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) or intranet (https://my.saintleo.edu).

Revised: 9/2011
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 15,500 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 FOR 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 (SACS), which accredits degree-granting higher education institutions in our region of the country. In 2010 we submitted our compliance report and in spring 2011 we welcomed a SACS review team to the university.

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 2013 ........................................................................... 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 Hiring and Course Clearance Procedures ....................... 9
B. Adjunct Faculty Credentials ..................................................................... 10
C. Adjunct Faculty Rank .............................................................................. 10
D. Adjunct Faculty Workload Policy .............................................................. 10
E. Adjunct Faculty Pay Scale ........................................................................ 10
F. Assignment of Teaching Responsibilities .................................................. 10
G. Annual Contract Faculty .......................................................................... 11
H. Lead Contract Faculty .............................................................................. 11
I. Professional Development Program ........................................................... 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 ..... 18
   1. Syllabi .................................................................................................. 18
   2. Class Attendance ............................................................................... 19
   3. Class Meetings ................................................................................... 20
   4. Availability to Students and University Staff ...................................... 20
   5. Grading ............................................................................................... 21
   6. Academic Honor Code ...................................................................... 25
   7. AcadUp ............................................................................................... 28
D. Responsibilities of the University to Adjunct Faculty .............................. 28
E. Protecting the Academic Environment ...................................................... 29

## SECTION V - INSTRUCTIONAL RESOURCES
A. Academic Advising .................................................................................. 30
B. Support for Faculty .................................................................................. 30
C. Americans With Disabilities Act ............................................................... 31
D. Library Resources .................................................................................... 31
E. Tips for Teaching the Adult Non-traditional Learner ................................ 34

## APPENDICES
A. Teaching Memorandum of Understanding ............................................... 37
B. Addendum to Teaching Memorandum of Understanding ......................... 38
C. Annual Contract Faculty Contract ............................................................ 39
D. Annual Contract Faculty Teaching Memorandum ..................................... 40
E. Professional Development Reimbursement Form ....................................... 41
F. Student Course Evaluation Form ............................................................... 42
G. Class Observational and Feedback Form .................................................. 44
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. On its home campus and many extension centers, 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 life-long 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 individuals who can:
     - Manage people and tasks.
     - Respond to change.
     - Plan innovation.
     - Collaborate.
     - Apply technology.
     - Act in a fiscally responsible manner.

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 2013**

Our "Vision 2013" calls for Saint Leo University to:

- Be a leading Catholic teaching university that attracts students, faculty, staff, and philanthropic support.
- Be internationally recognized as an innovative and challenging university of demonstrated quality.
- Graduate alumni who are sought by employers and graduate schools and who are prepared to live and work in a global community.
- Be one institution serving multiple populations through appropriate delivery systems in many locations.
- Foster a values-driven culture that appreciates, supports, and leverages our diverse programs and operations.
- Be an entrepreneurial organization connected to alumni, communities, and strategic partners.
- Be a financially strong university that invests in people, facilities, and technology.
- Create integrated collegial learning environments with leadership at all levels and a shared vision that excites, motivates, and empowers

**E. History of the University**

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

Today, Saint Leo University offers more than 40 academic degree and certificate programs to more than 15,500 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 see page 30.)

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 Saint Leo University’s 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 take ethical and effective action.

The school supports the mission of the university through structuring every degree program from a broad liberal arts education and specialized, 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 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 an Affirmative Action Equal Opportunity employer.

A. Adjunct Faculty Hiring and Clearance Procedures

- Adjunct faculty positions are budgeted during the normal annual budget cycle.
- Vacancies are identified by the campus department chair, director, and/or center director.
- Adjunct positions are posted on the applicant tracking system by the appropriate department or center.
- Adjunct applicants apply online at https://www.saintleo.jobs/

The following documents must be uploaded electronically by the applicant during the automated application process: curriculum vita, teaching philosophy, values statement, letters of recommendation (can be sent directly to Office of Academic Affairs), and a cover letter.

- Adjunct applicants are informed they must request official transcripts from their attending institutions be sent directly to the attention of:
  Veronica Mantegna, Administrative Assistant
  Office of Academic Affairs – MC 2006
  Saint Leo University
  P.O. Box 6665
  Saint Leo, FL 33574-6665

- Upon receipt of transcripts, the administrative assistant will:
  - Update the applicant tracking system to indicate “transcripts received.”
  - Expedite the new faculty clearance request and send it to the appropriate department chair or director for review and clearance.

- Upon receipt of the completed new faculty clearance request from department chair/director, the administrative assistant will:
  - Update the applicant tracking system to indicate the adjunct has been “cleared not hired.”
  - Send an email to department chair, director, or center director to advise that the applicant has been cleared to teach with the list of all courses the applicant has been cleared to teach.

- A background check must be completed by HR before the candidate can be hired officially and enter the classroom. The department chair, director, or center director should e-mail felecia.huff@saintleo.edu to request a background check.

- Department chair and center staff interview.
- The administrative assistant provides the coordinator all original transcripts with the new faculty clearance request to add the adjunct into Datatel.
- The coordinator places a block on the adjunct in Datatel to avoid assignment to courses until the background check is complete.
- Human Resources removes the block once the background check is complete and notifies the appropriate department chair, director, and/or center director by e-mail, copying the administrative assistant.
The remaining new-hire paperwork, including an I-9 form, is completed on-site prior to the adjunct entering the classroom.

