is covered as a design standard.
- g. Augment assigned readings with your experience and expertise during class, rather than repeat material you assign from the textbook.
- h. Ensure that discussions and assignments require critical thinking, core values, and decision making on the part of your students.
- i. Implement activities that encourage your students to apply, analyze, synthesize, and evaluate course material.
- j. Use assessment methods that measure students' progress in applying, analyzing, synthesizing, and evaluating course material.
- k. Formal writing assignments should be submitted to Turnitin.com.
- l. Encourage active reading, reading to write, and writing across the curriculum activities in your class.
- m. Summarize the main points of your lesson at the close of each class or instructional session.
- n. Provide timely and substantive feedback to your students and require their feedback as well.
- o. Respond to all student messages within 36 hours both during the workweek and on weekends.
- p. Offer extra credit opportunities sparingly and if offered to the entire class.
- q. Replace missed presentations with only comparable alternative assignments and only in the event of a documented emergency.
- r. Record all grades in eLion no later than three days after the last day of the term.
- s. Assign Incomplete as a grade only in accordance with university policy as written in the academic catalog.

## C. Classroom Instruction and Related Responsibilities of Adjunct Faculty

1. **Syllabi:** During the first class of each semester, adjunct faculty members will distribute a detailed syllabus to each student and submit a copy to their academic department and/or

center director for each course they teach. Syllabi must be based upon the master syllabus as provided by the university for the course in question. Syllabi and, upon request, related course materials must be submitted to the dean, department chair, director, and/or center director for review.

### Required Items

- a. Course prefix, number, section, and title
- b. Course description (from the catalog)
- c. Instructor's name, telephone number, email address, and/or FAX number
- d. Time(s) and format for students to meet with the instructor
- e. Pre-requisites, including course(s) and expected student competencies
- f. Required and recommended texts
- g. Attendance policy
- h. Course objectives from the master syllabus
- i. Student performance evaluation methods, including weighting of assessment procedures
- j. Weekly course content and schedule
- k. Academic Honesty Policy
- l. Students with disabilities, who may need special accommodations, should contact Christine Georgallis, assistant director of Disability Services at [christine.georgallis@saintleo.edu](mailto:christine.georgallis@saintleo.edu). For more information, please review the Policy and Procedure Manual on the Disability Services web page at <http://www.saintleo.edu/Campus-Life/Learning-Resource-Center/Disability-Services>
- m. Library resources
- n. Teaching Method
- o. Class Policy

### Optional Items

- Bibliography
- Student handbooks are available for download on the Saint Leo University website at this address under "Helpful Links" on each Continuing Education center's homepage.
- Requirements such as safety procedures, behavior, attire, weather information, etc.

2. **Class Attendance:** All faculty members in all courses must take official class attendance at least through the end of the official add/drop period each term. Students' attendance at all classes is strongly encouraged as an important part of learning. Note that failure to attend class does not constitute an official withdrawal from the course. Class attendance is a prerogative of each individual faculty member.

- a. Faculty members must include course attendance policy in their syllabi.
- b. Students are expected to be present at regularly scheduled class meetings, particularly those classes immediately preceding and following the Thanksgiving, Christmas, and spring breaks. Judgments regarding what constitutes reasonable cause for absence are the prerogative of the individual faculty members.
- c. Should a student miss a class for reasons beyond his or her control, it is the student's responsibility to notify his/her instructor promptly. Failure to attend class does not constitute a course withdrawal.
- d. Attendance is taken during the add/drop period in every course offered at every

location. Attendance is taken for the purpose of establishing a student's enrollment in a specific course so that Title IV funds may be disbursed to the student. Title IV funds are not given to any student who has not attended class during the add/drop period. Students who do not attend at least one class during the add/drop period will have their registration for that course canceled and the record of their registration in that course deleted. A deleted record due to a student's failure to attend the class during the add/drop period may have an adverse effect on the student's financial aid.

- e. In the case of absences caused by university-sponsored activities, students are allowed to make up such portions of work missed, including examinations, as the faculty member deems necessary. Students are expected to make necessary arrangements before the planned absence from class and are responsible for all material covered during their absence.

