The Mission of
ASA College is to educate a diverse and qualified student population to become responsible professionals committed to lifelong learning by equipping them with a firm academic foundation and career-specific competencies. ASA offers high-quality degree and certificate programs that respond to the needs of students and employers in a global economy. ASA faculty and staff are dedicated to maintaining professionalism and institutional integrity in a student-centered environment.
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INTRODUCTION

Welcome to ASA College! All faculty members have the opportunity to make a big difference in the lives of students seeking to build a productive future for themselves and their families. Faculty members are carefully selected for their ability to accomplish the mission of ASA and for their dedication to serving our motivated yet demanding students. ASA’s administrators are committed to working with the faculty on creating an enriching and rewarding experience for all stakeholders of the educational process.

This handbook is intended to acquaint faculty with ASA College and aid them in carrying out the mission of the College. Policies and procedures set forth herein are intended as guidelines only. The faculty should be aware that these policies may be amended at any time through due process. Also, depending on the particular circumstances of a situation, the College may digress from the written policy. As such, the contents of this handbook do not constitute terms of an employment contract.

In addition to reading this handbook, faculty members are expected to become familiar with the current editions of the College Catalog, Student Handbook, and the Employee Handbook. If a faculty member’s program publishes a program-specific handbook, the faculty members assigned to that program are expected to become familiar with the policies within that program.

NON-DISCRIMINATION POLICY

ASA College is an equal employment affirmative action institution. The college does not discriminate against any person on the basis of age, gender, race, color, creed, religion, marital status, national or ethnic origin, disability, or sexual orientation in its admissions, employment, educational programs, student services, activities, or administration of education policy, except as such condition may constitute some bona fide occupational or assignment qualifications.

ASA is firmly committed to providing all faculty equal access to its programs, resources, opportunities and facilities. Violations of the College’s policies against unlawful discrimination and harassment may result in disciplinary action, including but not limited to being barred from campus, suspended, or dismissed from the College.

Inquiries regarding the non-discrimination policies and grievance procedures should be directed to:

Human Resources Office
1293 Broadway, 9th Floor
New York, NY 10001
(212) 672-6450, ext.1100
employeegrievance@asa.edu

ANTI-HARASSMENT POLICY

ASA is committed to a workplace free of discrimination and harassment based on race, color, religion, age, sex, national origin, disability, status as a veteran, or any other protected status. Offensive or harassing behavior will not be tolerated against any employee. This policy covers students, vendors, customers, or others who enter our workplace, as well as all employees. Supervisory or managerial personnel are responsible for taking proper action to end such behavior in their workplace.
In an effort to prevent sexual and other forms of harassment from occurring, this policy against harassment will be communicated to each employee. No employee of this company is exempt from this policy.

Offensive conduct or harassment of a sexual nature, or based on race, color, religion, age, sex, national origin, disability, status as a veteran or any protected status is prohibited. This may include but is not limited to:

- Offensive physical actions, written, spoken, or graphic communication (for example, obscene hand or finger gestures or sexually explicit drawings);
- Any type of physical contact when the action is unwelcome by recipient (for example, brushing up against someone in an offensive manner);
- Expectations, requests, demands, or pressure for sexual favors;
- Slurs, jokes, posters, cartoons, and gestures that are offensive;
- Any form of bullying that rises to the level of harassment, i.e., bullying and harassment based on gender or sex stereotypes including sexual harassment and gender-based harassment of lesbian, gay, bisexual and transgender (LGBT) individuals.

Any such offensive conduct will be considered a prohibited form of harassment when any of the following are true:

- There is a promise or implied promise of preferential treatment or negative consequence regarding employment decisions or status.
- Such conduct has the effect of creating an intimidating or hostile or offensive work environment, or unreasonably interferes with a person’s work performance.
- A third party is offended by the sexual conduct or communication of others.

Harassment is considered a form of employee misconduct. Disciplinary action, up to and including termination, will be taken against any employee engaging in this type of behavior. Any supervisor or manager who has knowledge of such behavior yet takes no action to end it is also subject to disciplinary action.

Anyone who believes he or she is being discriminated against as a result of harassing behavior (for example, other employees being given special treatment in exchange for sexual favors) is encouraged to report it.

Complaints should be made to the Human Resources Office or a Division Chair. All complaints will remain as confidential as possible and will be subject to ASA’s Grievance Procedure (described in the following section). Complaints made in good faith will in no way be held against an employee.

**TITLE IX STATEMENT**

It is the policy of ASA College to comply with Title IX of the Education Amendments of 1972, which prohibits discrimination (including sexual harassment and sexual violence) based on sex in the College’s educational programs and activities. Title IX also prohibits retaliation for asserting or otherwise participating in claims of sex discrimination. ASA College has designated Title IX Coordinators, listed below, to coordinate ASA College’s compliance with and response to inquiries concerning Title IX.

A person may also file a complaint with the Department of Education’s Office for Civil Rights regarding an alleged violation of Title IX by visiting www2.ed.gov/about/offices/list/ocr/complaintintro.html or calling 1-800-421-3481.

The following persons have been designated to handle inquiries regarding the non-discrimination and anti-harassment policies:

**Mindy Hamilton, JD, MA, Campus Dean / Title IX Coordinator**
530 W. 49th Street (Room 233)
Hialeah, FL 33012
(305) 400-3810 x 4933
TitleIX@asa.edu

**Jennifer Ross, JD, Ombud / Title IX Coordinator**
1293 Broadway, 8 Floor (Room 817)
New York, NY 10001
(212) 672-6450 x 1452
TitleIX@asa.edu

**Jayne H. Weinberger, Ed.D, Chairperson, Ophthalmic Dispensing / Title IX Coordinator**
1293 Broadway, 6 Floor (Room 602)
New York, NY 10001
(212) 672-6450 x 1431
TitleIX@asa.edu

Additionally, Title IX training and information dissemination is handled by:

**Human Resources Office**
1293 Broadway, 9th Floor
New York, NY 10001
(212) 672-6450 x 1100
ANTI-RETALIATION POLICY
ASA College prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action.

* All new faculty must complete the Title IX and English Is Enough Training Program within 30 days of hiring and must complete the required "refresher" course annually in subsequent years.

GRIEVANCE PROCEDURE

INFORMAL RESOLUTION OF COMPLAINTS
Regular and forthright communications between staff/faculty and supervisors reduces the likelihood of the need for more formal review and is in the mutual best interest of both the college and staff/faculty. Following the informal procedures described below is recommended. However, employees are not required to follow informal procedures before a grievance is brought according to the college’s formal procedure.

Employees are requested to follow the steps outlined below:
1. Discuss the matter with the other individual involved in the presence of the Human Resources representative, who will seek to mediate and facilitate resolution of the dispute between the parties.
2. If a resolution is not reached after discussion with the individual, or if the faculty member chooses not to directly discuss the matter with the individual in the presence of the Office of Human Resources, the faculty member should discuss the matter with the individual’s immediate supervisor or with the Office of Human Relations, who will attempt to act as an intermediary between the parties in order to reach a resolution of the matter.
3. If the supervisor or chairperson cannot resolve the issue, the matter should be reported to the area Vice President.
4. If the faculty member is dissatisfied with the outcome, s/he can immediately proceed with a formal grievance procedure.

FORMAL RESOLUTION OF COMPLAINTS
In the event that informal attempts to resolve staff/faculty grievances are not successful, a staff/faculty member may then file a formal grievance. The grievance must be in writing, signed by the staff/faculty member, and submitted to the Human Resources Office or to the complainant’s Division Chair or Program Director.

The statement should provide an outline of the circumstances giving rise to the issue, identification of the parties involved, and the location and date of the incident.

Upon receipt of the written statement from the staff/faculty, the statement will be reviewed by the Employee Grievance Review Committee (“Committee”). The Committee will consist of three (3) members. One member of the Committee will be selected by the Office of Human Resources and one by the President. The two selected members will select a third member for the Committee. The Committee will name its own chairperson.

The parties may present to the Chair of the Committee their own testimony, testimony of witnesses, and other documentary evidence. The Chair of the Committee may gather any other material necessary and may gather other information and facts needed to facilitate a fair decision. This stage of the grievance procedure will be completed within 14 working days, or as soon as reasonably possible by the Chair of the Committee or his/her designee. Within seven (7) working days after the completion of the “fact finding” investigation the chair will convene the full Committee to hear the complaint and review the findings of the investigation. After the full Committee meets and reaches a conclusion, the chair will issue a written finding on the issue. If an employee has violated a policy or acted inappropriately the chair will recommend remedial action be taken. A copy of the decision will be sent to the President of ASA as well as to the grievant and to the subject of the grievance.

Either involved party may appeal the decision to the President within seven (7) working days of receipt of the decision by delivering a written appeal request to the office of the President and to the Office of Human Resources.
EMPLOYEE'S/FACULTY RIGHTS
No employee /faculty member shall be disciplined, penalized, restrained, coerced or otherwise prejudiced in his or her employment, in any manner whatsoever, for exercising the rights or remedies provided in this Grievance Policy. However, employees/faculty members may not use this policy and procedure for the purpose of disrupting the operations of the College. In such cases, the employee/faculty member may receive disciplinary action.

MANAGEMENT’S RIGHTS
It is not the College’s intent, by establishing the forgoing policy and procedures to prohibit, or in any way obstruct, a manager or supervisor from prudently exercising his or her management rights and duties. Management rights and duties include, but are not necessarily limited to, the right of a manager or supervisor to:
• hire employees/faculty within established College policies and procedures;
• develop in-house policies which adhere to current College policies;
• set work schedules, lunch hours, and breaks;
• transfer, promote or demote an employee/faculty member to achieve optimum use of the employee/ faculty’s skills, talents, and abilities;
• discipline or discharge an employee/faculty for cause;
• redesign jobs to insure operational efficiency;
• terminate an employee/faculty member because of lack of work or funds, or any other legitimate business reason, including but not limited to, changes in organizational structure, etc.

DRUG AND ALCOHOL POLICY
In compliance with federal regulations, ASA College is committed to providing a drug and alcohol free environment for its employees, faculty, and students. The unlawful manufacture, distribution, dispensation, possession, and/or use of a controlled substance in the workplace is strictly prohibited, and violators are subject to discipline up to and including termination of employment. Any employee/faculty member convicted of a violation of any criminal drug statute must also notify ASA College of such no later than five (5) days after the conviction.