B. 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.

C. 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 appropriate master's degree in the field being taught from a recognized, regionally accredited graduate institution.

D. Adjunct Faculty Workload Policy
The adjunct and annual contract faculty 15-16 week semester workload is 12 courses per year maximum. No more than four (4) courses may be taught by an adjunct in any semester.

The adjunct and annual contract 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 1,000 hours per calendar year, 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 1,000 work hours per calendar year, he/she has a duty to decline the appointment.

E. 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.

F. 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 in the appendix. 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.

G. Annual Contract Faculty

Annual contracts are issued to select adjunct faculty members to reinforce the university’s commitment to off-campus instruction. By identifying certain faculty as providing instructional services which go beyond adjunct contracts, Saint Leo University hopes to strengthen the relationship between the faculty and the institution.

Adjunct faculty are recommended for annual contracts based on the following characteristics:
- adjunct faculty with an earned terminal degree that meets or exceeds SACS criteria;
- adjunct faculty who have been/are key institutional leaders;
- adjunct faculty whose primary employment is teaching for Saint Leo University.

The vice president for Academic Affair makes the final decision on the awarding of annual contracts. (A sample contract can be found on page 39.)

Annual contract faculty are offered the opportunity to teach a minimum of three courses during their contract period.

H. Lead Contract Faculty Responsibilities

Lead 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, conducting in-class observations, 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.)
- Observe adjuncts teaching either online or in person at centers.
- 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.

I. Professional Development Program

Saint Leo University has created a professional development program for adjunct faculty who teach on-ground courses at our Continuing Educations centers and in the Weekend and
Evening Program. The professional development 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/Lesson Plans
- Lecturing Skills
- Effective Writing Assignments/Writing Across the Curriculum
- Collaborative Learning
- Active Learning
- Incorporating Electronic Resources into On-Ground Courses
- Academic Assessment and Testing

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. 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.

The obvious motivation for completing the modules is the contributions they can make to enhancing student learning. However, as an additional incentive, when an adjunct has completed any five of the seven modules with passing grades, his/her stipend for all future on-ground courses taught at Continuing Education centers will be increased by $50.00 per credit hour, an increase of $150.00 for a typical three-credit class.

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

J. Professional Development Funds

The Shirley J. Goeffroy Professional Development Fund (PDF) was established to encourage and support adjunct faculty who teach at the university’s Continuing 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 Virginia Region 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 10th day of September, December, March, and or June for each academic year. (A copy of this form can be found on page 41.) 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/$1,400 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 for full-time faculty or to one organization and $100 for part-time faculty).
- Funds may be used to pay 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.

**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 Preferred Pedagogy

University expectations for developing and delivering courses include the following:

1. General Course Development
   a. Course objectives must be demonstrable and measurable.
   b. Incorporate at least one of Saint Leo University’s core values in the course content.
   c. Design your course(s) to reflect an understanding of the different ways students learn.
   d. Understand the context in which students are located (e.g., online, face-to-face, etc.) and use appropriate instructional strategies.
   e. Tie assessments to course objectives.
   f. Tell students in advance what knowledge, skills, and values they can expect to acquire in the course.
   g. Design the course to teach concepts and skills that students will retain over time.
   h. Design assignments and activities that encourage students to apply, analyze, synthesize, and evaluate course material. (Passively reading material is the least effective method for building and retaining knowledge.)
   i. Ensure class discussions and assignments require critical-thinking and problem-solving on the part of students.
   j. Assume that students will have read assigned material. Do not repeat the material you assign from the textbook when lecturing or when developing online course content. Augment assigned readings with your experience and expertise.
   k. Provide students with clear grading requirements.
   l. Use turnitin.com for writing assignments.
   m. Establish assignment deadlines and adhere to them. When deadlines are communicated clearly, student satisfaction and student success increase.
   n. Incorporate “Writing Across the Curriculum” (WAC) techniques wherever possible.
   o. Use examples relevant to the work and personal experiences of your students.
   p. Use technology to enhance student learning. For example, have students:
      i. create PowerPoint presentations for assignments, and
      ii. use the web for research assignments.
   q. Ensure both active and reflective learning by incorporating the following activities in your course:
      i. student-to-student interactions,
      ii. role playing,
      iii. small and large group problem-solving and text-related discussions,
      iv. in-class exercises followed by student discussion about how these activities relate to course material,
      v. case study use and analysis (in small and large groups),
      vi. student-devised questions that are text- or lecture-based (Students ask classmates to respond.)
   r. Conduct periodic and ongoing assessments that provide timely, prompt, formative, and meaningful feedback:
      i. Clearly describe how you will assess performance.
      ii. Use informal assessment methods when appropriate.
2. Developing a Blended Course
   a. Determine which instructional strategies work best in the classroom and which work best online. Plan your course(s) accordingly.
   b. Develop learning activities and assignments with the adult learner in mind.
   c. Make your discussion questions open-ended to provide opportunities for students to discuss course content in relation to their work and personal experiences.
   d. Design your course(s) to include appropriate opportunities for instructor–student interaction. Include timely and frequent feedback to students about their progress.
   e. Provide students with clear grading requirements and your expectations for class attendance and discussion participation. Do this during the first class.
   f. Assume that students will use textbooks to complete assignments.
   g. Design assessments that measure students’ progress in applying, analyzing, synthesizing, and evaluating course material.
   h. Include a 3:1 ratio of questions available to questions presented when designing an objective exam that will be taken online.