### **Student-Athlete Excused Absence Policy Clarification**

Student-athletes are excused from classes when representing the university in an official athletic contest. Student-athletes cannot be penalized and will be allowed to make up any and all work missed when representing the university; however student-athletes are expected to make necessary arrangements beforehand and are responsible for all material covered during their absence.

For a home contest, student-athletes will be excused no more than 90 minutes prior to the start of the contest. Student-athletes may not miss class for practices, scrimmages, or contests during their offseason.

### **Notification of Missed Class**

It will be the responsibility of the head coach of each sport or his/her designee to notify the student-athlete's professors, via email, one week in advance of the missed class. The email will be titled "Student-Athlete Absence" and include: date, departure time, return date, and the travel roster. If there is any adjustment to a travel roster, the coach will notify the professors before departing. The coach will copy the student-athlete on the emails. It will still be the responsibility of the student-athlete to meet with the professor prior to the absence and turn in all required work and reschedule any missed assignments.

### **3. Class Meetings**

Faculty members will meet all classes, including the final exam period, as outlined in their syllabus. The course meeting time, as listed in the official campus or center schedule, will not be changed without the approval of the appropriate dean, department chair, director, or center director.

### **4. Availability to Students and University Staff**

Saint Leo University policy states that adjunct faculty be informed of their responsibility to provide students with reasonable access for purposes of academic assistance. The university does require all adjunct faculty to designate reasonable times and procedures for student-faculty access outside of class time, and to make that information known to the students and to the center directors or academic dean.

Adjunct faculty also are required to establish methods of regularly communication with the academic office or center staff during the time they are employed by the university. The

university will utilize the adjunct’s Saint Leo email address as the primary means of communication. **It is the university’s policy that all faculty, staff, and students utilize their official Saint Leo email address for all electronic mail correspondence.**

## 5. Grading

Faculty members will become familiar with the university’s grading system as defined in the current catalog and academic updates (AcadUp), and will determine the academic proficiency and understanding of the students in accord with the standards of the university.

- a. **Criteria for grading** must be clearly defined in writing and included in the course syllabus. The instructor’s primary responsibility is to find the proper measurement of relative achievement. The following standard scale for grading and determining grade point averages is used at Saint Leo University in order to provide consistent grading standards across all undergraduate courses. This grading scale is used to translate letter grades into point values, and vice versa, when calculating final grades.

		Quality Points Per Credit Hour
A	Exceptional	4.00
A-	Superior	3.67
B+	Excellent	3.33
B	Very Good	3.00
B-	Good	2.67
C+	Above Average	2.33
C	Average	2.00
C-	Below Average	1.67
D+	Marginal	1.33
D	Poor	1.00
F	Failure	0.00
FA <sup>(1)</sup>	Failure Absences	0.00
I <sup>(2)</sup>	Incomplete	0.00
P	Pass	0.00
W <sup>(3)</sup>	Withdrawn	0.00
WE <sup>(3)</sup>	Withdrawn Excused	0.00
AU	Audit	0.00

<sup>(1)</sup> The FA grade is issued to students who did not complete the course, did not officially withdraw, and failed to participate in course activities through the end of the enrollment period. The FA grade earns no credit and counts in the same manner as an F in tabulating the student grade point average.

<sup>(2)</sup> Incomplete work will be counted as failure (F) unless the work is made up by the end of the following term. The “I” grade is not appropriate for students who simply fail to

complete course requirements. The “I” is an appropriate grade only if a student has completed the majority of course requirements, has a valid reason for the incompleteness, and expresses intentions of finishing the work within a reasonable time. At the time of submitting grades, the instructor should complete a contract with the student outlining the conditions for the “I” grade. The faculty member may not arbitrarily award an “I” grade but may consider it only after the student has initiated a request for it. The awarding of “I” grades is discouraged.

(3) “W” and “WE” grades are not by instructors.

#### **A, A-**

In order to earn the grade of “A,” students will:

- Demonstrate superior knowledge and **mastery** of subject matter
- Submit written work that shows a superior level of research, insight, and understanding of the subject.
- Participate very actively and intelligently in class discussions.
- Demonstrate that, overall, their work is of superior quality.

