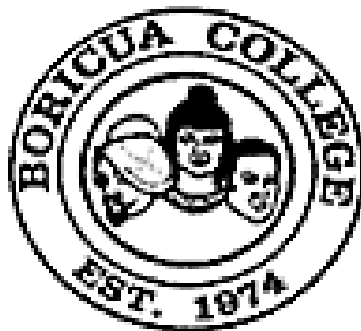


B O R I C U A C O L L E G E



F A C U L T Y M A N U A L

**POLICIES AND PROCEDURES
FOR
FULL-TIME FACULTY**

**ACADEMIC YEAR
2021-2022**

This Document is an Integral Part of the Faculty Employment Agreement

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1.0 PURPOSE OF THE MANUAL

This Faculty Manual is an integral part of the faculty contract. This manual embodies the essence of the spirit and humanistic philosophy with which a Boricua College faculty member enters into a relationship with the College, as well as the essential elements of the employment relationship between the faculty and the College. This manual establishes the terms of employment, manner of appointment, procedures, and standards for faculty evaluation and promotion, duties of faculty members, and procedures and standards for termination of employment.

This Faculty Manual specifies the role, rights, powers, privileges, and responsibilities of all Boricua College full-time faculty. Faculty members are responsible for knowing, understanding, and complying with the provided policies and procedures. Boricua College reserves the right to review and revise policies set forth in this manual as appropriate and necessary.

2.0 OVERVIEW OF BORICUA COLLEGE

Boricua College is the first post-secondary institution in the United States specifically designed to meet the academic needs of Puerto Ricans and other Spanish-speaking people. Located in New York City, the College has a main campus in the historic Audubon Terrace of Manhattan's Upper West Side, another campus in the Greenpoint section of Brooklyn, with a Learning Center in Williamsburg, and a new campus in the Melrose Commons area of the South Bronx. The College enrolls students in various programs leading to an Associate in Arts, Associate of Science, Bachelor of Science, Bachelor of Arts, Master of Science, and Master of Arts. The College employs one of the largest concentrations of Latino, bilingual professionals in the City of New York and, consistent with its world view, offers New York City a broad base of expert knowledge about Latin America and the Caribbean.

2.1 History

In the early 1970s, leaders of the Puerto Rican community founded the Puerto Rican Research and Resource Center (Center) located in Washington, D.C. The purpose of the Center, incorporated **September 27, 1971**, was to

“institute studies with relation to specific problems concerning Puerto Ricans ... and disseminate the results of those studies... and to create an informational center where materials concerning the history and culture of Puerto Ricans would be gathered developed and disseminated.”

In the course of their work, the Center's leadership became convinced that an educational crisis lay at the root of many of the problems facing Puerto Ricans in the United States. They judged that a college expressly directed to the needs of Puerto Ricans offered the promise of a breakthrough for this community.

On July 30, 1973, the Board of Directors elected Dr. Victor G. Alicea to serve as Executive Director of the Center and Chancellor of a Universidad Boricua project. He was charged with managing and completing the Center's various research and resources projects, expand the efforts to acquire additional funds, and organize a planning team¹ to develop and implement a plan of a "Universidad Boricua."

In December of 1973, the planning team located in New York City began developing the initial curriculum strategy of four courses for the Universidad Boricua project, funded by a planning grant from the federal Fund for the Improvement of Post-Secondary Education (FIPSE). **In February 1974**, the first class of 26 students was enrolled in the first official Learning Center of the "Universidad project" located at 9 Graham Avenue in the Puerto Rican neighborhood of Williamsburg Brooklyn, New York City.

In order to open the Learning Center, Dr. Alicea believed that the Universidad Boricua's membership in the University Without Walls program (UWW) of the Union of Experimenting Colleges and Universities (the Union) accredited in the State of Ohio, would be sufficient authority to open in New York City. He communicated the Universidad's intentions to the N.Y. State Education Department (NYSED) that immediately dispatched a senior staff, Dr. Ed Carr, to meet with Dr. Alicea in Brooklyn and inform him that the Union was "not legal" in New York State and the Universidad's project would have to close immediately.

Through the mediation of several friends, Dr. Alicea managed to open the Learning Center open under the auspices of Brooklyn College until the Universidad could achieve its own authorization from N.Y.S.E.D.

Of the first class of students' eight chose to continue towards their bachelor degree under the Universidad Boricua's University Without Walls program. They, however, would have to travel to the Washington, D.C. offices of the P.R.R.R. Center for classes held over several years of three day periods. Washington D.C. had no restrictions on the Union-Universidad programs.

The other students remained at the Williamsburg learning center that shortly thereafter received N.Y. State authorization to continue to offer classes towards an Associate of Arts degree.

During this same period Dr. Alicea initiated the process of national accreditation from Middle States Association, under the guidance of its chief liaison Dr. Howard Simmons.

In early 1975, the planning team submitted its five-year master plan of Universidad Boricua funded by the Ford Foundation, to the New York State Education Department for review and presentation to the N.Y. State Board of Regents.

¹ The planning team included Agustin Rivera, Maria Montes Morales, Hector Montes, Doris Correa, Brenda Velez, Gladys Correa, Julie Mathis, Orlando Perez, Clarice Staff, Gerald Witherspoon, several community leaders, and others who became students.

The College's planning group embodied in its plan the belief that a college serving Puerto Ricans must employ a bilingual faculty and staff, and reflect in all its activities a humanistic educational philosophy and instructional methods carefully adapted to the needs of its unique student population. Early in its development, however, it became clear that other Latinos, as well as students from other minority communities of New York City were also attracted by Boricua's educational philosophy and methods.

The N.Y. State Board of Regents awarded the Universidad Boricua project a provisional charter. It awarded the College a "provisional" charter as a New York State educational corporation now named Boricua College, with the authority to offer an Associate of Arts degree. The second official class of 67 men and women was enrolled.

During the following years, the College flourished with the academic support of Bank Street College of Education and Pace University, and the financial support of the Ford Foundation, the federal FIPSE agency and Puerto Rican legislators of the N.Y. State Assembly, among others.

Recognizing Boricua's early achievements and promise, the Middle States Association's Commission on Higher Education granted the College "candidacy" status in **1976**. In **1979**, the College was authorized by the New York State Board of Regents, to offer courses of instruction leading to Bachelor of Science degrees and academic curricula were developed in Education and Human Services with support of Bank Street College of Education and in Business Administration with the support of Pace University. In **1980**, the Middle States Commission on Higher Education granted the College full accreditation; in **1981** the College became the first private minority institution to be granted an Absolute Charter in the State of New York, and the only private accredited Puerto Rican or Latino college on the U.S. mainland.