NO SMOKING POLICY
Consistent with responsibilities imposed by both the New York State Clean Indoor Air Act and New York City’s Smoke-Free Air Act, smoking is prohibited in all public areas of the college, such as: hallways, elevators, rest rooms, emergency exit areas, classrooms, student lounges, library, locations containing commonly used equipment, lobbies and reception areas, stairwells.
Faculty members wishing to smoke must leave the premises and only during non-teaching intervals.
QUALIFICATIONS FOR EMPLOYMENT
ASA College is committed to enhancing the quality and credentials of its faculty, and requires all candidates to possess an advanced degree. To be considered for employment at ASA, a faculty member must hold an earned Master’s degree in the discipline he/she seeks to teach, at the very minimum. Individuals without Master’s degrees holding professional licenses or certifications (e.g., Registered Nurse) may be considered for employment.

Faculty members applying for positions within the Division of Arts & Sciences (excluding ESL) must have an earned Master’s degree in the discipline they plan to teach or a closely related field.

CATEGORIES OF EMPLOYMENT AND HIRING PROCESS
ASA College has three categories of employment for faculty: adjunct instructors, Adjunct Full Time Equivalent (FTE) and full-time faculty. All new faculty members are initially hired as adjunct instructors.

Candidates for adjunct and adjunct FTE instructor positions initially interview with the Division/Program Chair. Following this interview, candidates for adjunct instructor positions deliver a brief presentation relevant to the subject they plan to teach to a panel of ASA instructors. Pending successful completion of these two steps, the Division/Program Chair makes a hiring recommendation and schedules the candidate’s final interview with the Provost or her designee(s).

ADJUNCT INSTRUCTORS AND ADJUNCT FTE
An adjunct instructor may teach only up to 24 credit hours per semester. And Adjunct FTE instructor may teach or work for more than 24 hours per semester. These hours include classroom teaching and may include other professional responsibilities such as academic advisement, tutorials, attending faculty meetings, committee membership, etc. Instructors may also be assigned office hours on campus. An adjunct instructor’s schedule may fluctuate from semester to semester.

Adjunct instructors are paid on an hourly basis and may be eligible for benefits. Information about available benefits and eligibility requirements is available from ASA’s Human Resources Department as well as on ASA’s website.

FULL-TIME FACULTY
A full-time faculty member may teach 18 credit hours per semester and is scheduled to work 35 hours per week. Instructors may teach additional hours based upon the needs of the division/program, and the absence of other non-teaching assignments such as governance, curriculum development, etc. The allocation of credit hours may vary at the discretion of the Division/Program Chair pursuant to the needs of the division/program.

In addition to teaching and preparation, full-time faculty are required to fulfill various administrative and advisement functions. These include membership in various committees, curriculum development, academic advisement, tutorials, and the mentoring of adjunct instructors. Teaching/course loads may decrease depending upon the nature and scope of administrative responsibilities assigned, especially in semesters where assessment assignments take precedence over other functions.

Full-time faculty are entitled to all benefits offered by the College which include paid time off (holidays, vacation, sick, and personal days), health insurance, and participation in ASA’s 401K Plan. Information about available benefits and eligibility requirements is available from ASA’s Human Resources Department and on ASA’s website.

FACULTY RANKING
ASA College has the following academic ranks for full-time faculty: Instructor, Assistant Professor, Associate Professor, and Professor. The criteria for specific faculty ranks are as follows:

INSTRUCTOR
To obtain this rank, a faculty member must have:
1. Completed a Baccalaureate degree or higher from a regionally-accredited college or university;
2. Obtained a 75% rating or higher in each of the 14 categories reflected in the students’ evaluation.

Note: Faculty members ranked as Instructor have five (5) years from date of appointment to move on to the next rank. If the requirements for the next rank will not have been met, the faculty member will revert to Adjunct Instructor status.

ASSISTANT PROFESSOR
To obtain this rank, faculty must have:
1. Completed a Master’s degree;
2. Obtained a 75% rating or higher in each of the 14 categories reflected in the students’ evaluation;
3. Maintained active involvement in at least 2 of ASA College’s internal committees.

Note: Faculty can work toward the next rank for a period not to exceed 5 years after initial appointment to the rank of Assistant Professor.

ASSOCIATE PROFESSOR
To obtain this rank, faculty must have:
1. Completed a Master’s degree;
2. Obtained a 75% rating or higher in each of the 14 categories reflected in the students’ evaluation;
3. Maintained active involvement in at least 2 ASA College’s internal committees;
4. Attained at least two (2) professional certifications;
5. Done one complete scholarly research or be a published author;
6. Undertaken a presentation in his/her discipline at a regional conference.

PROFESSOR
To obtain this rank, faculty must have:
1. Earned a terminal (doctoral-level) degree from a regionally-accredited institution;
2. Obtained a 75% or higher in each of the 14 categories reflected in the students’ evaluation;
3. Obtained a 75% rating on a minimum of 4 composite scores of the annual performance evaluation;
4. Published work in his/her discipline in 2 peer-reviewed publications;
5. Undertaken a presentation at a regional conference.

Faculty members are eligible to apply for moving up to the next rank after one year of service at the current rank provided that they meet all other promotion criteria. Promotions to the next rank are approved by the Provost based upon recommendations from the Division Chair and the Interdepartmental Faculty Hiring and Evaluation Committee.

HIRING PROCESS
All prospective faculty members must fill out the employment package and submit it with supporting documentation before going through the interview process. The package must include the following:

• Application for Employment with References;
• Resume;
• Copy of all college degrees and/or diplomas (if available);
• Official academic transcripts from all colleges attended* (required);

Following receipt and acceptance of an offer of employment, a prospective faculty member must complete and submit the following documentation to ASA College before employment commences:

• Completed W-4 Form;
• Completed I-9 Form with accompanying documents that establish identity and employment eligibility;
• Completed ASA Payroll Status Change Form;
• Drug Free Workplace Policy Sign-off;
• Faculty Data Sheet;
• Acknowledgement receipt for the College Catalog, Faculty and Student Handbooks;
• Signed Faculty Contract.

• Immunization records for faculty as required.

Note: Faculty members with foreign credentials must have their credentials evaluated by one of the approved educational credential evaluation agencies (list of agencies is available from the Office of Academic Affairs). Only course-by-course evaluations are accepted. Original evaluations (not photocopies) must be submitted. Employment eligibility verification will be conducted by the Human Resource Department.
REAPPOINTMENT
Adjunct or Adjunct FTE Instructors who decide to take time off from teaching duties for one or more semesters must inform their Division/Program Chair and HR one month before the end of the current semester. They are placed on a Leave of Absence (sabbatical) status for no more than two consecutive semesters. They may be reappointed to the same position in the subsequent semester without having to go through the full hiring process again, if within the 12 months calendar. Reappointment must be approved by the Provost and may require the instructor’s completion of additional or updated documentation to the HR Department. Instructors who do not teach at the college for three consecutive semesters must undergo the full hiring process in order to be reappointed. Such reappointments are subject to the instructor’s demonstration of appropriate professional development activities during the period of absence from the college and pre-approval by the Provost or his/her designee. All faculty members can request a semester leave of absence under a special “Available for Substitution” category.

TERMINATION OF EMPLOYMENT
A faculty member’s employment may be terminated for a number of reasons, which include but are not limited to: poor attendance, persistent tardiness, and/or failure to submit required course documents. Other instances would include the following: poor student assessments; poor performance evaluation; lack of initiative toward individual professional growth and development; unprofessional demeanor, and demonstrated lack of loyalty to the institution. In the foregoing instances, due process will be followed. The Division/Program Chair discusses the problem with the instructor and should the problem continue, he/she will receive a written warning describing the inappropriate/unsatisfactory behavior and suggestions for corrective action. Failure to correct inappropriate/unsatisfactory behavior will result in termination. An instructor may be terminated without warning and/or discussion if the College feels that continued presence of the instructor on the premises is detrimental to the institution.

FACULTY EVALUATION
Instructors and their Division/Program Chairs are encouraged to discuss performance objectives and progress throughout the year. Faculty performance evaluations are used to assess an instructor’s performance, teaching strategy and methodology, and effectiveness.

Each faculty performance evaluation will be discussed with the instructor. The instructor may indicate his/her agreement or disagreement in writing and is required to sign the evaluation form to indicate that it has been discussed. These evaluations are kept in the individual instructor’s faculty file.

Overall evaluation of a faculty member will be calculated by the Office of the Provost.

CLASSROOM OBSERVATIONS
All instructors are observed periodically by the Division/Program Chair. These observations are part of the overall evaluation of faculty performance but are primarily used to provide collegial suggestions for teaching strategy and methodology.

While a large majority of observations are intended for faculty professional development, occasionally a classroom observation visit is done to evaluate student or staff complaints concerning some aspect of the course delivery, or as part of a disciplinary action. If an instructor feels that a negative observation report does not adequately reflect his or her teaching ability, a request can be made for a second observation. The second review will be directed from the Provost's Office.

STUDENT ASSESSMENTS
During the semester, students complete an assessment form that evaluates the course and the instruction received. Responses are compiled and reviewed with the instructor in order to provide useful feedback. They are part (up to 25%) of the overall evaluation of a faculty member and are very useful for assessing overall program quality and planning for program development.

CONFIDENTIALITY OF FACULTY RECORDS AND OTHER PERSONAL INFORMATION
Faculty Employment Files are maintained in locked fireproof cabinets in the Office of the Provost and in the office of the Associate Vice President in Hialeah. These records are not allowed to be duplicated or disseminated without the written permission of the faculty member and the approval of the Provost’s Office.
DUTIES AND RESPONSIBILITIES

A semester is 15 weeks in duration and the number of credits for a course may be used as a guide for the number of weekly contact hours. For example, a three-credit course represents three contact hours per week for 15 weeks, or 45 total credit hours. Each contact hour must be fifty (50) minutes long. Courses may be offered in 7.5 week or 5 week modules within a 15 week semester. A 7.5 week module requires six contact hours per week for the 7.5 weeks;

The Commissioner’s Regulations specify that, in addition to contact hours for college-level study, each contact hour must be supplemented by at least two hours of assigned work to be performed as lab or homework. A course syllabus should include reference to this fact; specifically, that for every hour in the class, they should expect to have weekly assignments, readings or other work that require 2 hours of work outside of class.

TEACHING ASSIGNMENTS

The class schedule is generally completed four weeks prior to the start of the next term. Before this time, faculty is encouraged to meet with the Division/Program Chairs and advise them of any course preferences. When two or more faculty members are interested in teaching the same course, preference will be given to the faculty member with seniority/experience.

Although it may appear that class times, rooms and teaching assignments are interchangeable, instituting a change without approval may result in scheduling conflicts for students or otherwise adversely affect the division/program or college schedule. Therefore, instructors who wish to make room changes, switch teaching assignments, or adjust the meeting times must obtain prior approval from the Division/Program Chair.