#### **B+, B, B-**

In order to earn the grade of “B,” students will:

- Demonstrate a broad comprehension of subject matter.
- Submit written work that shows a high level of research, insight, and understanding of the subject.
- Participate freely and effectively in class discussions.
- Demonstrate that, overall, their work is of high quality.

#### **C+, C, C-**

In order to earn the grade of “C,” students will:

- Demonstrate satisfactory comprehension of subject matter.
- Submit written work that is acceptable and meets basic requirements.
- Remain attentive and take an acceptable role in class discussions.
- Demonstrate that, overall, their work is of adequate quality.

#### **D+, D**

In order to earn the grade of “D,” students will:

- Demonstrate a minimal or borderline comprehension of subject matter.
- Submit written work that is unsatisfactory in part.
- Participate little or not at all in class discussions.
- Demonstrate that, overall, their work is of inferior quality.

#### **F**

Students who earn the grade of “F,” do so because:

- They demonstrate an unacceptably low level of comprehension of subject matter.
- They submit written work that is unacceptable.
- They take little active interest in class discussions.
- They demonstrate that, overall, their work is not worthy of course credit towards the degree.

This standard grading scale helps in maintaining the highest standard while at the same

time preserving the autonomy of the professor in evaluating and assigning grades. The standard scale does not take away the faculty's ability to assign grades as they determine. How the instructor arrives at the grade or average and weights assignments is up to the individual professor.

**b. Submission of Grades**

All faculty members will submit final grades to the registrar's office by the date requested by the university. Grades will be submitted via eLion. Faculty will determine and assign final grades based on the criteria outlined in the course syllabus.

**c. Grade Changes**

Grade changes may be made only by the faculty member administering the course, and with the approval of the appropriate dean or the vice president for Academic Affairs.

A student who believes he/she has received an improper grade must notify the faculty member immediately upon receipt of the grade.

All requests for change of grades must include a detailed and thorough explanation about why the change is requested. A change of grade is only permissible when there has been a computational error or data- input error, with the exception of changing an incomplete grade.

Grades changes are to be kept at a minimum and it is not acceptable to submit a grade change to allow submission of late materials after the end of a term.

For each grade change the instructor must describe in complete detail the cause of the error. For example, a computational error may be caused by inputting data incorrectly onto a spreadsheet, by a keystroke error on a calculator, by a spreadsheet cell error, or by any one of a number of other causes. Data input errors may be caused by similar keystroke errors, misaligning a physical grade book with the online entry or other causes. In every case a detailed explanation must be provided. Requests not providing a clear and qualifying explanation will be denied.

All requests will be reviewed for compliance before approval will be granted. All

grades are final three months after they are posted.

**d. Grade Appeal Procedures**

All grade appeals must adhere to the following procedures:

- i. If a student elects to appeal a grade that he or she believes to be improper, the student must notify the course instructor within thirty (30) days from the date the grade is recorded by the registrar's office. If the issue is not resolved between the student and the instructor, the student may take his/her appeal to the next level.
- ii. The appeal must be submitted in writing to the instructor's dean if he/she is a University Campus student or to the center director if he/she is an education center or online student. The written appeal must include all original work or copies of the work upon which the grade was based, a syllabus for the course, and a listing of all

materials that were to have been graded for the course. The written appeal must also include the course grade the student believes he or she earned and the basis for such belief.

iii. Upon receipt of the written appeal and materials upon which the grade was based, the following action will be taken:

- For appeals filed by University Campus students, the instructor's dean will assign a full-time faculty member in the appropriate discipline to conduct an assessment of the appeal.
- For appeals filed by education center and online students, the student's center director will forward the appeal packet to the University Campus dean who is responsible for the student's academic discipline. The dean will handle the appeal in the same manner noted above.

iv. The assigned full-time faculty member will conduct a thorough assessment of the appeal, including communication with the student if deemed necessary. The list of all materials that were to have been graded for the course must be submitted to the original faculty member for review. If the reviewing faculty member determines there is clear and convincing evidence to support a grade change, the recommendation will be forwarded to the vice president for Academic Affairs. Although the student filed the appeal for the purpose of being awarded a higher grade, the reviewing faculty member could determine that the instructor's original grade was, in fact, liberal and therefore the recommendation would be to lower the grade. Should the reviewing faculty member find no clear and convincing evidence to support a grade change, he or she will forward the finding to the dean who will in turn notify the student in writing with copies to the vice president for Academic Affairs and the dean or center director.

v. Upon receiving a recommendation for a grade change from a reviewing faculty member, the vice president for Academic Affairs will evaluate the recommendation and make a final determination concerning the student's grade. The student and the instructor will be notified in writing. If there is to be a grade change, it will be initiated by the vice president for Academic Affairs through the Registrar's Office. Once the vice president for Academic Affairs makes a final decision, the student will have no further right to appeal.