Bachelors of Arts degree programs in Inter-American Studies and Liberal Arts and Sciences were authorized in **1985**. The Middle States Commission reaffirmed the College's accreditation in **1993**, and in **1996** the New York State Board of Regents amended the Charter to offer programs leading to Master of Science and Master of Arts degrees. That same year, programs leading to a Master of Science in Human Services and Master of Arts in Latin American and Caribbean Studies were authorized by the State Education Department and subsequently initiated by the College. **In June 2004**, the Middle States Commission once again, reaffirmed the College's accreditation for the next ten years. In 2008, Boricua received authorization to offer a Master of Science in Teaching English to Speakers of Other Languages (TESOL), and an Advanced Certificate in Bilingual Education. In **2014**, the College was authorized to offer the Associate of Science degree in Paralegal Studies. Also in 2014, the College's *Teacher Education Programs were awarded TEAC accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from May 2014 – May 2021.*

2.2 Mission

The Mission and Goals of the College are rooted in three principles of institutional identity:

- As a *Puerto Rican institution*, Boricua College is committed to the inseparability of culture from education. The College's programs take into consideration the educational and economic difficulties experienced by Puerto Ricans and other minority groups underrepresented in higher education. It seeks to strengthen Puerto Rican, Latino and all cultures through a bilingual multicultural approach to all learning. By focusing its learning activities on solutions to problems facing these communities, the College prepares students for effective community leadership.
- As a *liberal arts institution*, Boricua College's educational philosophy is that a liberal arts education means mastery of generic intellectual, affective and psychomotor-behavioral skills and abilities, necessary for acquiring the knowledge of the liberal arts and sciences. Its curriculum offers students a solid foundation in the concepts and methods of the humanities, social sciences and physical sciences.
- As a *non-traditional institution*, Boricua College offers students the opportunity to experience highly individualized and small group learning programs that may be pursued at their own pace to meet their career goals. Learning activities are not confined within college walls. Instead, they unite, in creative and stimulating ways, the world of scholarship and the world of work; it evaluates student progress through multiple measures that reflect the diversity of student goals and recognizes student achievements, both prior to and during enrollment, as worthy of academic credit.

2.3 Accreditations and Affiliations

Boricua College is accredited by the Middle States Commission on Higher Education.

The Bachelor of Science in Childhood Education and the Master of Science in TESOL are accredited by the Teacher Education Accreditation Council/Council for the Accreditation of Educator Preparation.

The College is a member of the New York State Commission on Independent Colleges and Universities, the Association of Governing Boards of Colleges and Universities, the College and University Personnel Association, the National Commission on Independent Colleges and Universities and the Hispanic Association of Colleges and Universities.

2.4 College Governance and Administration

2.4.1 Board of Trustees

The Board of Trustees is responsible for governing Boricua College through the authority vested in the President as the chief executive and academic officer of the College. The Board of Trustees is composed of a minimum of 15 members who are representative of the civic community of New York City. The Board is responsible for establishing the general policies of the College, which are then implemented by the President. The current membership of the Board of Trustees is provided in the College Catalog.

2.4.2 Administrative Divisions

Boricua College is organized into five administrative divisions, each one composed of sub-units and/or departments. The five divisions are identified below along with their respective sub-units and/or departments.

Institutional Administration

- President
- Senior Vice President
- Finance
- Information and Technology
- Human Resources and Personnel
- Development
- Legal Counsel
- Executive Staff

Academic Administration

- Vice President for Academic Affairs
- Vice President for Academic Planning and Programming (Brooklyn Campus)
- Dean, Manhattan Campus
- Dean, Bronx Campus Center
- Dean, Brooklyn Campus-Graham Center
- Department Chairpersons
- Experiential, Theoretical, and Cultural Studies
- Administrative and Unit Secretaries

Instructional Departments

- Generic Studies-Liberal Arts and Sciences (AA)
- Human Services (BS/MS)
- Education (BS/MS)
- Business Administration (BS)
- Liberal Arts and Sciences (BA)
- Inter-American Studies (BA) and
- Latin American and Caribbean Studies (MA)

Student Support Services Departments

- Admissions
- Financial Aid
- Bursar
- Registration & Assessments
- Student Academic Supports
- Library and Learning Resources

Facilities and Environmental Services

- Environmental Services
- Maintenance
- Office Support Services
- Concierge and Security Services

2.4.3 Academic Divisions Departments

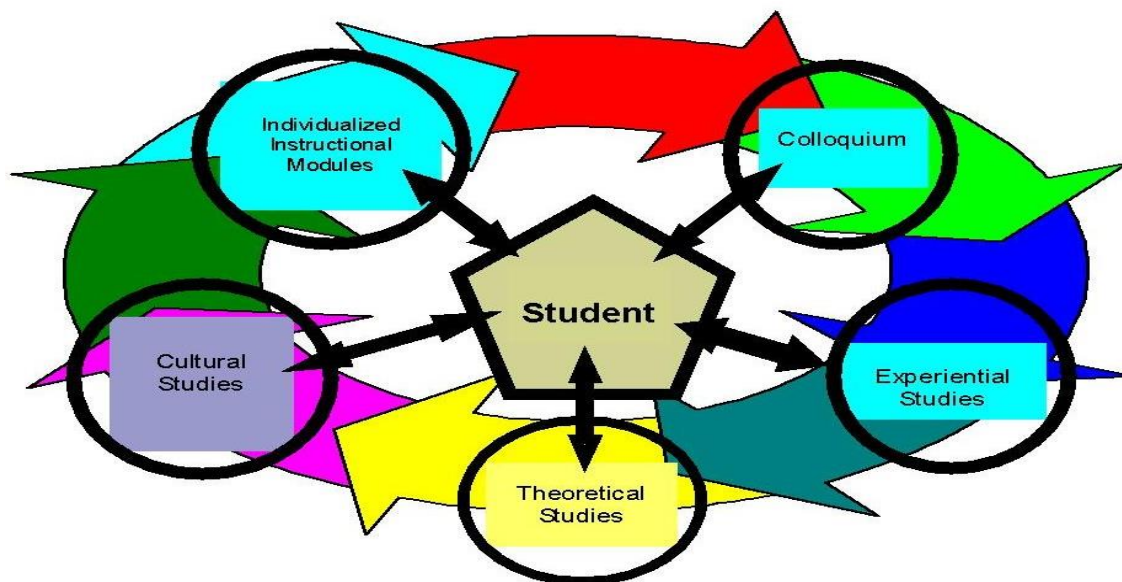
- Generic Studies-Liberal Arts and Sciences Department
- Human Services Department
- Education Department
- Business Administration Department

3.0 BORICUA COLLEGE EDUCATIONAL MODEL

For most students, "going to college" means taking courses in a higher education institution; attending lectures on various academic subjects such as history, physics, or math; being examined on those subjects at the end of each term to receive credits for the courses successfully completed; and graduating when one has accumulated a sufficient number of credits. Boricua College believes that lecture-discussion strategies are an excellent way for college students to master some kinds of information, such as knowledge of specifics, of methodologies and universal theories. Such "theoretical studies," however, make up only one of five distinct ways in which students are educated and receive academic credit at Boricua College.

The five modes of instruction delivered at Boricua College are known as the Five Ways of Learning. The Five Ways of Learning are depicted in the following graphic.

FIVE WAYS OF LEARNING GENERAL STRUCTURE OF THE EDUCATIONAL MODEL



Each of the five modes of instruction are described below followed by a discussion as to how the modes are integrated into a single program.

3.1 Individualized Instruction

At the core of academic programs at Boricua is a way of learning called Individualized Instruction. For this instructional method, each student meets individually with an Educational Facilitator for one hour each week to plan and evaluate an individualized program of learning, which is designed to meet the particular student's academic needs and career aspirations. The Educational Facilitators are full-time members of Boricua College's faculty, specially selected and trained for this demanding and important work.