3. Developing an Online Course
   a. Determine which instructional strategies work best in the online environment. Plan your course(s) accordingly.
   b. Be prepared with all course materials at least 24 hours prior to the first day of class.
   c. Be familiar with the faculty handbook which can be found on the Saint Leo University website under Academic Affairs.
   d. Use open-ended discussion questions in your course(s). Questions without a single correct answer encourage greater student participation.
   e. Prepare an introduction for each lesson.
   f. Prepare to conclude each lesson with a summary that indicates how the lesson will connect with the next lesson/module/week.
   g. Provide multiple opportunities for instructor-student interaction throughout the term. Schedule time each week for chat rooms or office hours. Provide students with timely feedback.
   h. Require that your students use turnitin.com if your course is writing intensive.
   i. Establish clear grading requirements and communicate them during your first instructional meeting and in your course materials.
   j. Design assignments and exams to measure students’ progress in applying, analyzing, synthesizing, and evaluating course material.
   k. Include a 3:1 ratio of questions available to questions presented when designing an objective exam that will be taken online.
   l. Follow-up on all incomplete grades from the previous term.

4. Delivering Courses via All Delivery Modes
   a. Seek to understand the student population you are teaching (e.g., adult learners, traditional-aged students, etc.).
   b. Communicate high expectations.
   c. State clear goals and objectives for each instructional session.
   d. Summarize main points at the close of the instructional session.
   e. Use multiple methods for content delivery (e.g., visual, textual, kinesthetic, and/or auditory).
f. Provide structured, active, and timely faculty interaction/communication with students. Require feedback.

5. Delivering a Blended Course
   a. Post a welcome announcement and send an e-mail to the students at least 24 hours before they gain access to the online portion of the course.
   b. Have students respond to an introductory e-mail to show they are connected and ready for class.
   c. Check your e-mail often and respond to all student messages within 48 hours. This includes e-mail received during the work week and on weekends.
   d. Post an introduction for each discussion and a summary of the discussion following its conclusion.
   e. Be an active participant in online discussions. Encourage students to provide more information by challenging them to expand on their posts. Direct students to other student posts to encourage further discussion. At a minimum, respond to each student at least once during every discussion.
   f. Prompt students who are not participating in discussions to do so. This is best done by e-mail.
   g. Conclude each lesson with a summary that indicates how the lesson connects with the next lesson/module/week. Post the summary in the discussion forum, as an announcement, or send it out to students as an e-mail message.
   h. Use announcements to direct students’ attention to current events related to your course content.
   i. Complete the communication loop by providing students with prompt feedback. This will provide them with opportunities to modify their thinking; delayed feedback can allow incorrect information to become ingrained.
   j. Grade assignments and exams normally within three (3) days, but no later than one week following the exam or assignment turn-in date.
   k. Provide substantive feedback on ALL assignments and exams. Comment on correct and incorrect answers or statements. Your feedback will help students learn not just from their mistakes, but also from your positive reinforcement.

6. Delivering an Online Course
   a. Post contact information that is up-to-date and easy to find at least 24 hours before students gain access to the class.
   b. Post a welcome announcement and send an e-mail to your students at least 24 hours before the first class.
   c. Require that students respond to your introductory e-mail to show they are connected and ready for class.
   d. Begin the course by introducing yourself to students. Your posting should model the type of self-introduction you expect from them. When students begin posting their introductions, remind them that they also should greet each other. Use this analogy to encourage them: “Imagine you are a new student entering a traditional classroom for the first time. You greet your new classmates and introduce yourself, but they do not return your greeting. How would you feel?” Analogies that take students back to the traditional classroom environment provide an indication of appropriate behavior.
   e. Respond to all student introductions to ensure you make a connection with each student at the beginning of the term.
f. Check your e-mail often and respond to all student e-mails within 48 hours. This includes e-mail received during the work week and on weekends.
g. Use open-ended discussion questions. Questions without a single correct answer encourage greater student participation.
h. Post an introduction to each discussion. Provide a final summary of the discussion at the end of the lesson/module/week.
i. Be an active participant in discussions. Encourage students to provide additional information by challenging them to expand on their posts. Direct students to other student posts to encourage further discussion. At a minimum, faculty are expected to respond to each student at least once during each discussion.
j. Prompt students who are not participating in discussions. This is best done through e-mail.
k. Conclude each lesson with a summary and indicate how that information connects to the next lesson/module/week. Post the summary in the discussion forum, as an announcement, or send it out to students as an e-mail message.
l. Redirect questions about assignments or the course that come in the form of e-mail to the discussion forum for everyone’s benefit.
m. Use announcements to direct students’ attention to current events related to the course content.
n. Post an announcement every Monday and more often as the need arises.
o. Complete the communication loop by providing students with prompt feedback. This will provide students with opportunities to modify their thinking; delayed feedback allows incorrect information to become ingrained.
p. Require that your students use turnitin.com if your course is writing intensive.
q. Be available one hour a week for chat rooms or office hours.
r. Be sure you attend all webinars or discipline-specific chats you have scheduled, assigned, or recommended to your students.
s. Grade assignments within three (3) days of due date and exams within three (3) days of the test date.
t. Be sure that all grades are entered in eLion no later than three (3) days after the end of the term.
u. Provide substantive feedback on ALL assignments and exams. Comment on correct and incorrect answers or statements. Your feedback will help students learn not just from their mistakes, but also from your positive reinforcement.
v. Check your e-mail from the previous term for two weeks (14 days) after the term ends.
w. Follow-up on all incomplete grades from the previous term.