All written grade appeals must be completed within sixty (60) days from the date of receipt unless the vice president for Academic Affairs grants an extension.

vi. In those cases where the reviewing faculty finds no evidence to justify a change in grade, the student may appeal to the vice president for Academic Affairs. Upon reviewing the appeal and faculty review, the vice president will make a final, non-appealable decision. The student and instructor will be notified of the decision in writing.

e. **Grade Confidentiality**

Grade confidentiality is considered to be an important part of a student's right of privacy. All student grades are to be treated as confidential information shared only between the individual student and his/her instructor. A student's grade is not to be discussed with anyone other than the student and must not be posted on doors or bulletin boards.

## 6. Academic Honor Code

Faculty members will be aware of, consider, and apply the university's Academic Honor Code. As members of an academic community that places a high value on truth and the pursuit of knowledge, Saint Leo University students are expected to be honest in every phase of their academic life and to present as their own work only that which is genuinely theirs. Unless otherwise specified by the professor, students must complete homework assignments by themselves (or if a team assignment, with only their team members). If they receive outside assistance of any kind, they are expected to cite the source and indicate the extent of the assistance. Each student has the responsibility to maintain the highest standards of academic integrity and to refrain from cheating, plagiarism, or any other form of academic dishonesty. Details regarding what is considered a violation of the Academic Honor Code and procedures for reporting suspected honor code violations can be found in the current Academic Catalog.

### Examples of Academic Dishonesty

#### Cheating

- Providing or receiving academic work to or from another student without the permission of the instructor.
- Buying or selling academic work.
- Violating test conditions.
- Forging academic documents.
- Copying computer programs.

#### Plagiarism

- Stealing and passing off the ideas and work of another as one's own or using the work of another without crediting the source whether that source is authored by a professional or a peer.
- Submitting an article or quoted material from a periodical or the Internet as one's own.
- Retyping or re-titling another student's paper and handing it in as one's own.
- Intentionally or unintentionally failing to cite a source.

#### Complicity

- Helping another student commit an act of academic dishonesty.

#### Misrepresentation

- Resubmitting previous work, in whole or in part, for a current assignment without the written consent of the current instructor(s).
- Having another student complete one's own assignments, quizzes, or exams.
- Lying to an instructor.
- Fabricating a source.

### Suggestions That May Help Prevent Academic Dishonesty

- a. For each class, make a statement that informs each student that he/she must adhere to standards of honesty. Attach the university's Academic Honor Code page to your syllabus.
- b. For tests, indicate your expectations regarding materials students may or may not bring into the classroom. For example, tell students whether or not scratch paper, note cards, calculators, dictionaries, phones, or computers are allowed. Let students know if they may

leave the room while the test is in progress.

- c. For written assignments:
  - i. State the assignment clearly, outlining the methodology and format you require.
  - ii. Ensure students understand the standard principles of documentation and indicate which style you require. (MLA and APA are available in the *Harbrace Handbook*. Writing style assistance also is available in the Writing LibGuide at [http://saintleo.libguides.com/writing\\_help](http://saintleo.libguides.com/writing_help)) Make certain students understand your expectations regarding collaboration with other students.
  - iii. Ask students to hand in their papers with rough drafts and copies of articles obtained by Internet attached, so you can check their sources. To improve the final product and enhance the learning process of the writing requirement, it is sometimes helpful to require that students submit thesis statements, rough drafts, and preliminary research early in the term.
  - iv. Provide a clear definition of plagiarism. (See page 27.) Be aware that unless certain behaviors are explicitly prohibited, students may assume they are allowed to behave in ways that may be unacceptable.
- d. Discuss in class the consequences of violating your expectations. Many students are not aware that cheating and plagiarism may subject them to course failure or suspension from the university. Helping students become aware of the consequences of certain behaviors may make them think twice before cheating.
- e. Make students aware of the university resources available to help them with difficult material.
- f. Let them know how to get in touch with you.
  - i. Encourage them to seek assistance with writing skills.
  - ii. Encourage them to ask questions of librarians.