During the student's first two years of enrollment at Boricua, Individualized Instruction focuses on such basic intellectual skills as comprehension, application of theories and concepts, analysis, synthesis, and evaluation, required for the mastery of all substantive academic disciplines or fields of knowledge. Employing "instructional modules", the Educational Facilitator carefully guides the student, through a self-paced program designed to equip the student with the necessary intellectual competencies for life-long learning.

During the last two years of enrollment at Boricua, Individualized Instruction, while continuing the emphasis on intellectual skills, takes on a more disciplinary character as the student is guided through the basic concepts and literature of his or her chosen field of specialization.

3.2 Colloquium

A second way of learning involves the Colloquium in which 10 to 12 students meet one evening each week of the cycle with their Educational Facilitator to exchange, share, discuss, and evaluate issues and problems related to the learning program of the group members. Within that context each student has the opportunity to be a provider of knowledge, as well as a receiver of knowledge from others. Each student contributes to his Colloquium group through personal perceptions, skills, and values as well as expression of fears, discomforts, confusions, and other difficulties, which impede his or her intellectual and emotional growth. These courses in Boricua are called "Affective Development."

A successful Colloquium is one in which each member participates fully in the establishment of the weekly agenda and each student has an opportunity to share. The group participants become a cohesive group with a definite culture, shared norms, and values. During the last two years of enrollment at Boricua, Colloquium, while continuing the emphasis on affective skills, takes on a more disciplinary character.

3.3 Experiential Studies

A third way of learning in which all Boricua students participate throughout their college careers involves structured field experiences called Experiential Studies. The Experiential Studies component encompasses four phases of learning. In the first phase, the focus is on broadening the experience of the student by emphasizing sensory or perceptual development. Through a series of planned site visits, a student develop an understanding of the nature of the settings of practice and related products and findings through observing, recording, and studying how the artist, social scientist and natural scientist works. The student concentrates on physical development through participation in a physical education workshop, nutrition workshop, yoga, martial arts, aerobic, or other guided exercises designed to increase body and sensory awareness and improve the health and functioning of the student.

In the third phase, instrumental skills development, the student practices a set of skilled behaviors necessary for problem solving through simulation in laboratories. The purpose of this phase is to help the student articulate and behaviorally integrate the values, skills, and knowledge of a field of study under controlled conditions.

The fourth phase of the Experiential Studies program is direct practice in a professional setting called practicum. In this phase, the College and the host agency become partners in the learning process by designing the experience and learning assignments the intern will receive within the agency. As part of the partnership, the College and host agency designate a Field Supervisor from the professional staff of the agency who orients the intern to the work, structure, and style of the organization. In addition, the Field Supervisor assigns specific tasks and guides the intern to readings and other information relevant to the field.

Experiential Studies together with Individualized Instruction and Colloquium (as explained above) are broadly referred to as “Applied Studies” at the College.

3.4 Theoretical Studies

Each cycle or academic term, Boricua College offers a wide array of academic courses called "Theoretical Studies." In Theoretical Studies, each course is designed to lead the student systematically through a topic or body of knowledge in mathematics, social science, or natural science employing the customary techniques of lectures, discussions, and written examinations. Course offerings change from term to term and are announced several weeks in advance of each learning cycle.

3.5 Cultural Studies

Boricua College believes that the educated man or woman is not only a person of broad learning who can put knowledge to the service of effective action in the world, but also a person who can express aesthetic perceptions of the world in acts of artistic expression, language use, and the humanities. In the importance it attaches to the development of the artistic or expressive side of human nature, the College perpetuates one of the deepest values in Boricua culture.

Each term, the College offers students several learning opportunities in the languages, humanities, and fine arts focusing on the unique experience, language, and history of Puerto Ricans and other Spanish-speaking areas of the Western Hemisphere.

3.6 Independent Study

Under special conditions for qualified students, the College allows up to three credits of Independent Study supervised by a full-time faculty member.

3.7 Integration of Learning

No goal is more important to the work of Boricua College than students' success in integrating the learning into a coherent pattern of academic

growth and personal development. The following three features of the College's program are directed toward that goal.

3.7.1 The Learning Contract

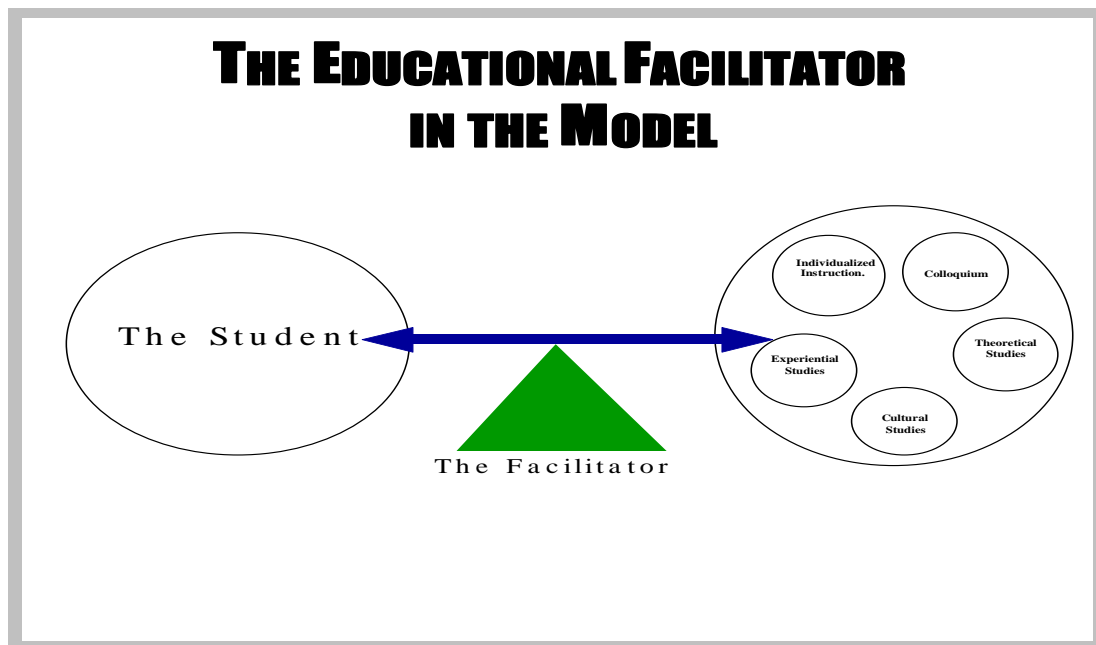
The task of learning begins with an integrated plan embodied in the student's Learning Contract. At the beginning of term, each student works with a faculty member to prepare a personalized Learning Contract. The contract specifies the student's academic goals, identifies how the five ways of learning will be utilized to achieve those goals, and specifies how learning will be assessed.

3.7.2 The Assessment Portfolio

For each term and for each student, Boricua maintains a comprehensive portfolio containing the Learning Contract, as well as all exercises, examinations, and work produced. The portfolio also contains faculty evaluations and assessments of the student's achievement for the term. This portfolio becomes the documentary basis utilized by both the student and the College to evaluate the full range of a student's academic progress at Boricua.