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. Upon request, syllabi and 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 phone number, e-mail 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 Amanda Becker, assistant director of Disability Services at amanda.becker@saintleo.edu. For more information, please review the Policy and Procedure Manual on the Disability Services webpage at http://www.saintleo.edu/Campus-Life/Learning-Resource-Center/Disability-Services
m. Library resources
n. Teaching Method
o. Class Policy
p. Grades will be available to students via eLion five (5) days after the end of the term.

Optional Items
- Bibliography
- 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 e-mail, one week in advance of the missed class. The e-mail 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 e-mails. 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 e-mail address as the primary means of communication. **It is the university’s policy that all faculty, staff, and students utilize their official Saint Leo e-mail 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.

<table>
<thead>
<tr>
<th>Quality Points Per Credit Hour</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Exceptional</td>
</tr>
<tr>
<td>A-</td>
<td>Superior</td>
</tr>
<tr>
<td>B+</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>Very Good</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>Above Average</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>C-</td>
<td>Below Average</td>
</tr>
<tr>
<td>D+</td>
<td>Marginal</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>FA(1)</td>
<td>Failure Absences</td>
</tr>
<tr>
<td>I(2)</td>
<td>Incomplete</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>W(3)</td>
<td>Withdrawn</td>
</tr>
<tr>
<td>WE(4)</td>
<td>Withdrawn Excused</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
</tbody>
</table>

(1) 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.

(2) 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. The Program Update Request should be filled out and signed by the instructor at time of submitting grades stating the conditions for the “I”. 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” grade is assigned for each course that is dropped after the drop/add period and until the published last date for withdrawal.

(4) Given due to extended temporary duty assignment of active-duty students at the Continuing Education Centers located on military bases only. A copy of official TDY orders must accompany the request for WE.

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 a Continuing 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 Continuing 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 campus 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.

Academic dishonesty is representing another’s work as one’s own, active complicity in such falsification, or violating test conditions. Plagiarism is stealing and passing off the ideas and words of another as one’s own or using the work of another without crediting the source.

The university will hold students responsible for safeguarding their work against plagiarism by others. For example, papers left on hard drives or floppy disks are easily copied and, when two or more students submit papers that are essentially the same, it is often impossible to determine which version was written first and which was plagiarized. In cases of this nature, the actions of all involved will be reviewed by the appropriate body and appropriate sanctions may be awarded to one or all students.

Questions of academic honesty are of great importance to Saint Leo University. Infractions are addressed by the Office of Academic Affairs. When there is a reason to suspect that a student has violated either the university’s policy on academic honesty or the faculty member’s specific codes as outlined in the course syllabus, the faculty member must, in person and if possible, in private, discuss the charges and the evidence with the student. Without taking any punitive action, the faculty member will, as soon as possible, submit a written report of the suspected violation as follows:

a. For students enrolled in University College, the report is submitted to the Academic Standards Committee.

b. For students enrolled in the Graduate Programs, the report is submitted to the vice president for Academic Affairs, who in turn forwards it to the Graduate Committee.

c. For students enrolled at Continuing Education centers, the report is submitted to the center director.

d. For students enrolled through the Center for Online Learning, the report goes to the director of the Center for Online Learning.
The report of the faculty member will normally include these points:
   a. the faculty member’s charge against the student,
   b. the evidence supporting the faculty member’s charge,
   c. a summary of the discussion between the student and the faculty member, including any admission or denial of guilt by the student.

Upon receipt of the faculty member’s report, the Academic Standards Committee, the Graduate Committee or an ad hoc committee appointed by the vice president for Academic Affairs will schedule a hearing and inform the student, in writing, of the date and time of the hearing. The committee also will enclose copies of the faculty member’s report.

The student is not permitted to withdraw from a course while the infraction is under investigation. The student is required to attend the hearing. If the student does not attend the hearing, the committee will render a default judgment with appropriate sanctions.

After reviewing the evidence and hearing the argument of both parties, the committee will render a decision on the charge and determine any sanctions that are appropriate.

The sanctions for academic dishonesty, such as cheating on an examination, plagiarism, forgery of academic documents (including signing another’s name), copying computer programs or information and similar offenses, are as follows:
   a. The minimum sanction for the first offense is an “F” for the test or assignment, but the usual sanction is an “F” for the course in which the violation took place. No provision will be made for the student to receive a “W.”
   b. The minimum sanction for the second offense is an “F” in the course, but the usual sanction is suspension of the student from Saint Leo University.

Circumstances that would justify sanctions greater than the minimum include the student’s previous academic and disciplinary record at the university or the particularly flagrant nature of the offense.

The student may appeal the decisions of the committee to the vice president for Academic Affairs who may accept or modify any finding, conclusion, or suggested sanction in the committee’s recommendation and issue the final decision of the university as soon as practical. Final authority rests with the vice president for Academic Affairs.