CLASSROOM MANAGEMENT

All faculty members are required to abide by and uphold ASA College’s classroom management requirements, which are detailed below:

1) All faculty members shall fulfill their instructional responsibilities which include: preparation of lessons and delivery of classroom instruction of all material contained in the approved course syllabi; preparation and administration of examinations or final projects; grading/assessment of all student work assigned; posting of grades (mid-term and finals) or any other assessment of student performance; and recording student attendance.

2) Start and end classes on time. If a class runs for more than one hour, a ten-minute break is given after the first 50 minutes of instruction and all subsequent 50 minutes of instruction.

3) Before starting the class, the instructor shall put the following information on the Committee:
   - Date
   - Course Code and Name
   - Week #
   - Instructor’s name
   - Topics to be covered (no more than 2 to 3 at a time)

4) Instructors should make best efforts to keep students actively engaged in/focused on the subject matter at hand.

5) Instructors should carefully budget class time so as to not rush through any subjects, topics, and/or activities.

6) At the beginning of every session, the instructor should provide a 3-5 minute recap of the previous lesson using the interactive method or/and questionnaires.

7) At the beginning of every course, the instructor must explain the applicable college policies and classroom rules so students are aware of expectations and may ask questions to confirm their understanding of the same.

8) Instructors should reiterate the course outline as set forth in the syllabus and encourage students to regularly review and become familiar with the same.

9) All courses have prescribed textbooks and textbook usage is to be maximized. Instructors are to give students ample time to buy textbooks. Handouts are considered supplementary materials and are not meant to replace the textbook. Handouts or supplementary materials must be available to students in electronic formats, so please plan to transmit these via email or ASA’s LMS
10) Exams, work sheets, and/or handouts that need to be printed should have the approval from the Division/Program Chair prior to submission to the printing room. Instructors are to provide ample notice to the printing room and its personnel (at least 24 hours) when materials are to be printed for a lesson. Copies will have to be requested way ahead of time. Submit your requests to the designated office staff within your division.

Requests for overhead projectors, TV monitors, CD/DVD players and related services are to be submitted to the particular support services office at least 24 hours before the planned activity (or on a Friday morning if such item(s) will be needed the following Monday).

11) Instructors are to maintain an appropriate instructor-student relationship at all times which is strictly professional and educational in nature. If a student wishes to confide in you some personal problem/issue, advise the student to see his/her student advisor instead. You may offer to take the student to see the aforementioned school official.

12) From the initial meeting of a course, instructors are to make it clear to students that ATTENDANCE and PARTICIPATION in class are the foundations of learning, and that participation is factored into their grade. Instructors are to remind students that they may be required to provide proper documentation in order for any absence to be deemed “excused.”

13) As the semester progresses, instructors are to regularly remind students of the course requirements as set forth on the syllabus, including items such as term papers, midterm exams, and/or final exams in order for students to have ample time to prepare for the same.

14) During class discussions, students are to be focused on course-related topics. Should an instructor receive student complaints about another instructor or college personnel, the instructor should direct the student to the proper office that handles such complaints.

15) Corrected exams, quizzes, projects are to be collected and maintained for at least one more semester for documentation purposes. Instructors may show students the corrected work, but are to collect them back for safe-keeping and various analyses and reports. Instructors may provide copies of the graded student work to the students.

16) Instructors are to maintain cordial interactions with students in class and are to remind students of the importance of presenting themselves and behaving in a professional fashion. Prospective employers set high standards for their employees and students should become aware of this during their time at the college.

17) For any planned absence, instructors are to prepare their absence leave request form and obtain the Division/Program Chair’s signature prior to submission of the form to the Human Resources Department. In case of an emergency, instructors are to call the Division/Program Chair so that s/he can make substitution arrangements. Immediately upon return to work, instructors are to file the leave request form.

18) Reports regarding students at risk must be completed weekly via the ASA Tutoring Management System site.

**STUDENT ATTENDANCE**

Since the classroom experience and interchange of ideas through discussion cannot be duplicated or repeated, students are expected to attend classes regularly. Not only is regular attendance necessary to derive the maximum benefit from education, it also helps develop good work habits and attitudes that are highly valued by the program community.

Students are expected to attend all meetings of classes for which they are registered, including the first and last scheduled meetings and the final examination period. Students who fail to attend the first class and who have not previously notified their instructors of their absence may be withdrawn from the course by the Office of the Registrar in consultation with the instructor. Instructors are required to take attendance and monitor academic progress. Students should be careful to observe the attendance policies of ASA College as this affects their continued status in the program.

Students absent for more than one week have the responsibility of reporting their absence to their advisor and the Division/Program Chair. If a student does not attend a course consecutively during the first four weeks of a semester, the college reserves the right to withdraw/drop the student from that course. Moreover, the college will terminate a student after two (2) consecutive weeks of non-attendance in all of his/her classes. Reversal of the dismissal is contingent on the merit of the student’s appeal.

Students who have been administratively withdrawn have ONE WEEK from the date of their termination to appeal and request re-instatement. Adminis-
trators reserve the right to grant reinstatement on a case-by-case basis in the subsequent week. The deadline for appealing and processing reinstatement is two weeks from the date of the unofficial withdrawal.

Participation in official college activities, personal emergencies and religious observances are valid reasons for absences. Students are responsible for informing instructors about their absence and for completing assignments given during their absence. A student cannot attend classes without being officially enrolled.

Students taking online courses through ASA’s Distance Learning program must be aware of alternate attendance requirements and policies. Since the teaching and learning outcomes are monitored virtually in the distance learning format, students are required to participate regularly in the online discussions through which their instructors record attendance. Consequently, these synchronous and asynchronous sessions serve as an integral part of online education and missing sessions have significant negative effects on grades and/or the student’s continued participation in the course. Students absent from these sessions are entirely responsible for making up missed work. Students absent for one week will be withdrawn from their online course.

Keeping accurate attendance records is critical to the continued success of the college and helps promote student success. All retention efforts depend heavily on clear and up-to-date attendance record-keeping. Instructors are to enter attendance at the ASA Portal site each day of lessons.

The following procedure is followed for entries on the attendance roster:

1. Instructors are required to take attendance every class meeting.
2. Instructors should mark the students “present” or “absent” on ASA’s Portal. Attendance is entered each day to maintain permanent records for each student.

Note to Instructors: Students cannot arbitrarily change class times; no student will be allowed to join a class without a written authorization from the Registrar or from the Division Chair.

The first two weeks of every semester, if a student’s name does not appear on the instructor’s roster, the instructor must check the student’s schedule printout to ensure that the student is in the correct class. When this is verified, the instructor has to request the Portal administrator to add the student’s name to the roster. The roster for the following week should include the update.

Only individuals officially listed in the class roster are permitted inside the classroom. If an unauthorized individual joins the class, the instructor should advise this person(s) to leave and if this poses a problem, campus security personnel should be called upon to assist. On occasion, students who were on a roster, may be dropped due to a variety of circumstances. Faculty must be cognizant of these changes and ensure that any student attending is, in fact, listed on their roster.

**COURSE DELIVERY**

As part of a contract that students enter into with ASA, students exchange tuition in return for education and instruction as described by the course outlines and in the catalog. It is the instructor’s responsibility to deliver the material completely and in the manner described, and to allow students the opportunity to demonstrate their understanding of the material. Excessive instructor absence, lateness, or divergence from the curriculum can compromise this contract and lead to serious problems for students, as well as for instructors who receive students at the next level. Arrangements must be made to ensure that material is covered. If substitutes are asked to teach, they need to be informed about the status of the class. (See the description of the expectations for using a substitute below). If scheduled makeup hours are necessary, they should be arranged by the Division/Program Chair.

**COURSE MATERIALS**

ASA requires that each faculty member submit customized syllabi of their courses to the Division/Program Chairs, based on the templates made available by the Division/Program Chairs or the Office of Academic Affairs. Faculty are also required to submit copies of their midterms and final exams (with answers) to their Division/Program Chairs for review at least one week before administering them to the students. All course materials will be kept on file in the Division/Program Chair’s Office. Instructors are encouraged to provide their students and the student advisement office with contact information and office/tutoring hours via ASA Tutoring Management system site.

**COURSE OUTLINES/SYLLABI**

Distributing and discussing the clearly stated course expectations on the first day of class helps promote student success and reduces the number of grade disputes. The first class meeting should start with the distribution/discussion
of the course syllabus, which is the agreement between the instructor (and by
default, the college) and the students.

A course syllabus includes the course name and number (code) and description
that exactly matches what is published in the college catalog; course meeting
dates, times and location; instructor name, contact information; links to, or
list of required and suggested texts and/or materials; grading standards; rele-
vant college and individually customized instructor policies; course outcomes
objectives and requirements; a weekly plan of topics; and the planned exam
or test schedule. Customized policies should include policies on attendance,
classroom/lab decorum, and extra credit/late/makeup work.

TEXTBOOKS AND COURSE OUTCOME OBJECTIVES

ASA faculty and other members of the academic team have carefully reviewed
and approved the textbooks and course objectives for each course. These are
established standards, which undergo periodic assessment and revision, typi-
cally prior to the start of the Fall Semester. Instructors are free to augment the
established course outcomes objectives by adding their extended objectives or
suggesting additional resources. As stated above, instructors are obligated to
deliver the material defined in the course description in a manner that follows
the divisionally-defined course outcomes objectives.

The procedure for requesting a change in the approved textbook is as follows:
1. Submit a copy of the textbook, along with a written justification for your
recommendation to the Curriculum Review and Development (C.R.D)
Committee through the Division Chair.
2. The C.R.D. Committee will review the change request and make a
recommendation to the Division Chair and Vice President for Academic Af-
fairs.
3. The Division Chair will accordingly inform the faculty, within one month,
of the final status of the request.

ACADEMIC STANDARDS

Graduates represent ASA to the outside world and they are our best advertise-
ment. The academic and financial future of the college hinges heavily on its
reputation for quality education. Instructors are responsible for the academic
standards of the institution and are expected to convey these to students. To

succeed in ASA’s difficult curricula requires hard work and dedication. Stu-
dents who lack motivation or who indicate that they do not have the aptitude
or interest in the career field are not helped by being floated through a program
as a C or D student. If counseling and other assistance do not resolve a situ-
ation, it is in the best interest of the student, and the others in his or her class, to
re-enroll in a different program or leave ASA.

Instructor grading norms should reflect an interest in maintaining high stan-
dards. Excessive grade inflation is totally unacceptable and the instructor will
be subject to disciplinary action.