3.7.3 The Student-Facilitator Partnership

Neither detailed planning nor comprehensive documentation and assessment could ensure the integration of a student's learning experience at Boricua without the work of the Educational Facilitators. Educational Facilitators are full-time faculty and the key figure in the College's academic program. Performing a faculty role virtually unknown in traditional institutions, Educational Facilitators at Boricua are responsible for the instruction and development of no less than 20 students with whom they meet individually and in small groups each week of the learning cycle. In a transactional process, the Educational Facilitators and students work to achieve a synthesis of the skills, knowledge, values, and experiences the student encounters at Boricua. As depicted in the following graphic, the Student-Facilitator partnership is the dynamic interpersonal center of learning at the College.



4.0 FUNCTIONS AND RESPONSIBILITIES OF FULL-TIME FACULTY (Educational Facilitators)

Faculty at Boricua College are characterized as either full-time faculty (Educational Facilitators) or part-time faculty (Adjunct Faculty).

4.1 Full-Time Faculty (Educational Facilitators)

At Boricua College, the full-time faculty are referred to as Educational Facilitators, indicating a method of instruction first popularized by Carl Rogers. Educational Facilitation has been implemented by Boricua College for over 40 years. Educational Facilitators are the full-time faculty members. They are responsible for the scheduled instruction courses and evaluation of learning for each of no less than 20 students, who have applied for and been accepted into an academic degree program authorized by N.Y. State Education Department.

The responsibilities of Educational Facilitators are specified below. The responsibilities of Adjunct Faculty are set forth in a separate manual.

Each Educational Facilitator is required to:

- 4.1.1 Prepare in advance of each learning cycle of the academic year and in a form acceptable to the President or his designated Academic Administrator for this purpose, syllabi for the assigned courses of Individualized Instruction, Colloquia, and Experiential Studies of an approved academic program to be delivered during their assigned term.

- 4.1.2 Design during the course of the academic year, in an acceptable form, subject matter and intellectual skills based on the Bloom Taxonomy, (1956) no fewer than three sets of Instructional Modules through which their assigned students will be introduced to various intellectual and subject matter competencies as part of the Individualized Instruction courses.
- 4.1.3 Meet with each assigned student at the beginning of each academic cycle to develop a Learning Contract and schedule the student's various learning activities courses of Individualized Instruction, Colloquia, Experiential, Theoretical, and Cultural Studies, according to the institution's schedule of class sessions.
- 4.1.4 Meet separately with each assigned student for an Individualized Instruction course of no less than one hour each week during the academic cycle for the purposes of:
 - facilitating the student to focus his or her energies and achieve the agreed upon learning objectives and tasks;
 - facilitating the student to sharpen the cognitive and intellectual skills necessary to complete his/her Learning Contract; diagnosing,
 - facilitating the elimination of cognitive, affective and psychomotor obstacles to learning;
 - ensuring the student produces academic work of high quality;
 - facilitating the integration of Individualized Instruction, Colloquium, and Experiential Studies competencies with the substantive material of the Theoretical and Cultural Studies; and
 - facilitating the completion of the assigned set of instructional modules.
- 4.1.5 Conduct at least two weekly colloquia with no less than 10 assigned students each for the purposes of: facilitating the exchange, sharing, discussion, and evaluation of theoretical issues and problems; facilitating the development and evaluation of specific affective and professional competencies; and facilitating the implementation of the assigned syllabi.
- 4.1.6 Facilitate the assigned students to carry out the required syllabi for the Experiential Studies courses.
- 4.1.7 Ensure that assigned students develop the linguistic and numeric competencies necessary for successful functioning in their chosen field(s).
- 4.1.8 Meet as needed with adjunct (part-time) faculty who produce periodic reports of students' progress in Experiential, Theoretical, and Cultural Studies courses.

- 4.1.9 Monitor and assess the learning of the assigned students toward the fulfillment of their Learning Contract, and course syllabi with the use of assessment Rubrics.
- 4.1.10 Compile a portfolio of the five end-of-course evaluations for each assigned student.
- 4.1.11 Present completed portfolios to an Assessment Committee on dates set forth in the academic calendar.
- 4.1.12 Participate in an Assessment Committee at the end of each academic term to discuss and approve the grades to be awarded to each of your assigned students.
- 4.1.13 Attend regularly, punctually and participate actively in the weekly Faculty Colloquium (every Friday 10:30 a.m. to 12:30 p.m.), and Department meetings and peer review sessions as scheduled, by the Chairperson and Academic Administrator.
- 4.1.14 Participate in at least one special academic Committee upon appointment by the President.
- 4.1.15 Prepare scholarly research, reports, articles, books for publication; or scholarly work in progress in the appropriate academic field for which the faculty member has been appointed, for presentation in the colloquia of the faculty.
- 4.1.16 Participate by approval of the immediate academic administrator of the Campus in workshops, conferences, or other academic programs offered by outside institutions as may be available to enhance professional competence in the field for which the faculty member has been appointed.
- 4.1.17 Inform the immediate academic administrator personally about a necessary emergency absence from a course session so as to allow that appropriate arrangements are made for students' course schedules.
- 4.1.18 Make-up any absence from an individualized instruction, colloquium or experiential studies course sessions in a schedule pre-approved by the academic administrator of the campus center.
- 4.1.19 Be punctual, tidy, and professionally attired.
- 4.1.20 Sign a personal time sheet provided by the Office of Academic Administration before the beginning of each day and ensure that each student signs the attendance sheet for the course.
- 4.1.21 Submit the signed student attendance sheet to the Office of Academic Administration at the end of each day.

- 4.1.22 Keep a record of attendance for the students in the assigned courses as part of the evaluation and assessment of student learning.
- 4.1.23 Distribute the College's approved syllabus for the assigned course to every student at the beginning of the academic term, together with the appropriate assessment Rubrics.
- 4.1.24 Complete further assignments as may reasonably be requested by the academic administrator of the campus center.

5.0 FACULTY RANK AND APPOINTMENTS

Designation of faculty rank is determined at the time of appointment to a specific academic department. The various ranks are described in this section. The length of appointments may be constrained by the availability of institutional financial resources.

5.1 Lecturer

The rank of Lecturer is not part of the regular faculty structure or tenure track. Appointments at the Lecturer rank are considered short-term non-renewable appointments (one year or less). The appointment is sometimes designated as "Visiting Lecturer" or "Distinguished Visiting Lecturer."

The rank of Lecturer is utilized for the following three purposes:

- To fill temporary faculty vacancies caused by illness, sabbaticals, etc.;
- To give the College a chance to evaluate a prospective faculty whose qualifications for regular appointment are not sufficiently known; and/or
- To employ for a year or less a visitor from another institution who is not interested in a permanent move but adds diversity or distinction to curricular offerings.

With an exception for an appointment of Distinguished Visiting Lecturers, salaries at the rank of Lecture are typically below the salary of Instructors.

Minimum credentials Master's degree and/or experience for the rank of Lecturer.

5.2 Instructor

The rank of Instructor is an apprentice position which may typically involve up to one academic year which may or may not confer regular faculty status. Where the position is regular, there is a light presumption of contract renewal unless performance is unsatisfactory or if the needs of the institution warrant otherwise.