It is the responsibility and obligation of each student personally to uphold the Academic Honor Code. Students are required to report any observed instance of academic dishonesty to the faculty member.

Examples of Academic Dishonesty
Obtaining information illegitimately
   - copying assignments when not permitted by the instructor
   - working together with another student on a take-home exam when not permitted by the instructor
   - looking at another student’s test paper during an exam
   - looking at notes during a test when not permitted by the instructor
Giving information illegitimately
- giving one’s work to another student to be copied when not permitted by the instructor
- telling students in other sections of the course, or who are absent, what is on a test
- giving or selling one’s term paper to another student
- giving someone an answer during a test

Complicity
- allowing someone to read from one’s test paper while both are taking the exam
- giving one’s term paper or other written assignment to another student even when one suspects that the other will plagiarize it

Misrepresentation
- submitting as one’s own work any academic exercise prepared by someone else
- having another student do one’s computer program
- lying to a professor in order to improve one’s grade

Plagiarism
- using an article or quoted material from a magazine, book, or journal and presenting it as one’s own work
- attempting to make the thoughts of another appear as one’s own by altering the word arrangement, or by paraphrasing or omitting works and not citing the source
- handing in a paper purchased from a term paper source
- retyping a friend’s paper and handing it in as one’s own
- taking a paper from one class and handing it in for another class without the instructor’s consent

Bribery
- offering money or any item to anyone, including a faculty member, to gain academic advantage

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, 3x5 note cards, calculators, or dictionaries 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. Limit the length of written assignments, since the term is short, library materials for some journals are scant, and many of your students have full time jobs.
   ii. Ensure students understand the standard principles of documentation and indicate which style you require. (MLA and APA are available in the Harbrace Handbook.) 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.

i. Let them know how to get in touch with you.

ii. Encourage them to seek assistance with writing skills.

iii. 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 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 page 42.)
Deans, department chairs, directors, and center directors or their designees 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. (A sample Class Observation and Feedback Form can be found on page 44.)

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. Support for Faculty
The Office of Assessment and Institutional Research (A&IR)
The Office of Assessment and Institutional Research (A&IR) supports faculty members as they pursue excellence in all the endeavors described in this handbook.

A&IR provides trustworthy information that helps the university assess student learning.
The Office of Assessment and Institutional Research uses national assessments, such as Educational Testing Services (ETS) Major Field Test exams and Project for Area Concentration Achievement Testing (PACAT), to measure learning in capstone courses.

Incoming first-time in college (FTIC) students complete ETS’ Proficiency Profile. Students and advisors discuss performance on the Proficiency Profile and use it to identify both academic strengths and areas to strengthen.

In the junior or senior year, students complete the ETS Proficiency Profile in order to provide Saint Leo University with information about the extent to which students have demonstrated mastery of several learning outcomes for the general education program.

A&IR provides information about student satisfaction with learning and teaching.
For every course taught at Saint Leo University, students complete end-of-course evaluations. A&IR staff summarize the student feedback and send the report and the original student evaluation forms to the teaching faculty. After the teaching faculty receive their reports, A&IR staff send summary reports to the appropriate, department chair, dean, and center director. (A copy of the end-of-course evaluation form can be found in the appendix at the end of this handbook.)

A&IR surveys recent graduates of the university’s undergraduate and graduate programs. All bachelor’s level graduating students are asked to complete the Senior Exit Survey and the results are reported by program and location to appropriate deans and department chairs. In addition, recent graduate-level degree recipients complete the Graduating Student Survey, indicating their satisfaction with learning and skills gained in their respective programs. This information also is shared with deans and department chairs.

Once every three years, the Office of Assessment and Institutional Research administers the National Survey of Student Engagement. The survey is used to measure students’ perceptions about their university experiences. Samples of freshmen and seniors complete the survey.
The samples are drawn to ensure that separate conclusions can be made about University College, Continuing Education, and online students.

**A&IR supports professional development, academic programs, and academic committees.**
Every three years, each academic program completes an Academic Program Review. The Academic Program Review is a year-long process during which program faculty members articulate and review their educational goals, develop and implement procedures to evaluate the extent to which these educational goals are being achieved, and use their findings to improve the quality of student learning in the program.

**A&IR oversees data collection for federal agencies, state and local officials, educational organizations, and the news media.**
A&IR oversees university participation in all external data collection endeavors. It is the office responsible for collecting, collating, analyzing, and reporting general and specific statistical information about the university. Faculty and staff are asked to consult with the A&IR Office before releasing data to any external organizations.

Among the most widely recognized of the organizations that request or require data about the university are the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS), the statewide association of Independent Colleges and Universities of Florida (ICUF), and *U.S. News and World Report’s* Best Colleges Rankings.

**K. Americans With Disabilities Act**
Students with disabilities who may need academic accommodation(s) should contact Amanda Becker by e-mail, amanda.becker@saintleo.edu, or by telephone, (352) 588-8464.

To be eligible for academic accommodations, a student must complete the Identification of Disability Form and turn in appropriate documentation. Once the documentation is reviewed, the ADA director or appropriate center director will meet with the student, complete the ADA intake form, and together they will agree on appropriate accommodations.