FINAL EXAMS

ASA requires that all courses conclude with a proctored final examination,
administered during the designated period. Final exams should be comprehen-
sive, and cover the contents of the entire course. All final exams must have an
essay component, and the use of objective multiple choice questions should be
limited and count for less than half of the exam grade. All final examinations
should be graded and archived for ongoing assessment. In many cases and for
many courses, the final exam may have been developed by the faculty within
the division, either in part or in whole. This practice is intended to aid in the
ongoing assessment of student learning outcomes.

GRADING

The ASA grading system standards are published in the College Catalog. Fac-
culty are expected to adhere to these standards. Final course grades should re-
fect student progress in the context of the course objectives and will be com-
puted based on the percentages assigned to the grade components as reflected
in every course syllabus. Faculty should not assign more than 5% of the total
course grade to class participation.

Faculty are strongly encouraged to maintain an electronic record of student
attendance, and grades for assignments, quizzes, and exams. This is a valuable
record that can be used to identify poor performance or other at-risk behav-
iors. Furthermore, this helps faculty to fill out Grade Report forms that are
distributed during the last week of a semester. After final grades are calculated,
faculty must submit the forms to the Registrar within 48 hours of the last day
of the semester, but for pre-requisite courses (those that are required in order
to take the next course in a sequence), faculty should endeavor to submit these
within 24 hours.
Grades of Incomplete (I) are to be assigned only when a student has had extenuating circumstances during the semester, and only a reasonable percentage (less than 25%) of the coursework has not been completed. Students must prepare a written request and attach appropriate documentation, then submit it to the instructor for archival purposes. Faculty should enter the “I” onto the Grade Report form once they have granted the extension.

Incompletes that are recorded in the system will revert automatically to a failing grade (F or U) 15 days after the last day of the semester. Students should be advised of this by the instructor, since they will not be able to register for the next sequential course until the Incomplete is removed. Instructors are responsible for submitting a valid grade to the Registrar within 24 hours after the student has submitted the missing work.

**GRADE DISPUTES**

Faculty members are generally the final authority in all grading matters however, in certain circumstances, a Division/Program Chair may be asked to address an issue. The College administration will only enter the discussion if:

1. The basis for a grade is clearly inconsistent with the basis for grading others in the class.

2. The basis for the grade significantly diverges from the criteria given in the course outline.

Students obtain their semester grades from the Registrar’s office, and on occasion, a student may wish to challenge a grade or question how it was calculated. In the latter case, there is usually little discussion, and most are swiftly and easily resolved by the instructors after they meet with the student and carefully review grade-book entries and explain how the grade was calculated. The instructor may also go over particular assignments and explain how each one was graded.

If after meeting with the instructor, a student still feels that the final grade does not accurately reflect his/her performance, the student may petition the Division/Program Chair for another review. The Chair will request a copy of the grade-book record for the student and any graded assignments or materials from the instructor, and copies of all returned graded work from the student. The Chair will meet with the student to discuss the facts, and when warranted, may request that the instructor adjust the grade.

No grade challenges may be entertained after a full semester has passed. In all cases of grade changes, whether or not they are the results of a grade dispute, the full record of all communications and forms must be kept on file with the Division/Program Chair and with the Registrar.

**PROGRESS REPORTS**

The intensive and sequential nature of ASA programs requires the monitoring of student progress on a regular basis. Instructors are expected to hand in a periodic knowledge and skills evaluation report to the Division Chair for each course taught. The report should identify students with excessive absences or academic difficulties. In addition to normal intervention by the instructor, student advisor or Division Chair will contact the student to initiate appropriate tutoring or counseling. The Progress Report must be completed weekly on the ASA Tutoring Management System application. Consistent failure to report at-risk students may result in disciplinary action.

Faculty members are required to refer a student to the Learning Center or other support office. This may be the best way to promote student engagement and success.

**ACADEMIC ADVISEMENT**

During Open Registration for Continuing Students (ORCS), the College conducts early registration for continuing students on the thirteenth week of every semester. ASA’s Academic Calendar designates ORCS weeks for each semester - http://www.asa.edu/academic-calendar.asp. Selected full time faculty are assigned to provide academic advising to the registering students during ORCS. During these weeks, other faculty assignments may be suspended. Academic advisement of students is required of all instructors. Faculty responsible for academic advisement are expected to give students advice and assistance in making informed decisions on matters that pertain to their program of study.

In addition to attendance, grades and weekly progress reports, ASA is interested in assessing student progress in achieving specific skills and competencies in the field of study. The placement department and the academic administration intervene at key points in the program to assess these proficiencies and to determine if the instructor and the academic division as a whole are creating a job-ready student. While the process may vary from program to program, the
goal is to assure the Career Services and Alumni Development office that by the conclusion of the program, the student is ready to enter the job search process. Instructors are closely involved in this process and are expected to assist in the skills tracking process for all students. This is a core component to the college-wide focus and commitment to an ongoing assessment of its programs and educational delivery system.

Monitoring Competencies Assessment will be conducted through software that is currently being developed by the College. Extensive training will be provided by the Institutional Research Analysts prior to implementation of this software.

**ATTENDANCE AT FACULTY MEETINGS AND OTHER EVENTS**

Attendance at all faculty meetings is mandatory. If an emergency or unplanned event causes the faculty member to be absent, that faculty member must notify the Division/Program Chair of his/her inability to attend.

Faculty are also required to attend graduation exercises, orientations and other major functions unless officially excused by the Provost. Only an emergency or special condition shall constitute an appropriate excuse.

**SUBSTITUTION POLICY**

Faculty members are required to notify Division/Program Chairs in instances when they are unable to attend their regularly scheduled classes. Every attempt will be made to see that a class meets even when its regular instructor is absent. In order to insure that the students’ education will not be disrupted when a faculty member is absent, the faculty member is responsible to arrange for /provide the substitute with detailed, easy-to-follow lesson plans.

Faculty members should suggest their own substitute whenever possible. A one-week notice is required to secure a substitute, except in an emergency. Under no circumstances is a class to be canceled by a faculty member.

**PROGRAM DEVELOPMENT**

The faculty has the expertise required to assess the academic programs and are the primary source of input for curriculum development and long term planning. Part of the responsibility of an instructor in higher education is to advise the administration on matters relating to curriculum and to participate in the planning process at the curriculum review and development committee meetings.

Each division offering programs in Business Administration, Health Disciplines, Criminal Justice, and Computer Technology, has a Curriculum Review and Development Committee. Faculty from the Arts and Sciences division are invited to meetings whenever necessary. The Committees are charged with conducting periodic reviews of the curriculum and content of the program, and also to address issues relating to academic standards and faculty professional qualifications and standards.

Core members of committees are typically full-time instructors, with time provided to work consistently on committee matters. However, all faculty members are expected to be involved in these academic undertakings through review of and commentary on documents and proposals prepared by the committee, or through participation in working subcommittees engaged in particular projects, such as textbook selection or production of a lab manual, handout, or standardized exam. The input of adjunct instructors currently employed in their field is particularly valuable to the process.

The following procedure will be followed by faculty members when proposing changes to the curriculum:

1. Proposed revisions will be submitted to the Division/Program Chair.
2. The Division/Program Chair, after reviewing the proposal, will submit it to the Curriculum Review and Development Committee.
3. The Curriculum Review and Development Committee will review the proposal and make its recommendation to the Division/Program Chair or return the proposal for further development.
4. The Division/Program Chair will then make his/her recommendation and forward it with the appropriate input to the Provost.
Eligible faculty members at ASA College are provided with a wide range of benefits. A number of benefits (such as social security, workers’ compensation, state disability and unemployment insurance) cover all faculty members in the manner prescribed by law.

Benefits eligibility is dependent upon a number of factors, including faculty classification. The Division Chairs can identify the benefit program for which the faculty member is eligible. Details about these benefits can be obtained from the Division Chair and/or Human Resources Office. Some benefit programs require contributions from faculty members. Please refer to Employee Handbook for detailed description of benefits provided.

VACATIONS AND HOLIDAYS

Faculty are asked to refer to the college calendar found in the catalog, to determine vacation periods and holidays. Vacations for the current year have to be requested during the first quarter of the following year and should fall during the semester breaks.

Please note that:

1. All FT faculty must schedule their Vacation/Personal time off during semester breaks.
2. During semesters, any Vacation/Personal time off can be taken only on national holidays when classes are not in session (and when ASA College is open).
3. Any Time off requested during semester will not be allowed and will not be paid as Vacation paid time off.

The above policy does NOT apply to Safe or Sick Leave.

Exceptions to the above policy may be made for Extenuating Circumstances with the presentation of verifiable documentation.

Although faculty are not always required to be present on college premises during the period between terms, it is very important that they can be readily contacted. It is not unusual that there will be questions about the students’ grades and/or their fulfillment of graduation requirements.

At the beginning of each year, the school will publish a list of holidays to be observed that year. When recognized holidays fall on what would be a regular scheduled workday, full-time instructors are provided time off.

The College may occasionally alter this schedule to fit the workload and time requirements within the College calendar to accommodate a holiday that falls on a Saturday. If a recognized holiday falls on a non-workday, faculty will be notified of the alternative holiday date, if any is to be provided. To earn eligibility for paid holiday benefits, hourly faculty members must be scheduled to work on that day.

Eligible hourly faculty member must work the regularly scheduled hours on the workday preceding and the workday following to qualify for holiday pay, unless a faculty member is taking the holiday as part of his/her vacation.

Hourly faculty members who are ineligible for paid holiday benefits will receive day(s) off without pay. The college will not close for any of the other nationally celebrated holidays unless otherwise posted.

All full time faculty members who are not assigned any administrative duties must take their vacation during the breaks between semesters. All accrued time must be used by December 31 of a current year, and must be used in such a way as to ensure that there is NO disruption in the classroom. Only 5 days of accrued vacation time can be transferred to the following year.

Academic chairs/supervisors will not approve any vacation time during the semester when classes are in session. In case of emergencies, only personal and sick time will be available for use during semesters. Any excessive and unexplained absences during the semester when classes are in session could result in loss of full time status.
BEREAVEMENT LEAVE POLICY

In the unfortunate event that an instructor is faced with the death of an immediate family member, he or she will be granted time off for a bereavement period of up to three days. The instructor must notify an appropriate administrator as soon as possible of his/her need for time away from work. Immediate family would include a parent, spouse, sibling, child, or grandparent. Full-time instructors will be paid during the three-day bereavement period.

PAYROLL AND EVALUATION

College policy is to compensate all employees at reasonable levels. While in the employ of the College, an employee may receive an annual cost-of-living and/or merit-based increase in compensation. Neither of these should be construed as evidence of complete satisfaction on the part of the College with the employee’s performance.

The College conducts periodic evaluations of faculty performance. The decision to continue or terminate the employment of an instructor is in no way linked to salary increases previously received.

Time sheets must be submitted to the Division/Program Chair one week prior to pay day. A schedule of pay dates is available on the faculty portal.