- a. Minimum required credentials: An earned M.A. or M.S. terminal degree in a professional area or trend toward completion of a doctoral degree.

- b. Minimum required experience: One year experience in higher education or appropriate related experience.
- c. Minimum required performance: An academic record and personal qualities showing promise of the ability to teach using the Educational Facilitation method and conduct scholarly research in a defined academic field for which they are hired, evidenced by quality of syllabi and sets of Instructional Modules, and perform community service that contributes to the development of the College.

Appointments to the rank of Instructor are designated at one of following three levels:

Level III - Non-Regular Faculty

- a. Hired for one academic cycle, Fall or Spring only.

Level II - Regular Faculty

- a. Hired for one academic cycle with possibility of an additional academic cycle.
- b. Beginners level comprehension of the College's educational philosophy, model of instruction, academic and faculty policies and procedures.

Level I - Regular Faculty

- a. Hired for two academic cycles with possibility of 12 month contract.
- b. Introductory level achievement in faculty evaluation criteria by Chairpersons of the academic department and Academic Administrators.
- c. Introductory level achievement in peer evaluations and student evaluations.

5.3 Assistant Professor

The rank of Assistant Professor is a position typically involving one-year contracts with a presumption of renewal unless service is unsatisfactory or if the needs or resources of the institution warrant otherwise. The appointment of Assistant Professor confers regular faculty status.

- a. Required minimum credentials: An earned M.A. or M.S. with trend toward completion of a doctoral degree.
- b. Required minimum experience: Three years in higher education or appropriate related experience in the academic field for which they have been hired.
- c. Required scholarship: Evidence of an active program of scholarly research and writing in the academic field for which they are hired, as evidenced by research prospectus, drafts of articles or chapters of dissertation or book. Can include the development of Instructional Modules on a quality level and timely content adequate for publishing and/or active participation and consistent initiation of academic issues in the faculty colloquia and department meetings.

- d. Required teaching experience: Mastery of teaching evidenced by student output that reflects learning; evaluation by academic administrator, chairperson and peers; Mastery of functions of Educational Facilitation. Capacity to participate in design and evaluate experiments in assessment of student learning.
- e. Required service: Evidence of leadership activities in all campuses and outside scholarly or community affairs that contribute to the development of the College.

Appointments to the rank of Assistant Professor are designated at one of the following two levels:

Level II - Regular Faculty Varies in Salary.

Level I - Regular Faculty Varies in Salary and determined by consistent positive evaluation.

5.4 Associate Professor

The rank of Associate Professor is a master position typically involving three-year contracts for level I, and one-year contract or more at the discretion of the President and as funds permit, with a presumption of renewal unless service is unsatisfactory or if the needs of the institution warrant otherwise. The appointment of Associate Professor confers regular faculty status.

- a. Required minimum credentials: An earned doctorate or the equivalent in teaching experience at Boricua College.
- b. Required minimum experience: Typically six or seven years' teaching but occasionally a minimum of five years' outstanding performance in the appointing institution.
- c. Required scholarship: Evidence of ongoing scholarly achievement in the form of book or article for publication, having made a significant contribution to scholarship in the field for which they were hired; can include a publishable set of Instructional Modules reflecting the timely content of three or more courses; and evidence of a high level leadership in faculty colloquia and department meetings, and program evaluation.
- d. Required teaching experience: Mastery of teaching evidenced by student output that reflects learning; evaluation by academic administrator, chairperson and peers; Mastery of functions of Educational Facilitation. Capacity to participate in design and evaluate experiments in assessment of student learning.
- e. Required service: Evidence of leadership activities in both campuses and outside scholarly or community affairs that contribute to the development of the College.

Appointments to the rank of Associate Professor are designated at one of the following two levels:

- | | |
|----------------------------|--|
| Level II - Regular Faculty | Salary Level varies; length of time at the College, and consistent satisfactory evaluations. |
| Level I - Regular Faculty | Reserved for “founding members of the faculty” whose length in time and contribution to the development of the College is extraordinary. Appointment to this level is based on recommendation by a special committee appointed by the President. |

5.5 Professor

The rank of Professor is a distinguished position typically involving five-year contracts with a presumption of renewal unless service is unsatisfactory or if the needs of the institution warrant otherwise. The appointment of Professor confers regular faculty status.

- a. Required minimum credentials: An earned doctorate or evidence of distinguished service at Boricua College.
- b. Required minimum experience: Typically ten years' experience in higher education, but occasionally a shorter period of outstanding performance at Boricua College.
- c. Required scholarship: Publication of books and/or a number of major articles regarded as having made a distinguished contribution to scholarship, academic program review and assessment of student learning.
- d. Required teaching: Same as Associate Professor and by evaluation by academic administrator, chairperson, peers and students.
- e. Required service: Evidence of institution-wide leadership in committee or administrative roles, as well as distinguished contributions in outside scholarly or community affairs.

5.6 Faculty Appointed to Administrative Positions

From time to time, Boricua College appoints faculty members to administrative positions for a designated period of time. Unless the faculty member has been dismissed from the administrative position for cause and by due process, the appointed faculty member may (at the discretion of the President) be reappointed to the faculty with the original rank. The salary level will then be negotiated from the base level taking into account the individual's time at the College and the needs of the institution. Notwithstanding the above, the new faculty salary level must remain below the salary level of the administrative position held prior to re-appointment to the faculty.

5.7 Initial Appointments and Accelerated Progress through the Ranks

Faculty appointments are made only in writing by the President of the College. The terms and conditions of appointments are set forth in Appointment Letters, which incorporate by reference the provisions of the Faculty Manual in effect on the date of the letter. Once signed by the President on behalf of the College and by the faculty member, including initializing of each page of the faculty contract, the Appointment Letter and Faculty Manual constitute the entire agreement of the parties as of the date of acceptance. No amendment to the terms of that agreement may be made without the written agreement of the President and of the faculty member. No discrimination is made on the basis of race, religion, or gender or any other basis prohibited by applicable law.

As Boricua College grows in size, the College may have occasion to make initial appointments of faculty members with prior teaching experience in higher education or with other qualifications outside the customary pattern. To accommodate these circumstances and to keep the College competitive in the academic marketplace, it should be understood that the President has the discretion to make appointments at any rank up to that of Professor, and to any salary step within the rank designated. For these purposes, time in grade in other accredited institutions is usually, but not necessarily, counted as equivalent time in rank at the appointing institution.

It is possible for a faculty member of unusual ambition and achievement to move through the ranks at as much as twice normal speed. Such "fast-track" possibilities are necessary to retain Boricua Faculty members who have most options elsewhere, and can stimulate such persons to maximal achievement in their services to the College.

6.0 FACULTY SELECTION AND EMPLOYMENT

Boricua College seeks to attract and retain the best possible faculty consistent with the basic aims, specific needs, and financial capability of the College. The College is an equal opportunity employer subject to the provisions of Title VII of the Civil Rights Act of 1964. It is the College's obligation to assure fair and equal employment opportunity for applicants and to assess a candidate's qualifications on the basis of his or her ability to perform a specified function at the College. Thus, the College disavows all improper discrimination in hiring, notably discrimination based upon age, race, sex, creed, marital status, or family relationship of the applicant to members of the faculty and staff already employed by the institution.