Once accommodations are approved, a letter is sent to the appropriate faculty members or academic advisor (at the Continuing Education centers) informing him/her of the approved accommodations. It is the student’s responsibility to discuss the nature of his/her disability with the instructor(s) and work out the logistics of the accommodations each term.

**L. Library Resources**
Center students and faculty are encouraged to use the resources of the Daniel A. Cannon Memorial Library on University Campus, 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 e-mail address for all general reference services: (800) 359-5945 or reference.desk@saintleo.edu. Reference desk hours can be found on the university website at www.saintleo.edu/Academics/Library/About-the-Library.
Online Catalog, “LeoCat” (All books & media)
Click on “Library” (LeoCat) on the Cannon Memorial Library website (www.saintleo.edu/library). Search choices are: title, author, keyword, subject, or journal title. Use advanced searching to set limits or expand your search choices.

To borrow books from Cannon Memorial Library and have them shipped to you, use the “Interlibrary Loan and Document Delivery” link, complete the online request form, and submit it. When you are done with the books, return them by United States mail.

Cannon Memorial Library Online Resources (www.saintleo.edu/library)
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 comprehensive all-subject database, includes ERIC and ATLA
- 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

*LexisNexis: This all-subject database only can be accessed on the main Florida campus, but a reference librarian at the main campus library can assist you. Call the toll-free number for the reference desk, (800) 359-5945, or send your research request or question by e-mail using one of the “Ask a Librarian” links on the library webpage.

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
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) 352-7970
Fax: (912) 353-9937
Viki.stoupenos@saintleo.edu

Virginia Region Librarian (Virginia, Mississippi, California, Texas)
Steve Weaver
Phone: (757) 766-1468
Fax: (757) 766-9533
steven.weaver@saintleo.edu

Digital Resources Librarian (Center for Online Learning and Distance Learning)
Sandy Hawes
Phone: (352) 588-8262
Fax: (352) 588-8484

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. For a complete listing of GALILEO databases available at public libraries, use the following link: www.galileo.usg.edu

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 for more information.
M. Tips for Teaching Adult Non-Traditional Learners

It is important to know the demographics of the students who will be sitting in your classroom:
Who are they? What are their goals? What are their issues?

Who are the adult learners in your classroom?
- 23 to 90 years old
- GED or high school graduate, some prior college experience, prior BA
- low-average to genius ability level
- weak to exceptional skills
- 52 percent military or military-related; 48 percent civilian
- housewives/military dependents/enlisted military/retired/prior military
- single/married/divorced/gay/straight
- first generation college students

What are their goals?
- Most want to improve their marketability and get better jobs.
- Many are gaining a credential for promotion in their current job.
- Many are excited about the area they are studying; others are playing a system.
- Many have found that education can be interesting and they are building their self-esteem.
- Some want to earn an Associate of Arts or Bachelor of Arts degree for self-satisfaction.
- Some intend to go on to graduate school.

What are their learning issues?
- low self-esteem or lack of confidence in academic ability based on prior experiences
- physical impairment such as hearing and/or sight loss
- learning disability
- multiple demands on time from family and job: military duty, police calls, etc.
- going through life crises
- preconceived opinions on many subjects; sometimes rigidly so
- entering/returning to the university at the freshman, sophomore, or junior level
- military may have base exercises and unexpected duty assignments.

What makes a successful instructor?

Be flexible.
- Be willing to understand students’ issues.
- Go the extra mile to assist students with learning problems
- Set aside the lecture method and adopt pedagogy that creates an active learning environment

Be a gate opener, not a gatekeeper.
- Be a “coach” and a supporter of student learning, not an inhibitor who creates barriers.
- Remember that adults respond best to positive reinforcement.
- Defuse anxiety and respond to student issues with equanimity.

Know your subject.
- Make complex ideas clear.
- Structure the learning environment to maximize interest.
Contribute materials that supplement and amplify the textbook.
- A key distinction between high school and college teaching is that college instructors expect students to read and know the text. Many students may not be aware of this.
- Instruct students about what you specifically require of them.
- Avoid depending too much on the textbook. During class time, supplement and amplify the information provided in the text.
- Test on materials from the text as well as from lectures.

Be prepared for each class.
- Give regular feedback to students.
- Return tests and quizzes quickly.
- Take time to answer students’ questions.

Model the excitement of learning.
- Convey a genuine interest in the subject matter being taught.
- Bring real-world scenarios to the learning environment.
- Relate the material in the course to everyday situations and job-related environments.

Stimulate an awareness of self and the world through activities related to the course.
- Encourage experiences outside the classroom, such as internships, cultural events, volunteer activities, honor society.
- Set reasonable standards for grading, but aim for excellence.
- Challenge students while being aware of their time-constraints when assigning projects.
- Provide clear direction for class assignments. It is best to put assignments, directions, and expectations in writing so students may refer to them as needed.

Discriminate levels of achievements.
- Evaluate students fairly and honestly.
- Avoid grade inflation.
- Create tests that discriminate between levels of achievement.
- Refer to the University Grading Policies to establish relative achievement.
APPENDICES

Teaching Memorandum of Agreement ................................................................. 37
Addendum to Teaching Memorandum of Agreement ........................................... 38
Annual Contract Faculty Contract ....................................................................... 39
Annual Contract Faculty Teaching Memorandum .............................................. 40
Professional Development Reimbursement Form ............................................. 41
Student Course Evaluation Form ......................................................................... 42
Class Observational and Feedback Form ............................................................ 44
SAINT LEO UNIVERSITY
TEACHING MEMORANDUM OF AGREEMENT

This agreement is between ________________ and Saint Leo University, Saint Leo, Florida, as represented by the vice president for Academic Affairs or an official acting as representative of Saint Leo University. The term of employment and the amount stipulated will be executed by you and the university for each applicable term or any applicable addendum attached to this agreement, which will become a part of this agreement.