Paychecks are disbursed every two weeks on Friday. Checks are available at the Division/Program Chair’s office after 1:00 p.m. Paychecks may be mailed to faculty members not scheduled to work on payday unless other arrangements are made. Instructors should check pay stubs to make sure that the amount received reflects the correct number of hours worked. Any discrepancies in payroll must be addressed with the appropriate Division/Program Chair as soon as possible.

CONFERENCE REGISTRATION REIMBURSEMENT

ASA will reimburse the registration fee for conferences or workshops for a full-time instructor if such is within his/her field of expertise up to $500 annually. Participation at the conference or workshop must be upon recommendation by the Division/Program Chair and approved by the Provost.

ASA will reimburse the instructor’s travel and other expenses, within a reasonable limit. Paid release time from scheduled classes will be considered for events that are of particular importance.

PROFESSIONAL ORGANIZATION DUES REIMBURSEMENT

ASA encourages its faculty members to become active in community affairs and professional organizations. ASA will reimburse full-time instructors for annual membership dues in an approved professional association. A list of recommended professional organizations is available in each division/program office.
ACADEMIC FREEDOM

The administration and faculty of ASA recognize the importance of academic freedom to the fulfillment of the institutional mission and adopt from the American Association of University Professors the following general guidelines:

1) Instructors are entitled to freedom in the classroom when discussing subjects relevant to the particular courses they are teaching. However, they should be careful not to introduce into their teaching controversial subject matter which has no relation to the course material.

2) College instructors are citizens, members of the teaching profession, and representatives of an educational institution. Whenever 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 professional teachers and educational representatives, they should remember that the public may judge their profession and institution by their statements. Therefore, besides being careful to exercise appropriate restraint and showing respect for the opinion of others, faculty members should make it clear that they are not speaking as spokespersons for ASA whenever they make public statements.

ACADEMIC PRACTICES

ASA subscribes to the principles that have been formulated by the American Association of Higher Education (A.A.H.E.) to guide practices of college educators.

1. Encourages Student-Faculty Contact

Frequent professional/educational student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Appropriate professional/educational relationships with faculty members well enhances students’ intellectual commitment and encourages them to think about their own values and future plans.

2. Encourages Cooperation among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one’s own ideas and responding to others’ reactions improves thinking and deepens understanding.

3. Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

4. Gives Prompt Feedback

Knowing what you know and don’t know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one’s time well is critical for students and teachers alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.
6. Communicates High Expectations
Expect more and you will get it. High expectations are important for everyone; for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for them and make extra efforts.

7. Respects Diverse Talents and Ways of Learning
There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be “all thumbs” in a lab or at a keyboard. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning new ways that do not come so easily.

PROFESSIONAL STANDARDS

Educational excellence at an institution of higher learning rests with the faculty. The collective academic achievement, skills, subject matter expertise, and industrial and teaching experience of a faculty create a power that can transform lives, a power beyond the contribution of any single faculty member. The professional standing of the faculty is therefore of great importance, especially in a career-oriented college such as ASA. In order for us to achieve our goals and fulfill our mission, we must respond to rapid changes in the work environment.

While resources are available to faculty members for professional growth and development, it is the responsibility of the faculty as a whole to define professional standards, and the responsibility of the individual faculty member to meet them.

The following are broad guidelines for understanding professional standards at ASA. All instructors are encouraged to participate in refining, updating, and securing the resources to maintain them.

PROFESSIONAL GROWTH AND DEVELOPMENT

Technical and business colleges are faced with the daunting task of keeping pace with increasingly rapid changes in the workplace. While full-time faculty members are engaged primarily in instructional activities, such instruction cannot succeed if the faculty member is not current in the field. In addition, teaching is a skill unto itself and professional knowledge and expertise does not guarantee success in transmitting that knowledge to students. Teaching skills must also be continuously upgraded. Accreditation requires an institution of higher education to document the professional development of its faculty.

While ASA provides resources and support for faculty professional growth, it is ultimately the instructor who is responsible for setting and maintaining high standards. Faculty members are required to self-report professional growth activity annually as part of the annual review process. This is a term and condition of continued employment. Instructors are expected to read professional literature in their field and may ask the library staff to help obtain new books or access the increasing number of online subscriptions. Faculty are also strongly encouraged to engage in professional growth activities outside the college.

Some examples of professional growth are:

- In-Service workshops and classes – mandatory for all instructors to attend at least 2 per year;
- Employment or consulting in the field;
- Research, lecturing or writing in the field;
- Training sessions at a company or corporate facility;
- Continuing education courses;
- Pursuing higher/terminal degrees;
- Maintaining membership in a professional organization and attending seminars, etc. conducted by the organization;
- Contributing to professional journals;
- Reviewing textbooks (with publisher acknowledgement) within the field of expertise.

To ensure that professional growth activities are appropriate and sufficient, an annual individual plan is developed in consultation with the Division/Program Chair. Instructors should take advantage of the resources provided by ASA including tuition reimbursement, release time, conference registration fees, professional organization dues reimbursement and scheduled in-service activities, which are discussed later in this handbook.
Note: All necessary forms to apply can be accessed and downloaded through the Faculty Portal homepage on ASA’s website.

**PROFESSIONAL DEVELOPMENT PLAN**

**Purpose**

For a faculty member to remain a valuable entity in the teaching profession there is the expressed need to increase and strengthen one's knowledge, aptitude and experience. Faculty at ASA College are, to a large degree, self-monitoring and self-regulating with regards to professional development. While ASA College provides resources and support for faculty professional growth, it is ultimately the instructor who is responsible for setting and maintaining high standards. As members of the academic body, faculty rely on their own sense of professionalism to determine the tools, experiences and similar undertakings needed for academic professionals to hone instructional skills and stay current in this particular career field. With a significant teaching load at ASA, it is vital that instructors design a plan that will allocate time as well as identify resources necessary to achieve a professional development plan.

**Description**

Every instructor is expected to initiate his/her academic plan; however such must be congruent to and supportive of the broader plans of his/her academic division. A professional development planning worksheet has been designed to ensure a strong focus on the plan’s purpose and to facilitate dialogue between the instructors and the division chair. Designing the plan is geared primarily at creating a balance between allocation of the instructor’s work load and any valid concerns attendant to the implementation of such plan.

The faculty development worksheet provides a framework for a period of three years. Within this time span, plans may undergo modification or change; the 3-year time frame takes into account any eventuality while allowing the instructor to stay within the parameters of the plan’s initial focus.

At ASA College, faculty development encompasses four important categories:

- Content Knowledge and Academic Depth
- Scholarship of Learning and Teaching
- Technical Skills
- Campus Citizenship

**Content Knowledge and Academic Depth** refers to the discipline-specific expertise of the instructor. Professional development in this area usually takes the form of attending or presenting at conferences, staying current in peer-reviewed literature, conducting research or mentoring student research, writing and publishing in the discipline, and in some cases, pursuing further formal training or a terminal degree in one’s chosen field.

**Scholarship of Learning and Teaching** refers to skills relevant to instruction and learning processes. Activities include attendance or presentation at teaching conferences; writing or revising course curricula, moving a course to an on-line format, conducting action research, attending a learning community or developing an assessment strategy. Observing a colleague’s classroom or attending campus sponsored development opportunities like in-service training or workshops are also common development pursuits. ASA is developing a Learning Model to discuss learning and teaching processes across disciplines on campus.

**Technical Skills as a category of professional development** refers to gaining competence with specific tools and techniques that can aid an instructor either in his/her discipline specific abilities, or in more general instructional skills. Learning to use more advanced technology, experimenting with technology in the classroom, implementing multi-media or web–based activities in a course, developing specialized applications, examples, activities, or software may fall into this category.

**Campus Citizenship** refers to those activities which seek to improve the overall campus capacity for quality learning and teaching. Participating in on-campus committees, mentoring peers, helping with student associations, contributing to task forces or college and department groups all help to create and support the kind of professionalism that we expect from ourselves and our colleagues.

The Office of Academic Affairs has developed a form to help simplify and standardize the professional development planning process across campus. The template (complete with instructions) is available from your division chair. The tool has two main parts: Part 1 - an initial description or introduction of the professional development plan, and Part 2 – a section where the three year plan is broken down into semesters and by each specific category of professional development activities.
The first section provides a space for the narrative of the overall plan. Here, the instructor explains the emphasis and reasoning behind the more detailed information presented in the next section. It is very similar to a cover letter that provides context to a resume; this section frames and explains the semester-by-semester choices of development activities.

The second section allocates a space where the instructor puts in development activities for each of the three years represented in the plan. Each year is broken into three semesters which include the non-teaching weeks of semester breaks.

It is not intended that each box of the matrix be filled with development activities. Rather each of the regular semesters or semester breaks has an area of focus. It is possible that professional activities for one semester might focus almost exclusively on discipline-specific development activities. The following semester, however, the focus might change as to include development activities around a learning model or around certain technical skills.

The last part of the template provides a space for notes that will be generated as each faculty member and the division chair review the plan, which should be done at least once a year. Such conversation helps that division chair to set aside time and resources to support the faculty member in the pursuit of faculty development opportunities. The comments will also help the Division/Program chair to know when a leave of absence or course release may be required when the division/program schedules course loads for each semester. Faculty should take advantage of the resources provided by ASA including tuition reimbursement, release time, conference registration fees, professional organization dues reimbursement, and scheduled in-service activities.

**Tips**
- Not every box in the planning form needs to be filled. It is important to find a focus for each semester.
- Rotate the focus so that none of the categories of professional development is over-represented or under-represented over the course of the year.
- Share your plan with your division chair.
- Be flexible and adapt your plan to accommodate division needs.

**Pitfalls**
- Don’t view filling out this template as the goal. It is a means to an end, which is planning your own professional development. Modify the template as necessary to meet your needs.
- Don’t overload the plan. Stay focused and be realistic in your plans for the year. Professional development activities usually take about 5% of your time each week.

**Resources**
- Professional Development Plan Template
- Division/Program Chair

**ACADEMIC HONESTY**
ASA is committed to maintaining an environment of academic integrity and honesty, which is the responsibility of both the faculty and the students. Questions of honesty should be resolved primarily by the faculty and the student concerned.

Any penalty resulting from academic dishonesty is at the discretion of the faculty member except for course failure. Course failure for academic dishonesty must be approved by the Division/Program Chair. Any action taken by a faculty member as a result of student dishonesty must be reported in writing to the Division/Program Chair. Such actions may include assigning a failing grade for a test, for an assignment, or for a project.

Students may wish to appeal any of the aforementioned actions by submitting a written appeal to the Division/Program Chair who will handle the matter judiciously.