## 7. Academic Updates (AcadUp)

The Office of Academic Affairs publishes updates to academic policies and procedures in the form of an Academic Update (AcadUp), which can be found on the university intranet on the Academic Affairs page.

## D. Responsibilities of the University to Adjunct Faculty

1. Saint Leo University considers the following to be routine responsibilities in supporting adjunct instructors. The university will make every effort to provide:
  - a copy of the designated textbook(s) for the course;
  - copies of instructor manuals or other support material, when available;
  - reasonable duplication of materials;
  - reasonable administrative staff support and assistance in handling required items, such as course syllabi, grade rosters, and attendance records;
  - lines of communication for expeditious adjunct instructor administrative or academic inquiries;
  - academic assistance and supervision, which may include attendance at faculty meetings and periodic discussions with department chairs, center directors, or program administrators.

## **2. Evaluation of Teaching Effectiveness**

The Student End of Course Evaluation Form is a part of the university's Teaching Effectiveness Assessment Policy. Student evaluation of instruction is designed to strengthen teaching quality provided by university faculty. The student evaluation instrument has been tested and is being used university-wide. Student course evaluations are administered for each course every term and are an important assessment tool used by the department chairs, academic deans, and center directors when considering the renewal of teaching contracts. All faculty must follow the standard procedures for the dissemination of the forms to students at the designated times and places. (A sample Student Course Evaluation Form can be found on the “Planning & Assessment” tab of the intranet accessed via the my.saintleo.edu portal.)

Deans, department chairs, directors, and certified peer observers, also may conduct classroom observations for the purpose of assessing teaching effectiveness. The date and time of the observation will be arranged in advance with the adjunct. Written and/or oral feedback will be provided to the adjunct subsequent to the visit. Observation forms may be viewed on the Saint Leo University intranet, accessed via the my.saintleo.edu portal.

## **E. Protection of the Academic Environment**

Disruption of academic process is the act or words of a student in a classroom or online teaching environment which in the reasonable estimation of a faculty member: (a) directs attention away from the academic matters at hand, such as noisy or other distractions, persistent, disrespectful or abusive interruptions of lecture, exam, or academic discussions, or (b) presents a danger to the health, safety or well-being of the faculty member or students. Education is a cooperative endeavor—one that takes place within a context of basic interpersonal respect. We must therefore make the learning environment conducive to the purpose for which we are here. Disruption, intentional and unintentional, is an obstacle to that aim. We can all aid in creating the proper environment, in small ways (such as turning off beepers and cell phones, and neither chatting nor sleeping in the classroom), and in more fundamental ways. So, when we speak in class, we can disagree without attacking each other, we wait to be recognized before speaking, and no one speaks in a manner or of off-topic content that disrupts the class. Any violation of this policy may result in disciplinary action. Please refer to the Student Handbook for further details.

## SECTION V INSTRUCTIONAL RESOURCES

### A. Academic Advising

Saint Leo University emphasizes student services both at University Campus and at the centers. The university provides information and professional expertise to its students in various areas of academic advisement. While instructors are encouraged to be aware of the curriculum within which they operate, the university also cautions instructors to remember that academic advisement is often a complex process. Please refer students to their academic advisors for inquiries that are beyond your realm of expertise.

### B. Americans With Disabilities Act

Students with disabilities who may need academic accommodation(s) should contact Christine Georgallis by e-mail, [Christine.georgallis@saintleo.edu](mailto:Christine.georgallis@saintleo.edu), or by telephone, (352) 588-8464.

To be eligible for academic accommodations, a student must self-identify with the Office of Disability Services and turn in appropriate documentation. Once the documentation is received, the student meets with the assistant director of Disability Services. Then, the Office of Disability Services will verify or deny accommodations.