The faculty member is obliged and agrees to perform the following duties and responsibilities under the terms of this agreement:

1. To teach each course listed in the addendum.
2. To provide all necessary information on the course syllabus from the syllabi checklist and submit a copy of the syllabus prior to the start of classes.
3. To submit final grades within five (5) days after the end of the term.
4. To deliver, in a professional manner, the course content for the assigned course as specified by the master syllabus and by the appropriate academic school dean.
5. To meet all scheduled class meetings for the assigned period. Faculty members are asked to be available to students before and after class for individual consultation.
6. To cooperate in the dissemination of information to students.
7. To abide by and uphold university policies and core values.
8. To read the undergraduate/graduate Instructor Duties and Responsibilities in the Faculty Resource Center (on the Saint Leo University web page) and agree to all.

Saint Leo University reserves the right to cancel any applicable course prior to the final drop/add period in the event the minimum enrollment goal is not met or for any reason as determined by Saint Leo University Administration. In the event the university is required to cancel for any reason a scheduled course during the above mentioned period, the university shall not be obligated to pay the stipulated amounts in any applicable attached addendum.

In consideration of the mutual obligations assumed under this agreement, faculty member and Saint Leo University agree to the terms and conditions attached to this agreement and any applicable addendum and represent that this agreement is executed by duly authorized representatives as of the dates below.

<table>
<thead>
<tr>
<th>AGREED BY:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SAINT LEO UNIVERSITY, Inc.</td>
<td>FACULTY MEMBER</td>
</tr>
<tr>
<td>By:</td>
<td>By:</td>
</tr>
<tr>
<td>Signature</td>
<td>Signature</td>
</tr>
<tr>
<td>Name:</td>
<td>Name:</td>
</tr>
<tr>
<td>Title:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
# ADDENDUM TO THE TEACHING MEMORANDUM OF AGREEMENT

<table>
<thead>
<tr>
<th>SAINT LEO UNIVERSITY</th>
<th>FACULTY MEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center Name:</td>
<td>Name:</td>
</tr>
<tr>
<td></td>
<td>Address:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SSN:</td>
</tr>
<tr>
<td></td>
<td>Degree Level:  T  NT (circle one)</td>
</tr>
<tr>
<td>Charge Acct #:</td>
<td>Payment Schedule: SEMI-MONTHLY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Stipend</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE(S)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

Date:  Dean/Chair/Director/Center Director Name  Dean/Chair/Director/Center Director Signature

Send original to Continuing Education Office (MC 2277). Send copy to faculty member and retain a copy for center files.

Revised July 2006
Dear «Name»

We are pleased to approve the recommendation of «Director» that you be awarded an Annual Contract to teach at the «Center» Center for the XXXX academic year. Your contract will be effective with the August-October 20XX term and will end with the June-July 20XX term. You will be offered the opportunity to teach a minimum of three courses during the contract period. The maximum course load for Center adjuncts is ten courses per academic year, with no more than 4 courses in a sixteen week term and no more than 2 courses in an eight week term.

Upon receipt of your signed contract, you will be paid per term in semi-monthly payments in the amount of «Amount» for each course with an enrollment of seven or more students taught during the academic year. The university reserves the right to cancel this agreement in the event the terms of the agreement are not complied with, violation of university policies, or the university is required to cancel for any reason a scheduled course prior to final drop/add period.

All rules and regulations defined in the Saint Leo University Part-Time Faculty Orientation Manual are applicable to you as a Contract Faculty. You are not eligible for Saint Leo University benefits such as Health and Life Insurance, University Contributed Retirement Plan, Flexible Compensation Program, Paid Holidays, Vacation and Sick Leave Accrual, and Bereavement Leave as a contract faculty.

It is understood that this agreement is for the aforementioned time period and that the university is in no way obligated to employ you beyond the stated time period. In the event that additional assignments will be required, the university and faculty member shall execute a new addendum to the agreement.

To indicate your acceptance, please sign and return the original of this letter to your center director.

We are happy to have you as a member of the Saint Leo University Faculty.

Sincerely,

Dr. Maribeth Durst
Vice President for Academic Affairs
# ANNUAL CONTRACT FACULTY
## TEACHING MEMORANDUM

<table>
<thead>
<tr>
<th>SAINT LEO UNIVERSITY</th>
<th>FACULTY MEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center Name:</td>
<td>Name:</td>
</tr>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>SSN:</td>
<td></td>
</tr>
<tr>
<td>Degree Level:</td>
<td>T</td>
</tr>
<tr>
<td>Charge Acct #:</td>
<td></td>
</tr>
<tr>
<td>Payment Schedule:</td>
<td>SEMI-MONTHLY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Stipend</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE(S)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Center Director Name</th>
<th>Center Director Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Send original to Continuing Education Office (MC 2277). Send copy to faculty member and retain a copy for center files.