In the instance of gross dishonesty, the case will be reviewed by the institution’s Committee on Academic Standards. Only the committee has the discretion to dismiss a student from school for dishonesty.

**MANAGING CHEATING IN THE CLASSROOM**
1) Clearly communicate expectations (e.g., regarding behavior that constitutes appropriate conduct and behavior that constitutes cheating).
2) Establish and communicate cheating policies and encourage students to abide by those policies.

3) Consider establishing a classroom honor code—one that places appropriate responsibilities and obligations on the student, not just the faculty member, to prevent cheating.

4) Be supportive when dealing with students; this promotes respect, which students will reciprocate by not cheating.

5) Be fair—develop fair and consistent grading policies and procedures; punish transgressions in a strict but fair and timely manner.

6) Focus on learning, not on grades.

7) Encourage the development of good character.

8) Provide deterrents to cheating (e.g., harsh penalties).

9) Remove opportunities to cheat (e.g., monitor tests, be sure there is ample space between test takers).


**CLASSROOM CONDUCT AND MANAGEMENT**

Our students are to be treated as individuals and as adults. Instructors are expected to conduct classes in a professional manner. This entails that they remain sensitive to the cultural diversity of ASA students and refrain from making personal comments or jokes that promote stereotyping, involve sexual innuendo, or that might be misunderstood or taken in the wrong way. Likewise, faculty should set a positive example for students by refraining from the use of vulgar language, and should also not tolerate the same from their students. Disagreements should be discussed quietly and in the privacy of the counseling room provided in each division/program work area.

Students are entitled to quiet and comfortable conditions of study. Instructors should maintain control of the behavior of students and help maintain the cleanliness of rooms and the care and functioning of equipment. If cleaning service is needed or if equipment is malfunctioning, the appropriate office should be advised immediately. If the problem persists, it should be brought to the attention of the Division/Program Chair and/or Provost.

**DISRUPTIVE BEHAVIOR IN THE CLASSROOM**

Disruptive behavior is any behavior that a faculty member believes adversely affects the teaching/learning environment in his or her classroom. Faculty should address disruptive behavior immediately, and should the behavior continue, take appropriate disciplinary action, as described below.

Prior to formal disciplinary action, faculty have the following options for dealing with disruptive behavior. Applying one or more of these options is at the discretion of the faculty member, and is dependent upon the severity of the disruptive behavior.

1. Verbally warn a student that he/she is disruptive and that the behavior must stop.

2. Inform the student in writing of his/her disruptive behavior.

3. Ask the student to leave the classroom.

4. Report disruptive behavior to the Division/Program Chair or to the Office of the Ombudsperson.

If a student is asked to leave and he/she refuses to do so, security or the campus/site administrator should be contacted for assistance in removing the student. At no time should a faculty member physically engage a student, but should seek out the assistance of the security staff.

If the faculty member believes further disciplinary action is necessary, a written report with details of the disruptive behavior should be submitted to the Office of the Ombudsperson for further disposition. More information is also available in the Student Handbook.

**PERSONAL APPEARANCE**

ASA College personnel should always be aware that they create an impression through their attire and grooming habits. Faculty members are expected to dress in a manner appropriate to the standards expected in a business environment: a collared dress shirt with tie, slacks, and dress shoes for men, and conservative office attire for women. Business casual is acceptable on Fridays (collared polo-type shirts and slacks.) Jeans and T-shirts are unacceptable in the classrooms.
FRATERNIZATION POLICY

ASA College faculty are prohibited from fraternizing with students and must maintain a strictly instructor-student relationship at all times. Faculty are prohibited from engaging in unprofessional behavior with students including but not limited to dating students, meeting students for any personal reasons, driving students home or accepting rides from students, or taking students to lunch, dinner, or out for coffee.

Faculty may join students in school-organized activities and/or events in furtherance of and to enrich the academic and institutional experience at ASA College.

If a student wishes to confide in you some personal problem/issue, advise the student to see his/her student advisor instead. You may offer to take the student to see the aforementioned school official.

Faculty are encouraged to minimize physical contact with students to no more than handshakes when extended by students, and to remain culturally sensitive and cognizant as physical contact is forbidden among many cultures.

Any faculty or staff member who participates in any type of unprofessional behavior jeopardizes the integrity of ASA College and will be subject to disciplinary action up to and including termination.

FACULTY REASONABLE ACCOMMODATION POLICY AND PROCEDURE

Faculty members should refer to the ASA Employee Handbook which contains the college’s Reasonable Accommodation Policy and Procedure.

All reasonable accommodations for faculty members will be considered, discussed, and facilitated by the Human Resources Department in conjunction with the Academic Affairs division and/or other appropriate college personnel, including the faculty member requesting an accommodation and his/her immediate supervisor.

AIDS/HIV POLICY STATEMENT

Current medical knowledge indicates that AIDS is a disorder which is not communicated through casual contact. AIDS substantially interferes with the life activities of those who contract it and hence is regarded as a disabling condition by ASA College. Since current college policy forbids discrimination on the grounds of disability, acts in violation of this policy by faculty/staff members or students is forbidden.

CONFIDENTIALITY

Student Disability Services (SDS) has developed the following guidelines regarding confidentiality: All disability-related information including documentation, medical records including HIV or AIDS status, correspondence, and accommodation records are considered confidential. ASA College and the SDS office have an obligation to maintain confidentiality on all disability-related information. Access to disability related information within SDS is on a need-to-know basis and only for the purpose of assuring appropriate accommodations. SDS is prohibited by law from releasing any disability records or identifying information to any outside entity. The student may request, in writing, that information be released to specific persons or agencies by signing a “Release of Information” form.
Faculty members are expected to participate in committees as part of their involvement in institutional governance. Adjunct faculty may be compensated for participating at a nominal fee. As such, they may be assigned to specific committees. Standing committees would include: the Institutional Effectiveness Committee, the Library Development Committee, the Curriculum Review and Development Committee, the Committee on Admissions, Academic Standards, Division Hiring Committee, and the Faculty Council. Other committees may be formed and faculty may be asked to participate. Such assignments will be made in consultation with the Division Chair and the individual faculty members. The Academic Standards Committee handles policy decisions that affect various areas of the institution such as admissions, placement, and facilities, among others. All faculty are expected to be involved in library development.

**CURRICULUM REVIEW AND DEVELOPMENT COMMITTEES**

All decisions regarding curriculum, new program development, and capital planning are made as a result of recommendations made by faculty. The Curriculum Review and Development Committee is the primary vehicle for such input, but the academic administration will typically seek input on matters beyond any one committee. Faculty are also involved in evaluating and recommending new hires within the division. Divisional faculty meetings are held so that members can present ideas and proposals to the faculty at large. Feedback from individual instructors is necessary and important.

**PROGRAM ADVISORY COMMITTEES**

In addition to faculty committees and governance, ASA maintains advisory committees for each academic department consisting of employers and other professionals who bring outside knowledge to the ASA community. These committees meet at least twice a year and faculty members are strongly encouraged to attend these meetings and participate in the process.

**COLLEGE-WIDE STUDENT LEARNING OUTCOMES ASSESSMENT COMMITTEE**

A standing college-wide committee with representatives from the different academic divisions will assess college-wide learning outcomes. Membership to this committee is by application only. Each division will field one representative who is an active participant in the development, implementation, and analysis of course-level, program-level, and college-level student learning outcomes. This member, who will be the Divisional Assessment Coordinator, will be compensated for monthly meetings (to be held at the College), as well as group and independent work; approximately 4-8 hours per month commitment is required. Members are required to have a background in one or more of the following: higher education outcomes assessment, adult learning theory, applied research methodologies, curricular design, and/or data analysis.

**FACULTY COUNCIL**

The Faculty Council is an advisory body that deals with academic matters of the college. The Faculty Council coordinates all of its activities with ASA’s Academic Administration. The Faculty Council is headed by a Council Chair, a Vice-Chair and a Secretary who hold office for two years and may be re-elected for another term. Other members are drawn from each of the Academic Divisions: Division of Arts and Sciences, Division of Business, Division of Computer Technology, Division of Criminal Justice and Division of Health Disciplines. After members are duly elected and appointed, the Faculty Council creates various subcommittees to address the concerns of Faculty. The Faculty Council is thus comprised of full-time and adjunct faculty members. Each member serves as a link between the ASA Faculty Council and her/his respective academic division. Individual members are expected to report all college-wide issues discussed at the ASA Faculty Council level with their respective academic division. Any faculty member who wishes to serve in the Faculty
Council must first seek the approval from his/her academic division chair. Membership of the Faculty Council must be representative of every discipline currently taught at the college. The council offers advice on academic matters particularly in such areas as:

- Faculty working environment
- Conflict resolution
- Acquisition of instructional tools, resources and new technologies
- The academic calendar
- Admission, graduation requirements
- Faculty hiring, ranking and publications
- Faculty performance evaluation, assignment of course loads
- Seminars, symposia and workshops
- Working with other organizations.

NEW FACULTY ORIENTATION

Before the official start of employment, the new instructor meets with the Division/Program Chair for a detailed orientation. At the meeting, the Chair discusses information from the Faculty Handbook, the Student Handbook, and the College Catalog. Any questions about the college’s schedule are also addressed at this meeting.

During this meeting the faculty receive orientation regarding procedures, such as the use of the photocopy machine, facsimile machine, and audiovisual equipment. The Division/Program Chair also discusses course syllabi and effective teaching techniques. A profile of the College’s student body is also provided.

New faculty members are also provided orientation to various support areas, such as the College’s IT department, Library and Resource Center. The Librarian takes new faculty on a tour of the library, and explains library policies and procedures. Internet access accounts and E-mail addresses are provided to them by the Information Technology Department.

Each new instructor is introduced to a senior faculty member who will serve as “mentor.” New instructors are assured of assistance and support from the school community, most particularly from the mentor, the division chair, Dean of Faculty and the Provost.

PREPARATION OF SCHOOL INCIDENT/ACCIDENT REPORTS

1) In case of an accident or injury involving a student, faculty, staff, or visitor, a written incident report (form is available on the ASA Website/Faculty Portal) must be forwarded to the Office of the Ombudsperson and Academic Dean (re: students), Division/Program Chair (re: faculty), Office of HR (re: staff) and Vice President of Facilities (re: visitor) within 24 hours, regardless of how minor the incident may appear at the time.

2) If an incident occurs in a class or during another supervised activity, the person in charge should make the report. If it is an unsupervised situation, the faculty or staff member nearest the scene or the personnel best informed are requested to make a full report. In reporting an accident, the same procedure applies.

3) Harassment, theft, vandalism or other similar incidents should also be reported in the same manner as outlined above.

