SOUTHERN ARKANSAS UNIVERSITY TECH
ADJUNCT FACULTY
MANUAL

2023-2024

SAU TECH ACADEMICS
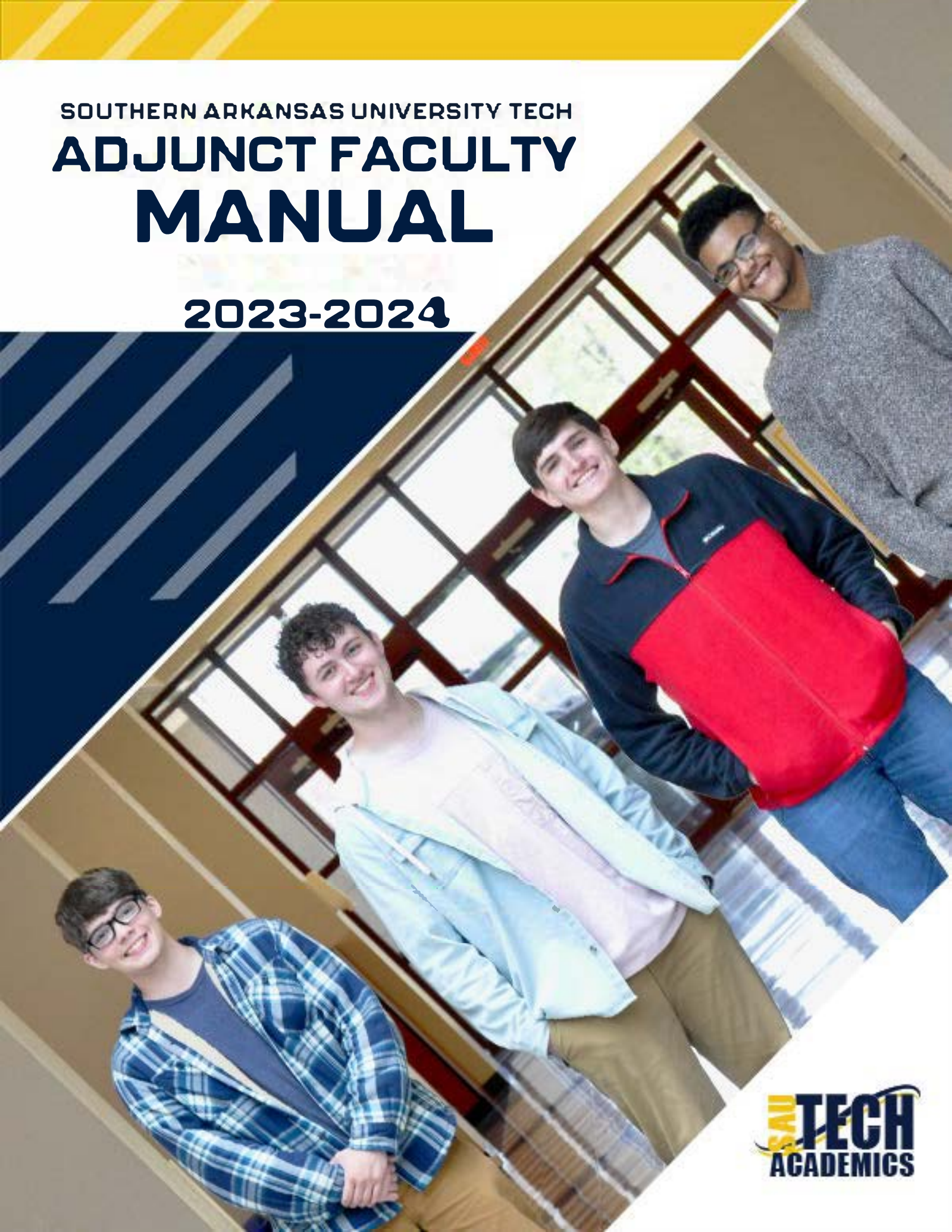
Southern Arkansas University Tech
Adjunct Faculty
Policy & Procedures Handbook
2023-2024

MISSION STATEMENT

Southern Arkansas University Tech is a comprehensive community college that meets educational, training, and cultural needs of the communities it serves.