Once accommodations are approved, the student meets with the assistant director of Disability Services. Then, a letter is sent to the appropriate faculty members or academic advisor (at the education centers) informing him/her of the approved accommodations. It is the student's responsibility to discuss and work out the logistics of the accommodations each term.

### C. Library Resources

Center students and faculty are encouraged to use the resources of the Daniel A. Cannon Memorial Library or they may request materials and assistance from a library associated with their center. Students, faculty, and staff have access to any library with whom the university has arranged access. Online students and faculty (COL and DL) have access to many of the same resources as center students.

#### **Daniel A. Cannon Memorial Library Resources**

The library provides a toll-free number and an email address for all general reference services: (800) 359-5945 or reference desk hours can be found on the university website at <http://saintleolibrary.cloudaccess.net/ask-a-librarian.html>.

#### **Online Catalog, "LeoCat" (All books & media)**

Click on "Library" (LeoCat) on the Cannon Memorial Library website <http://saintleolibrary.cloudaccess.net>.

To borrow books from Cannon Memorial Library and have them shipped to you, use the "Book or Book Chapter Request Form."

### **Cannon Memorial Library Online Resources** (<http://saintleolibrary.cloudaccess.net>)

The university's main library provides an array of online databases and resources supporting online courses and Continuing Education classes. The following databases are available to Saint Leo University students, faculty, and staff. Use the "Online Library Resources" link on the library webpage and select "Databases." You will be taken to the ID validation screen if you are not already in the portal, where you enter your e-mail address and e-mail password to gain access. Once you log in to the site you can go back and reselect any of the library's databases without having to log in again.

- Access Science                               comprehensive science database
- EBSCO  
  ATLA   comprehensive all-subject database, includes ERIC and
- LexisNexis                                 comprehensive all-subject resource, includes newspapers
- Literature Resource  
  Authors  
  Center                                     comprehensive source for literary topics, includes Twayne
- Newsbank                                 625 U.S. newspapers
- ProQuest  
  Global                                     comprehensive all-subject database, includes ABI/Inform
- PsycINFO                                 APA abstracts and indexing for psychology subjects
- RIA Checkpoint                         tax and accounting software
- Sports Business  
  Research Network                       research and trade pubs devoted to sports
- Westlaw                                 comprehensive legal resource
- Wilson                                    education, science, humanities, and business indexes

Among the services offered to center and online students, faculty, and staff are the following:

- Articles from the print collection e-mailed or faxed to you
- Specific pages from print books e-mailed or faxed to you. (Requests are limited to 15 pages or copyright restrictions. (Please call or e-mail the reference desk for assistance.)
- Books mailed to your home or office (Please use the book request form available online.)
- Reference help: (800) 359-5945
- Subject Research Guides available on the Daniel A. Cannon Memorial Library website at [www.saintleo.edu/Academics/Library/Subject-Research-Guides](http://www.saintleo.edu/Academics/Library/Subject-Research-Guides)
- Articles that you have requested from inside [EBSCO](#), one of our largest databases)

### **Saint Leo University Regional Library Services**

**Central Region Librarian (Georgia, South Carolina, Florida) Viki Stoupenos**

Phone: (912) 352-8331 ext. 3025

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**Digital Resources Librarian (Center for Online Learning and Distance Learning) Sandy Hawes**

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**Other Regional Library Resources**

Continuing Education center and online students, faculty, and staff are encouraged to take advantage of the public and university libraries in their region. Almost all public libraries offer free borrowing privileges along with free access to their online databases, which are accessible from home. The key is obtaining a library card.

**Library Card Reimbursement**

With the purpose of ensuring that every Saint Leo University student has book-borrowing privileges, the university will reimburse every off-campus student for one library card from a university in their area (cost not to exceed \$150). Students will need to retain the library card receipt and contact their center for reimbursement directions.

**Reciprocal Agreements**

Through reciprocal agreements, Saint Leo University students, faculty, and staff have borrowing privileges at many regional public and university libraries

Comprehensive information about library services available to center students, faculty, and staff can be found on the university website.

Please visit [www.saintleo.edu/Academics/Library/Centers-COL-DL-Services](http://www.saintleo.edu/Academics/Library/Centers-COL-DL-Services) for more information.