4) The form for accident/incident report is available in each Division/Program Chair’s office.
Dear Faculty Member,

Welcome to ASA!

It is my honor and privilege to lead a group of individuals who defy description without the use of superlatives (best, greatest, finest, preeminent, etc come to mind!) You are members of an elite group who are not only highly qualified but also dedicated to your profession. You bring enthusiasm, experience and talent to this College. The Faculty is the College; therefore, we celebrate you!

We are a strong institution. We are working our way to overcome some tough times, because we are a great team. We maintain our academic integrity while remaining a student-centered organization.

ASA College has a thirty-five-year history of achievements that included dual accreditation at one point (regional and national), national athletic championships, and solid student outcomes.

And while we celebrate our history and look forward to another thirty years of glorious successes, we will be undertaking many major tasks. We have a new vision for the next few years that really reaffirms many of the good things we know about our college while giving us a new perspective. We would like to have your participation and feedback on many divisional and institutional initiatives either in person or through your representatives.

Even with our budgetary problems of the past years, we had many successes and I am proud to say that our faculty were instrumental in those successes. I would also like to acknowledge, thank and recognize those faculty members who went the extra mile and participated in the many College-wide initiatives. This was a lot of hard work on the part of faculty and staff, but these efforts were crowned with success.

I would like to now turn my attention to what’s next. We have new students and returning students and we will need to teach them and train them and support them and succor them and block their computer viruses, etc., etc., and we do this in spite of the budget cuts that we have survived.

In my twenty sixth year at ASA, I have great confidence in you, that you are the right mentors to provide our students their fresh start in life. ASA is here only because of the values and expertise that the faculty bring to the students.

So congratulations to the ASA Faculty! And Thank YOU!

Non scholae, sed vitae discimus!
Shanthi Konkoth,
Provost
GENERAL INFORMATION

EMERGENCY CLOSING ANNOUNCEMENTS AND PROCEDURES

The President is responsible for the decision to cancel classes or declare the school closed because of weather and other emergencies. The decision is based upon the best information available for weather and routes over which students, staff and faculty travel. In the event the President is not on campus (or not available), the Provost makes the decision and initiates providing all announcements. Announcements will be made using:

- Announcement on 1010 WINS radio station;
- Information on ASA website, and all social media pages – ASA Facebook and ASA Twitter pages;
- “Telephone tree” calling method;
- Sending global email to all ASA employees and students.

When adverse conditions exist (poor weather, utilities interruption, etc.) which threaten the health or safety of students, faculty, and staff, one of two separate decisions will be made:

Classes will be canceled: Students and adjunct instructors will not be required to report to the campus. Administrative personnel, fulltime instructors, and technical and support staff are expected to work.

The College will be closed: No faculty, staff and students will be required to report to campus.

FACULTY WORK AREAS

Each division has a faculty lounge equipped with computer stations and internet access. The offices and lounges are listed below.

- Division of Arts and Sciences - HIA 233
- Division of Arts and Sciences (ESL) - HIA 229
- Division of Business - HIA 231
- Division of Engineering & Technology - HIA 231
- Division of Legal Studies - HIA 233
- Division of Health Disciplines - HIA 230

SUPPLIES

Basic office supplies are available to faculty members. Instructors are advised to see the division chairperson or the office administrative assistant for supplies.

COMPUTER USAGE

Computer stations in the faculty work area are for the exclusive use of instructors. All instructors are provided with E-mail addresses and Internet access. Instructors are advised to use the administrative system and the E-mail for advisement/mentoring activities and when assigning work to students. Additionally, instructors may use the computers in the library or the laboratories when they are not in use by students.

TELEPHONE USAGE

Telephones in the faculty work areas are also for faculty use, however both incoming and outgoing personal telephone calls should be infrequent and kept to a minimum. Long distance calls cannot be made through the school telephone system.
START-OF-SEMESTER REMINDERS FOR ALL INSTRUCTORS

Effective Fall 2019 semester,

1. Faculty is expected to be in his/her classroom five to ten minutes before the scheduled lecture begins, and should welcome students to class.

2. Before you start the class, please put the following information on the board:
   - Instructor’s name
   - Course
   - Topic(s) to be covered

3. Start and end classes on time. If your class runs for 1 ½ hours or more, give a ten-minute break after every 50 minutes of instruction. (There must be 50 minutes of instruction before a break). This is a Federal Requirement not an ASA mandate. Keep the students actively engaged in focused on the subject matter at hand. Begin lessons, give breaks, and end classes in a timely fashion. Last period evening classes shouldn’t be dismissed before 10:20 pm. An instructor’s ability to keep the class going until dismissal time is a reflection of effective classroom management.

4. Provide access to the course syllabus via BlackBoard™ and explain the parts of the syllabus- course objectives, requirements, basis for grading, etc., as well as ask students if they have questions regarding this document. The syllabus that you give to the students is a contract between the instructor and the student. Always refer to the budgeted course outline and impress upon your students that they should also do the same. Carefully budget your time so that no class activity is “rushed”.

5. Explain your classroom policies. Remind students that over and above your class policies and the policies appearing in the syllabus, they also have to adhere to the rules and regulations of ASA College. These are printed in the ASA Student Handbook and/or College Catalog.

6. All courses have prescribed ebooks and/or textbooks, so instructors have to make sure that textbook usage is maximized. It is now a federal mandate that for every credit unit awarded one hour is for classroom instruction and 2 hours for independent study. This is where reading assignments and projects come into play. Ebooks and/or textbooks are available through the Blackboard™ course shells and/or Mindtap or CNOW etc.; budget the amount of reading assignments accordingly. Handouts (electronically distributed) are supplementary materials and are not meant to replace the textbook. Please be careful with handouts. Do not violate Copyright when distributing handouts. Please use email or the shared drive to distribute handouts. Avoid printing.

7. Photocopying and printing will be permitted on a limited basis and will be relegated to exams (quizzes, midterms or finals). Exams that need to be printed should be approved by your chairperson before submission to the Printing Room. Give ample time to the printing room personnel to prepare them for you (at least 24 hours before you need them).

8. Requests for rooms with overhead projectors, TV monitors, CD/DVD players and related services will have to be submitted to the particular support service office at least 24 hours before the planned activity, (or on a Friday morning if such item(s) will be needed the following Monday.)

9. After the 3rd week of classes, no student will be admitted to class without the proper school-issued ID. For the first three weeks, new students can show their printed schedules in lieu of ID cards.

10. Students sometime get removed from your class rosters due to failure to meet certain requirements. Please do not admit them into your class until their names reappear on the rosters or they have clearance from the department that put them “on hold”.

11. Eating and drinking are strictly prohibited in the classrooms. Smoking within the school environs is absolutely forbidden. These stipulations apply to instructors, lab. assistants, and students.

12. Take class attendance within the first 15 minutes of the instructional period. Attendance is to be entered within 24 hours of each class taught, so the different student services officers can monitor attendance and initiate early intervention when needed. Tardiness and leaving the class session prior to the end of the class should be recorded.

13. Be aware of those students who have incurred absences for at least three (3) consecutive class days. Document these absences and coordinate with the student advisors to bring the student back on track.

14. From the initial meeting, make it clear to the students that ATTENDANCE and PARTICIPATION in class are essentials in the learning process (and could impact their grades); thus they have to do both. Point out that any
absence, to be excused, (for whatever reason - sickness, death in the family, domestic violence issues, legal woes) must have proper documentation. Absences will remain on record even if excused. Please do not change it to “Present” in the records. The “Excuse” is accepted so students can continue to remain on the roster and get help catching up on the materials missed.

15. Documentation of mitigating circumstances however DOES NOT give students the right to circumvent course requirements. These students are still expected to complete all course requirements and their work will be graded accordingly. There is no such thing as entitlement to a grade simply because they “are paying the school” or because they “have problems”. Instructors may extend consideration in the form of tutorials, extensions for special exams, extensions of deadlines for class work and similar activities. But never should it be construed that a grade will be given or a student will be marked present simply because the student is experiencing hardships - personal or otherwise.

16. Do not put yourself in a position where the instructor-student relationship is jeopardized. If a student wishes to confide in you some personal problem/issue, advise the student to see his/her student advisor instead. You may offer to take the student to see the appropriate school official.

17. There should be no financial transaction between faculty and students. Any transactions of this kind could be regarded as “quid pro quo” (money for grades).

18. If for any reason students wish to get in touch with you, give them your ASA e-mail address. Do not give them your home phone/cell phone number. This is more for your protection against possible liabilities than anything else. In case of an emergency and if they have to get in touch with you urgently, let them leave a message with their STUDENT ADVISORS who will forward the information to you. Please respond to student emails in a timely manner. We recommend within 24 to 48 hours. It is this human interaction that encourages students to soldier on in the face of the myriad challenges they face.

19. During class discussions, focus on issues, not on personalities. When student(s) complain about an instructor/personnel, direct the student to the proper office that handles such complaints. (If you have no idea where to send the student, talk to your Division/Program Chairperson.)

20. Corrected exams, quizzes, projects—all have to be collected and kept for documentation purposes. You may show students the corrected work, but you have to collect them back for safe-keeping until the end of the subsequent semester.

21. A courteous, professional and warm demeanor toward students always makes the day. Show respect and you’ll reap respect. Leave your “attitudes” at the door and let your students do the same.

22. At every opportunity, remind students that they should start getting accustomed to moving within the PROFESSIONAL world—words, perceptions, actions and manner of dressing that echo “street” culture will have to be slowly but surely eliminated. Prospective employers set high standards for their employees and therefore, students should be aware of this during the time they will be with us at ASA.

23. For any planned absence, inform your Chairperson ahead of time to ensure coverage and substitution. In case of an emergency, call your division/program chair so that arrangements can be made and the class(es) are properly taken care of. Never assume that you can arbitrarily cancel classes on your own initiative. Faculty may never arrange for substitutions by themselves. That is primarily the function of the program/division/department supervisor. Faculty may suggest substitutes based upon their knowledge of the subject matter. Supervisors are better aware of the implications of additional hours on the payroll status of faculty and therefore, are in a better position to arrange for substitutions.

24. Faculty are not permitted to change their classrooms. All changes must be requested to and approved by their immediate supervisors and these changes must be recorded in ASA’s Student Information System, CAMPUS NEXUS. Additionally, if a faculty member needs to conduct his/her class in the library, then prior approval must be obtained from the Library Director in writing. The faculty member must accompany his/her students to the library and stay with them throughout the session. The students may not be abandoned without supervision in the library under any circumstances.