Revised July 2006
Saint Leo University  
Division of Continuing Education  
Shirley J. Goeffroy Professional Development Fund  
Reimbursement Form

Name _________________________________________________________

Saint Leo E-mail address ____________________________________________

Faculty Status (full/part time, tenure track, contract, adjunct, etc.) _______________________

Resident Center _____________________________________________________

Preferred Telephone Number ( ) __________________ Fax( ) __________________________

Curriculum Vita  Attached ____  Documentation (receipts, etc.)  Attached ____

Statement of Benefits to Saint Leo University and Individual Attached ____

PDF Category:  
_____ Participation at a Conference  
_____ Attending a Conference  
_____ Certification Workshop  
_____ Membership Dues  
_____ Professional Subscription  
_____ Research Activity  
_____ Other - describe________________________

Other support money provided (how much and by whom) ________________________________

Amount requested ________________  Date _______________________

Resident Center Director’s Recommendation:

Resident Center Director’s Signature ______________________ Date ____________

---------------------------------------------------------------------------------------------------------------------------------------

Mail form and attachments to:  
Dr. Michael McLaughlin  
Chair, SJG Professional Development Fund Committee  
Saint Leo University  
1481 D Street  Bldg 3016  
JEB-Little Creek-Fort Story  
Virginia Beach Va. 23459
### Student Learning

1. I have become more confident in this area because of this course ............
2. I gained an excellent understanding of the concepts in this field ............
3. I gained significant knowledge about the course subject matter ............
4. I learned something valuable in this course ....................................
5. I learned to analyze and critically evaluate ideas, arguments, and points of view ................................

7. This course challenged me to perform to the best of my abilities ............

### Communication & Clarity of Materials

8. The instructor clarified complex sections of the text ..........................
9. The instructor communicated clearly .............................................
10. The instructor effectively used examples or illustrations to clarify course material ............
11. The instructor presented material at a pace suitable for my comprehension ................................
12. The instructor responded effectively to student questions ..................

### Organization & Preparation

13. The instructor’s presentations were well organized ..........................
14. Lectures were relevant to the course content .................................
15. Instructional activities were relevant to the course content ............... 
16. Discussions were well organized ...................................................
17. I understood what was expected of me in this course ......................
18. The instructor gave assignments that helped me learn the course content.
19. Instructors feedback in this course has helpful ..............................
20. The instructor used class time effectively .....................................

---

**Ratings:** Strongly Agree (SA) Agree (A) Neither Agree nor Disagree (N) Disagree (D) Strongly Disagree (SD)

Please make a solid mark in the circle that corresponds to the letter above  ●
### Stimulating Interest & Instructor’s Enthusiasm

<table>
<thead>
<tr>
<th>Rating</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. The instructor encouraged students to participate in class</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>22. The instructor helped students feel comfortable in seeking assistance</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>23. The instructor introduced stimulating ideas about the subject</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>24. The instructor was accessible</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>25. The instructor was enthusiastic</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>26. The instructor’s style of presentation held my interest during class</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

### Course Resources

<table>
<thead>
<tr>
<th>Rating</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. The instructor used technology effectively in this course</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>28. The library resources were adequate for my needs in this course</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>29. The technology resources were adequate for my needs in this course</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. Overall, how do you rate this instructor?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>31. Overall, how do you rate this course?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>32. Overall, how do you rate the text used in this course?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

33. How many hours did you spend (outside of class) on this course per week?
   When giving your answer, do not include the number of hours in class.
   
   (I = less than 1 hr, II = 1 to less than 4 hrs, III = 4 to less than 7 hrs, IV = 7 to less than 10 hrs, V = 10 hrs or more) | o  | o | o | o | o |

### What were the strengths of this course?

### What would improve this course?
Content Review: Online Class Observation & Feedback

<table>
<thead>
<tr>
<th>Name of Course:</th>
<th>Instructor:</th>
<th>Observer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observation Date:</th>
<th>Term:</th>
<th>Length of Observation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Faculty Interaction**

<table>
<thead>
<tr>
<th></th>
<th>Meets Expectations</th>
<th>Does NOT Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Models respect towards others.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>B. Responds to questions from students accurately and clearly.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>C. Provides corrective feedback to wrong answers/incorrect information posted by students.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>D. Facilitates student-to-student interaction.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>E. Encourages thoughtful student participation.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>F. Guides and prompts learning.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th></th>
<th>Meets Expectations</th>
<th>Does NOT Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. Clearly states goals or objectives for the instructional session.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>H. Demonstrates an appropriate depth of knowledge and thought for the course</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I. Summarizes or distills main points at the close of the instructional session.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>J. Uses examples relevant to student experience and course objectives.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Comments:
## Summary Comments

<table>
<thead>
<tr>
<th>What worked well:</th>
<th>What could be improved:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Specific suggestions:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Overall Evaluation

- [ ] Outstanding (Exceeds Expectations)
- [ ] Meets Expectations in All Areas
- [ ] Meets Expectations in Some Areas
- [ ] Needs Improvement* (Narrative Required Above)

### Instructor Comments:

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Post-observation communication date: ____________

Please complete the Class Observation Survey located at the following link: [http://www.zoomerang.com/Survey/?p=WEB229GBTE8W5B](http://www.zoomerang.com/Survey/?p=WEB229GBTE8W5B)