This section describes the hiring process for full-time faculty, along with specific benefits of employment at Boricua College.

6.1 Hiring Process

6.1.1 Process for Full-Time Faculty (Educational Facilitators)

When a full-time vacancy is anticipated or occurs in a department, the chairperson of the department is responsible for consulting with the Vice President to obtain authorization to begin recruiting. The selection process for new full-time faculty hires includes at least two interviews by a committee of faculty and academic administrators. Final approval is by the President. Every prospective faculty member prior to and during the first year of contracting will receive weekly orientations by their immediate chairperson and academic administrator.

6.2 Compensation

6.2.1 Compensation for Full-Time Faculty (Educational Facilitators)

For full-time faculty, salaries are payable annually in 26 bi-weekly installments. The first 23 installments are payable bi-weekly beginning in September of the academic year. The last three installments are payable upon delivery of the following items by the faculty member on time established by the College to the Office of the Senior Academic Administrator in a form acceptable to the President: 1) three syllabi for individualized instruction courses with related completed sets of Instructional Modules, 2) three required syllabi for colloquia, 3) experiential studies course syllabi, and 4) Assessment Portfolios for all students assigned for the academic year.

Compensation levels for full-time faculty are established annually with the advice and consent of the Board of Trustees commensurate with the faculty rank. A salary scale is available in the President's Office.

Compensation includes all funds paid to or on behalf of each faculty member including cost of health plans. Salaries for "acting appointments" to any rank and step are calculated at \$2,000.00 less than the figure for regular appointments set forth above (but no less than the faculty member's salary prior to such an acting appointment) to strengthen faculty incentives to bring their credentials and performance into full compliance with institutional standards for the rank involved.

6.3 Fringe Benefits

Full-time faculty are entitled to retirement, health, and hospitalization benefits as set forth in the master contracts between the College and the carriers of such insurance programs. Copies of the contracts and

summaries of the provided benefits may be obtained in the Office of Human Resources.

6.4 Tuition Remission

Free tuition at Boricua College for the spouse, or equivalent, or for any child of the full-time faculty is at the discretion of the President and subject to budgetary allocations.

6.5 Research and Continuing Education

To assist full-time faculty in meeting the rigorous criteria for promotion, the College offers research and continuing education grants in the form of release time to the extent institutional budgets permit and the faculty member shows promise of making good use of such opportunities, in the field of specialization for which they been hired.

6.6 Leave

6.6.1 Annual Leave

Faculty members on 12 month appointment or more are entitled to one month of paid annual leave in the month of August every year. Faculty members who have been appointed on a 12 month basis but have worked only one academic cycle (Fall-Spring), are entitled to two weeks of paid annual leave in the month of August.

Faculty members employed on less than a 12 month basis do not earn paid annual leave.

6.6.2 Sabbatical Leave

The College does not permit sabbatical leaves with compensation as a matter of right. Sabbatical leave with pay is allowed at the discretion of the President only for the period of eight weeks of the Summer term and only to faculty holding the rank of professor. The said leave is expressly for the purpose of research on areas and topics beneficial to the College's academic agenda.

A faculty member requesting such leave shall demonstrate, by means of a written proposal, how the planned activities will serve the purposes for which the leave is intended. All faculty members on sabbatical leave must attend the Faculty Colloquium, annual faculty development session in July, and Commencement of the College.

To apply for leave, a faculty member shall complete a formal sabbatical leave request form and submit it to the Senior Academic Administrator. The member shall submit this letter at least by January 31st preceding the sabbatical period.

Within three weeks of completing the sabbatical leave, a faculty member shall submit to the Senior Academic Administrator a written report detailing the member's accomplishments during the leave. The reviewing administrator shall forward this report to the President with a written evaluation of whether adequate use was made of the leave, through the usual channels. If a faculty member fails to fulfill this requirement or the President, after consultation with the Senior Academic Administrator, determines that the member has made inadequate use of the leave, the member may be required to repay all or part of the money received from the College while on paid sabbatical leave.

6.6.3 Sick Leave

Faculty members who are appointed for at least 12 months, are entitled to sick leave at the same rate as other employees at the College, not more than 10 days in a 12 month period or pro-rated according to length of contract. Sick leave may not be accrued on to the following year.

Sick leave may be used for periods of illness, injury, maternity, or medical appointment. If a faculty member misses more than 3 consecutive workdays for one of these reasons, they must submit an application for disability leave to their Chairperson and Senior Academic Administrator and to the New York Department of Labor. If a physician certified period of absence exceeds the amount of accrued sick leave, the faculty member may use any accrued annual leave or apply for leave without pay. The request for leave may not be denied for physician-certified illness or disability of a faculty member who has been appointed for at least a 12 month contract.

6.6.4 Family Medical Leave Act (FMLA)

The FMLA entitles eligible faculty members up to 12 weeks of unpaid leave during a 12 month period for any of the following reasons:

- The birth of a child and to care for the newborn child within one year of birth;
- The placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
- To care for the employee's spouse, child, or parent who has a serious health condition;
- A serious health condition that makes the employee unable to perform the essential functions of his or her job;

- Any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty," or
- Twenty-six workweeks of leave during a single 12 month period to care for a covered service-member with a serious injury or illness if the eligible employee is the service-member's spouse, son, daughter, parent, or next of kin (military caregiver leave).

6.6.5 Court Leave/Jury Duty

Faculty members summoned to jury duty or subpoenaed as witnesses for litigation in which they are not parties shall be granted leave with pay. However, if they receive a fee for the said leave that amount will be deducted from their salaries.

6.6.6 Military Leave

Faculty members appointed for 12 months or more and who are members of the United States armed forces reserves, including the Coast Guard Reserve and the National Guard, are entitled to leave without pay for active duty in support of a "Contingency Operation." Contact the HR and Personnel Department for a list of qualifying exigencies.

6.6.7 Family Death

Faculty members appointed for 12 months or more shall be allowed up to three consecutive days of leave with pay for a death in the immediate family.

6.6.8 Leave Without Pay

Leave without pay may be granted an extended period of disability because of illness, injury, or maternity. The President may grant leave without pay on the recommendation of a Senior Academic Administrator if the best interest of the College will be served. If a faculty member fails to return after the period for which leave has been granted, the appointment shall be terminated. The authorization of leave without pay shall be a matter of administrative discretion and may be considered for extended absence in the interest of the College, such as advanced academic training, research, or experiences leading to increased competence of the faculty member. Such leave may be granted for a maximum continuous period of one year, unless extended by the President.

Failure to obtain approval prior to taking leave without pay may result in the absence being charged as unauthorized leave.

6.7 External Affiliation(s)

While employed at Boricua College, faculty members may seek public office if the candidacy will not interfere with their normal duties or present a conflict of interest. Before a faculty member announces for public office, the President must approve the candidacy. If the President determines that the candidacy would interfere with the faculty member's normal duties, the President may require the faculty member to take leave without pay or resign before announcing for office.

7.0 COLLEGE POLICIES

7.1 Non-Discrimination

In compliance with Executive Order 11246, Boricua College is an Equal Opportunity and Affirmative Action Institution. Boricua College has no limitations to admissions, employment or promotion on the basis of race, color, national or ethnic origin, religion, age, sex, sexual orientation, transgender orientation, genetic predisposition or carrier status, alienage or citizenship, disability, veteran or marital status or any basis prohibited by applicable laws.