25. Instructors are expected to give every student the motivation, attention and support needed without having to sacrifice the quality of the teaching-learning process.
26. Instructors teaching courses that involve computer operations, internet usage, document printouts and the like, will please remind students that printing has been eliminated and all student work must be submitted via BlackBoard™/Turn-It-In™. Submission through these platforms ensures a time-date stamp, and an elimination of the conflict where students state that they submitted their (hard-copy) work and the faculty states that it was never received. Additionally, submission through Turn-It-In provides proof of plagiarism, which is an infringement of academic integrity and will not be tolerated.

TIPS ON HOW FACULTY AT ASA SHOULD COMMUNICATE WITH STUDENTS:

1. Set an example for students by dressing professionally. (Dress code is business formal to business casual; for further details, please see the Faculty Handbook).
2. Maintain a professional demeanor at all times, in and out of the classroom.
3. No fraternizing with students in and out of the classroom.
4. No accepting gifts, favors, etc. from students.
5. No monetary transactions with students.
6. Maintain an empathetic, but not over-friendly relationship with the students, i.e. show students that you care for their well-being.
7. Motivate students into producing their best work for your classes.
8. Be available for the students’ inquiries before and after your class sessions.
9. Maintain a dialogue with your students and obtain feedback on your teaching methodology.
10. Use technology, humor in your sessions and invite guest speakers whenever appropriate to your classroom.
11. Present yourself as the expert in your area of specialization. (Instead of saying “I don’t know…” table the question and get back to it the next meeting.)
12. Be mindful that you are ASA’s public relations representative to the students. It is tasteless to “bad-mouth” to its clients (students) and highly detrimental to the bottom-line that we are all working hard to improve.
13. Provide a completely supportive learning environment to the students by:
   - recording at-risk students on TMS
   - providing tutorials to your students who may request tutorial sessions from you or those students who are in need of these sessions.
## College Telephone Numbers and Extensions

<table>
<thead>
<tr>
<th>Name of Administrator</th>
<th>Ext.</th>
<th>E-Mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>José Valencia, President</td>
<td>2361</td>
<td><a href="mailto:jvalencia@asa.edu">jvalencia@asa.edu</a></td>
</tr>
<tr>
<td>Dr. Shanthi Konkoth, Provost</td>
<td>2364</td>
<td><a href="mailto:skonkoth@asa.edu">skonkoth@asa.edu</a></td>
</tr>
<tr>
<td>Mark Mirenberg, Controller</td>
<td>1102</td>
<td><a href="mailto:mmirenberg@asa.edu">mmirenberg@asa.edu</a></td>
</tr>
<tr>
<td>Maritza Mercado, Vice President of Planning and Operations</td>
<td>1474</td>
<td><a href="mailto:mmmercado@asa.edu">mmmercado@asa.edu</a></td>
</tr>
<tr>
<td>Victoria Shtamler, Vice President of Student Financial Services</td>
<td>2028</td>
<td><a href="mailto:vshtamler@asa.edu">vshtamler@asa.edu</a></td>
</tr>
<tr>
<td>Viktoria Kostyukov, Vice President of Marketing and Admissions</td>
<td>2008</td>
<td><a href="mailto:vkostyukov@asa.edu">vkostyukov@asa.edu</a></td>
</tr>
<tr>
<td>Lesia Willis, Vice President of Career Service and Alumni Affairs</td>
<td>1042 / 2330</td>
<td><a href="mailto:lwillis@asa.edu">lwillis@asa.edu</a></td>
</tr>
<tr>
<td>Roberto Dumaual, Vice President of Government and Community Relations</td>
<td>2206</td>
<td><a href="mailto:rdumaual@asa.edu">rdumaual@asa.edu</a></td>
</tr>
<tr>
<td>Jennifer Ross, JD, Ombudsperson / Title IX Coordinator</td>
<td>1452</td>
<td><a href="mailto:jross@asa.edu">jross@asa.edu</a></td>
</tr>
<tr>
<td>Donna Reid, MSN, RN, AVP / Dean, Division of Nursing</td>
<td>3000</td>
<td><a href="mailto:dreid@asa.edu">dreid@asa.edu</a></td>
</tr>
<tr>
<td>Lissette De Jesus, Administrative Assistant to the Provost</td>
<td>2367</td>
<td><a href="mailto:lddejesus@asa.edu">lddejesus@asa.edu</a></td>
</tr>
<tr>
<td>David Estrin, IT Director</td>
<td>2166</td>
<td><a href="mailto:david@asa.edu">david@asa.edu</a></td>
</tr>
<tr>
<td>Joel Almoradie, Director, Distance Learning Department</td>
<td>1044</td>
<td><a href="mailto:jalomoradie@asa.edu">jalomoradie@asa.edu</a></td>
</tr>
<tr>
<td>Kaila Lane, Online Student Success Coordinator</td>
<td>1480</td>
<td><a href="mailto:klane@asa.edu">klane@asa.edu</a></td>
</tr>
<tr>
<td>Tatyana Kryzanovskaya, Director, Student Advisement</td>
<td>1222 / 2145</td>
<td><a href="mailto:tkryzanovskaya@asa.edu">tkryzanovskaya@asa.edu</a></td>
</tr>
<tr>
<td>Dr. Edward Kufour, Academic Dean</td>
<td>1227 / 2198</td>
<td><a href="mailto:ekufour@asa.edu">ekufour@asa.edu</a></td>
</tr>
<tr>
<td>Dr. Nasser Sedhom, Dean, Division of Health Disciplines</td>
<td>1473 / 2357</td>
<td><a href="mailto:nsedhom@asa.edu">nsedhom@asa.edu</a></td>
</tr>
<tr>
<td>Dr. Jayne Weinberger, Program Chairperson, Ophthalmic Dispensing / Title IX Coordinator</td>
<td>1431</td>
<td><a href="mailto:jweinberger@asa.edu">jweinberger@asa.edu</a></td>
</tr>
<tr>
<td>Dr. Barry Newman, Program Chairperson, Massage Therapy</td>
<td>2301</td>
<td><a href="mailto:bnewman@asa.edu">bnewman@asa.edu</a></td>
</tr>
<tr>
<td>Mary Margaret Zulaybar, Program Chairperson, Health Care Management</td>
<td>1463 / 2356</td>
<td><a href="mailto:maryzulaybar@asa.edu">maryzulaybar@asa.edu</a></td>
</tr>
<tr>
<td>Rashmi Gaonkar, Program Chairperson, Health Information Technology</td>
<td>1464</td>
<td><a href="mailto:rgaonkar@asa.edu">rgaonkar@asa.edu</a></td>
</tr>
<tr>
<td>Sam Varghese, Program Chairperson, Pharmacy Technology</td>
<td>1219</td>
<td><a href="mailto:svarghese@asa.edu">svarghese@asa.edu</a></td>
</tr>
<tr>
<td>Bridget Udeh, Chairperson, Division of Business</td>
<td>1430 / 2218</td>
<td><a href="mailto:staveras@asa.edu">staveras@asa.edu</a></td>
</tr>
<tr>
<td>Seny Taveras, JD, Chairperson, Division of Legal Studies</td>
<td>1401 / 2167</td>
<td><a href="mailto:staveras@asa.edu">staveras@asa.edu</a></td>
</tr>
<tr>
<td>Frank Zhu, Chairperson, Division of Division of Arts &amp; Sciences</td>
<td>1407</td>
<td><a href="mailto:lzhu@asa.edu">lzhu@asa.edu</a></td>
</tr>
<tr>
<td>Mila Dragushanskaya, Director, Language Studies / ESL Department</td>
<td>1103 / 1472 / 2226</td>
<td><a href="mailto:mdragush@asa.edu">mdragush@asa.edu</a></td>
</tr>
<tr>
<td>Christian Perticone, IEP Director</td>
<td>1108</td>
<td><a href="mailto:cperticone@asa.edu">cperticone@asa.edu</a></td>
</tr>
<tr>
<td>Tatiana Feofilakova, Acting Chairperson for Division of Engineering and Technology</td>
<td>1420</td>
<td><a href="mailto:tfeofilakova@asa.edu">tfeofilakova@asa.edu</a></td>
</tr>
<tr>
<td>Aridelle Campos, HR Manager</td>
<td>1100</td>
<td><a href="mailto:acampos@asa.edu">acampos@asa.edu</a></td>
</tr>
<tr>
<td>Walter Krumner, Director of Facilities</td>
<td>2156</td>
<td><a href="mailto:vkrumer@asa.edu">vkrumer@asa.edu</a></td>
</tr>
</tbody>
</table>
### FURTHER INFORMATION

Any faculty member who requires additional clarification of institutional policies should address these issues with his/her Division/Program Chair. Revisions of this manual will be conducted annually, or as necessitated by changes to other institutional policies.

<table>
<thead>
<tr>
<th>Name of Administrator</th>
<th>Ext.</th>
<th>E-Mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenneth Wilcox, Managing Director Florida Operations, Senior Director of Athletics</td>
<td>4936</td>
<td><a href="mailto:coachwilcox@asa.edu">coachwilcox@asa.edu</a></td>
</tr>
<tr>
<td>Donna Reid, MSN, RN, Associate Vice President/Dean of Nursing</td>
<td>(305) 400-3810</td>
<td><a href="mailto:dreid@asa.edu">dreid@asa.edu</a></td>
</tr>
<tr>
<td>Deborah Hughes, Dean of Academic and Program Development, Miami</td>
<td>4915</td>
<td><a href="mailto:dhughes@asa.edu">dhughes@asa.edu</a></td>
</tr>
<tr>
<td>Mindy Hamilton, JD, MA, Campus Dean, Hialeah</td>
<td>4933</td>
<td><a href="mailto:mhamilton@asa.edu">mhamilton@asa.edu</a></td>
</tr>
<tr>
<td>Mindy Hamilton, JD, MA, Chair of Division of Legal Studies, Florida</td>
<td>4933</td>
<td><a href="mailto:mhamilton@asa.edu">mhamilton@asa.edu</a></td>
</tr>
<tr>
<td>Edwin Mariano, Chair of Division of Arts and Sciences/Language Studies, Florida</td>
<td>4920</td>
<td><a href="mailto:emariano@asa.edu">emariano@asa.edu</a></td>
</tr>
<tr>
<td>Leon-Lee Roberts, Chair of Division of Business / Engineering and Technology, Florida</td>
<td>4946</td>
<td><a href="mailto:llroberts@asa.edu">llroberts@asa.edu</a></td>
</tr>
<tr>
<td>Jerry Benatatos, PT, MSPT, Chair of Division of Health Disciplines, Florida</td>
<td>4924</td>
<td><a href="mailto:jbenetatos@asa.edu">jbenetatos@asa.edu</a></td>
</tr>
</tbody>
</table>
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HIALEAH CAMPUS

530 West 49th Street
Hialeah, Florida 33012
786-279-2643