7.2 Sexual Harassment

Boricua College is firmly committed to providing an environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications deemed to constitute sexual harassment, as defined and otherwise prohibited by federal, state and local law. Boricua College condemns all forms of sexual harassment, and such sexual harassment will be grounds for immediate discipline up to, and including termination of employee or student status.

7.2.1 Definition of Sexual Harassment

The Equal Employment Opportunity Commission issues guidelines interpreting the Civil Rights Act of 1964 (popularly known as Title 7) prohibition against sexual harassment. Moreover, the New York State Division of Human Rights and The New York City Human Rights Commission have similarly issued guidelines interpreting state and local laws prohibiting sexual harassment. Copies of these are available at the office of Human Resources, and Academic Administration.

The College provides counseling and other support services to anyone who has complained about or experienced sexual harassment through the office of Human Resources.

7.2.2 Procedure for Initiating Complaints

The following procedure shall apply in initiating a complaint for any violation of this policy:

- Any person who is aggrieved by any form of sexual harassment, should directly inform the offending person that the conduct is offensive and must stop.
- If the aggrieved person does not wish to communicate directly to the offending person, or if direct communication with him or her is unsuccessful, the aggrieved person shall notify the Director of Human Resources. All complaints must be in writing. Complaints forms are available in the Office of Human Resources.
- All complaints of sexual harassment shall be investigated promptly and thoroughly by the Senior Academic Administrator assigned to that task by the President.
- The Senior Academic Administrator and Director of Human Resources will submit the report of the investigation to the President. Based on the recommendation of the latter that there is sufficient concern based on the preliminary data, the President will instruct the Senior Academic Administrator to organize a special committee of three senior and respected members of the faculty and/or administration and with the Director of Human Resources sitting as recorder and advisor, the Committee will proceed to investigate the matter forward.
- No later than three weeks after the date the Committee is formed, the Senior Academic Administrator will submit a report of the Committees' review of all facts including if needed further interviews of the parties involved and make a final recommendation to the President. If there are sufficient grounds to go forward, the Senior Academic Administrator and Director of Human Resources will contact the College's Legal Counsel for further advice on the procedures. The individuals involved may then be advised to seek independent legal advice.
- At any time in the process, the Senior Academic Administrator or the Committee may recommend to the President appropriate remedial action if warranted which may include, but is not limited to demotion, suspension or termination of employment.

7.3 Academic Freedom

Faculty members are entitled to full freedom in research and in the publication of its results, subject to the adequate performance of all other academic duties. Faculty members are entitled to freedom in the classroom in discussing their subjects, but shall not introduce controversial matters that have no relation to the subjects.

When faculty members speak or write as citizens, they shall be free from institutional censorship or discipline. They shall indicate that they are not speaking for the College.

Faculty members who believe their academic freedom has been compromised may request in writing that the President initiate an investigation. The request should clearly and concisely describe the event and circumstances upon which the charge is based. The President may refer the request to an appropriate faculty committee.

Full-time faculty members normally shall not engage in or manage statewide campaigns or seek political positions that pay compensation.

7.4 Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include among others stated in the Student Handbook, that faculty cannot disseminate personal student information.

7.5 Instructional Use of Copyrighted Information

The College recognizes that accomplishment of its mission may be facilitated by the use of works owned or created by others. It is the policy of the College that students, faculty, and other individuals shall recognize those accomplishments by respecting the intellectual property of others and using such works only to the extent such use would be permitted by law. Students, faculty, and other individuals subject to this policy who use material originated by others shall not, as a matter of policy, when using such materials, infringe on those rights of the originator which are protected by copyright laws and shall secure permission to use or reproduce copyrighted works when such permission would be required under copyright law and/or pay royalties when such payment would be required. Students, faculty, and other individuals subject to this policy are expected to obtain permission from the copyright owners unless the intended use is clearly permitted under the doctrine of "fair use." "Fair use" shall not be abused. The College does not condone copying instead of purchasing copyrighted works where such copying would constitute copyright infringement.

7.6 Intellectual Property

Boricua College fosters and supports a College environment that encourages creativity and development of new intellectual works in their various forms by faculty and staff. In appropriate cases, with early disclosure of the effort, the College will recognize ownership in the creator(s) of the work with a right of the College to use the work for its educational mission and the development of its employees, and to participate in an appropriate royalty share in external marketing of the work by its creator(s). However, with respect to intellectual works that are created at the direction of the College to support administrative/non-instructional functions and other works specifically designated by the College, the College will generally retain ownership and rights to the work, subject to specific written agreements to the contrary.

8.0 FACULTY/INSTRUCTIONAL POLICIES

8.1 Faculty Colloquium

The Faculty Colloquium meets weekly and all Educational Facilitators are required to be in attendance. The agenda of the Faculty Colloquium is to continue to develop the theory and practice of Educational Facilitation based on the principles of Carl Rogers and in the context of the Boricua College humanistic educational philosophy and model of instruction. The Faculty Colloquium also serves to orient new Educational Facilitators to the College.

Faculty Colloquium meets each Friday during an academic cycle from 10:30 a.m. to 12:30 p.m.

8.2 Hours and Attendance

Boricua College's academic hours are daily from 10:00 a.m. to 8:30 p.m., Monday through Friday, and Saturday as scheduled each academic cycle. Educational Facilitators are required to be present at least 7 hours per day at their assigned campus, Monday through Thursday and a minimum of two hours on Friday. If Educational Facilitators anticipate being late or absent, they are required to inform their immediate Senior Academic Administrator to allow for proper academic arrangements so that students do not suffer. Be aware this is an evening college. Boricua College's students are primarily evening students. Each Facilitator may keep a record of each student's attendance which can determine the awarding of their financial aid.

Educational Facilitators are required to sign in and make-up any missed sessions of their Individualized Instruction, Colloquium, and Experiential Studies courses. Friday evenings and Saturdays are available for make-ups. The make-up schedule must be written up as a memorandum to the relevant Senior Academic Administrator.

8.3 Scheduling and Contact Time

Boricua College operates on a calendar that embraces two learning cycles of 15 weeks direct instruction each academic year. The learning cycles are the customary Fall and Spring. Summer is optional for students who wish to accelerate their studies. The Fall Cycle lasts for 15 weeks, generally beginning in early September and ending in late December. The Spring Cycle lasts for 15 weeks, beginning generally in early January and ending in late April. The Summer Cycle is eight weeks in duration, beginning in early May and ending in early July. In some instances a second Summer cycle may be offered. The College is closed for designated holidays throughout the academic year. The exact dates of the learning cycles and holidays for any given academic year are published in the Academic Calendar of the College.

Educational Facilitators are responsible for full-time direct instruction service at the campus to which they have been assigned for no less than 30 weeks in the two learning cycles of the academic year. In addition, they are responsible for the five week assessment period; and full-time service at one of Boricua's campuses for a period of four weeks during the month of July each year to participate in a program of in-service faculty development and academic planning under the direction of Academic Administrators. The absence of an Educational Facilitator from his or her assigned campus for three or more consecutive days (weekend and designated holidays not included) during the 30 weeks of full-time service described above, without the written permission of the Academic Administrator, is understood to constitute a material breach of the faculty member's employment contract and may, at the President's election, result in salary reductions and constitute grounds for the termination of the employment relationship.

A faculty member must abide by the contact time established by the College for each class, which is consistent with the Commissioner's Regulation 52.1(0).

For each learning cycle of an academic year, the Academic Calendar of the College specifies the date on which faculty must submit to the Senior Academic Administrator the completed Assessment Portfolios for their students. The failure of an Educational Facilitator to meet those deadlines may result in the withholding of any salary installment otherwise payable to that individual until such time as the completed Assessment Portfolios have been provided to the Academic Administrators. The failure of a faculty member to submit the completed portfolios for more than 30 days after the deadline set in the Academic Calendar shall constitute a material breach of the faculty's employment contract and may constitute grounds for termination of the employment relationship.

8.4 Course Textbooks

With the approval of the Chairperson and/or Academic Administrator, faculty are expected to select readings and textbooks for use in the instructional modules, colloquia and experiential studies courses, workshops and practicum that are up to date or are classical or foundational in the field of the course.

8.5 Syllabi Template

The Academic Administrator and Chairpersons can provide the required syllabi template that all faculty must adhere to.

8.6 Syllabi Submission

The syllabi must be approved by the Chairperson and/or Academic Administrator before implementation. All course syllabi must include a clear relationship between the course objectives and program objectives.

8.7 Student Advising and Support Services

Academic advising is an integral function of the Educational Facilitation method of instruction which also includes formal written referrals of students needing academic support, after consultation with the Chairperson and/or Academic Administrator.

9.0 FACULTY GOVERNANCE COMMITTEES

The Admissions Committees have the responsibility to interview applicants for admission, review admissions files and determine actions to be taken on applications.

The Assessment Committees have responsibility: 1) to review the student's Learning Portfolio; 2) to evaluate the student's progress toward degree completion; and 3) to assign academic grades to particular learning activities undertaken by the student during the learning cycle.

The Faculty Development Committees are responsible for interviewing applicants for faculty positions, and for evaluating and making recommendations for appointments.

The Academic Senate composed of faculty with the rank of Associate Professor or above serves as advisor to the President regarding academic policy and programs.

10.0 EVALUATION OF FACULTY PERFORMANCE

10.1 Evaluation of Full-Time Faculty (Educational Facilitators)

The performance of full-time faculty is evaluated annually at the end of the Spring cycle by the department Chairpersons, Academic Administrator, or other officer designated by the President. Their recommendations are

presented to the President for final decision. The criteria for the evaluation of faculty is based on the elements presented in the faculty contract.

11.0 FACULTY PROMOTION

11.1 Elements of Promotion

Promotion criteria at Boricua College include five key elements. The five key elements are: credentials, experience, scholarship, teaching, and service. The last three elements are grouped under the general heading of "Performance."

11.2 Application Process

A faculty member's movement through the steps within their rank (with the corresponding salary increases) is fairly routine, subject only to the determination made by the President that his or her performance during the prior period was not substandard by the criteria of that rank. Promotion between ranks, however, is not routine and proceeds as follows:

The faculty member initiates the process of evaluation for promotion by submitting to the President's designee a letter of request accompanied by a self-evaluative portfolio documenting credentials and teaching experience; describing in detail his or her current program of research and writing, together with publications and drafts of articles; and providing any corroborating evidence from students or peers which describe his or her service activities inside and outside the institution. Collectively, these materials are referred to as the promotion portfolio.

Upon review of the promotion portfolio and determination that it presented at least a "prima facie" case for promotion, the promotion committee for the individual involved is appointed. The promotion committee consists of a President's designee, one faculty member already possessing the rank to which the applicant aspires, and a third person. The promotion committee reviews the applicant's portfolio, sends publications they could not adequately evaluate to outside referees for evaluation, visits (in the least threatening manner possible) colloquia or individualized instruction session being led by the applicant, and collects and evaluates such further evidence as might be available to them. Working with these materials as friendly advisors, the promotion committee may recommend to the applicant revisions in his or her portfolio or other steps, which can improve chances of a favorable outcome from the applications.

In due course the promotion committee will recommend favorable or unfavorable action on the application to the President whose decision is final.

Promotions, each year, might appropriately be celebrated by a formal dinner and reception, hosted by the Board, to which family, friends and colleagues would be invited.

11.3 Guidelines for the Evaluation Portfolio

The portfolio should be organized to reflect the five elements of the promotion criteria, which are credentials, experience, scholarship, teaching, and service. The materials presented should include, but not be limited to, the following:

- Credentials – Documents (or copies) of degrees, training programs, promotional letters, etc.
- Experience – Resume or curriculum vitae that is up to date
- Letters of appointment/recommendation
- Scholarship
 1. Evidence of papers presented at scholarly meetings
 2. Research
 3. Membership on academic or scholar organizations
 4. Participation in academic or scholar organizations
 5. Publications
 6. Work in progress (articles, books, reports)
- Participation in Faculty Colloquia, Department meetings and other development programs
- Teaching
 1. Schedules of classes taught
 2. Syllabi for Individualized Instruction, Colloquia, Experiential Studies courses
 3. Instructional Modules of Instruction
 4. Evaluations by supervisors, students and peers
 5. Student Learning Contracts
 6. Contact reports for Individualized Instruction
 7. Colloquium reports
 8. Attendance reports of students
 9. Retention and Assessments
- Service
 1. Participation in college committees
 2. Activities done for community at large
 3. Workshops/conferences provided to the community

11.4 Denial of Promotion

Upon receiving notice of denial of promotion, the faculty member may seek relief by taking the steps outlined below. The grievance procedure may turn out to be lengthy and the faculty member who initiates a grievance procedure is advised to maintain a file of dated correspondence sent or received, as well as dates and notes of conferences held concerning the case. Failure of any administrative official or reviewing

authority to comply with the deadlines for action specified herein shall not operate to reverse or modify a promotion decision, but shall permit the faculty member to proceed directly to petition the Faculty Grievance Committee for consideration.

The first recourse of the faculty member shall be to request an immediate oral explanation from the member's Senior Academic Administrator for the denial of promotion. If the faculty member does not receive an oral explanation or believes that it is unsatisfactory, the faculty member may request from the Senior Academic Administrator a written summary of the evaluations and reasons advanced pertaining to the faculty member's case upon which judgments were made and actions taken. The written request must be submitted to the Senior Academic Administrators within seven days of notification of the denial. The Senior Academic Administrator will provide a summary within fifteen days of the request. If still dissatisfied, the faculty member may then directly petition the President who, if he is satisfied that there is a justification in the faculty's petition, can convene a committee at large comprising of senior faculty members and academic administrators to review the case and submit a written report.

The President shall be the final authority to which a grievance may be submitted.

12.0 GRIEVANCES CONCERNING TERMINATION AND/OR NON-REAPPOINTMENT

12.1 Non-Reappointment

Grievances concerning termination and/or non-reappointment are limited to the grounds of denial of procedural due process. Due process applies particularly to required annual faculty evaluation and the observance of a timely notice.