Dear SAU Tech Adjunct Faculty,

SAU Tech is looking forward to another great year! We are pleased that you have agreed to serve as an adjunct instructor either on-campus or online. Your service is valuable to this college. Please read this information carefully. If you have any questions, don't hesitate to contact the office of Vice Chancellor for Academics & Planning.

Classes begin according to the academic calendar. The academic calendar also contains other important dates. The academic calendar is available via the MyCollege portal (https://mycollege.sautech.edu). You will receive your initial course roster(s) in CampusConnect. Instructions for accessing CampusConnect are provided in Appendix A of this handbook.

Again, the staff of the Department of Academics look forward to working with you this semester/year! Do not hesitate to contact us if there are any needs or concerns during the semester.

Thanks!

Valerie Wilson

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Equal Employment Opportunity/Affirmative Action Policy Statement

The policy of Southern Arkansas University Tech is to comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. The College will not engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, pregnancy, disability, and sexual orientation, unfavorable discharge from the military, status as a disabled veteran or a veteran of the Vietnam era. Discrimination is prohibited by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, and Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, including all subsequent amendments and administrative regulations adopted thereunder by the Department of Education. This nondiscrimination policy applies to admissions, employment, access to and treatment in the various programs and activities of the College.

COLLEGE HISTORY

Southern Arkansas University Tech, Camden was created on April 5, 1967, as Southwest Technical Institute by Act 534 of the General Assembly of Arkansas. The purpose of the institute was to provide a technically trained workforce for the growing Highland Industrial Park where it was located. Seventy acres of land and six buildings were donated by the Brown Foundation of Houston, Texas, which had purchased the Schumacher Naval Ammunition Depot for use as Highland Industrial Park. Financing for renovation and equipping the facility was made possible by a grant from the U.S. Economic Development Administration. The State Board of Education operated the school until 1975 when, by an Act of the Arkansas Legislature, Southwest Technical Institute became Southern Arkansas University Tech, under the governance of the Board of Trustees of Southern Arkansas University. With this change, the college came under the jurisdiction of the Arkansas Department of Higher Education to grant the Associate of Arts and Associate of Science degrees as well as the Associate of Applied Science degree.

Since 1967, the college has moved from being a major residential, dorm-filled, two-year technical campus in South Arkansas to a diversified technical and university parallel campus serving two groups of students - local students who enroll in a combination of technical and college programs and statewide students who participate in high-tech degree and advanced certificate programs.

Today, Southern Arkansas University Tech is the leader in high tech education. It has been designated as the Technical Center of Excellence in Computer Integrated Manufacturing by the Arkansas Business Council and as Arkansas' member of the Consortium for Manufacturing Competitiveness of the Southern Technology Council.

COLLEGE MISSION

Southern Arkansas University Tech is a comprehensive community college that meets educational, training, and cultural needs of the communities it serves.

COLLEGE VISION

Southern Arkansas University Tech will be the preferred choice for quality education and training in the communities it serves.

COLLEGE VALUES

Students - supporting a diverse group of scholars that demonstrate success in educational pursuits.

Academics - delivering exceptional educational programs that prepare students for careers or further education.

Unity - working together with each other, our students, and our stakeholders to achieve the goals of SAU Tech.

Trust - acknowledging the trust and confidence placed in us by the communities we serve.

Respect - fostering an atmosphere of acceptance and understanding of each individual.

Openness - demonstrating transparency in all that we do as a college and as a part of our community.

Communication - appreciating shared dialogue between the college and all of our stakeholders.

Knowledge - commending the knowledge we gain from each other and the knowledge delivered within our various academic programs.

Excellence - encouraging individual and group achievement in all of our endeavors as a learning community.

Teamwork - collaborating with all sectors of the college to achieve our mission.

Service - promoting an environment of active involvement within the college and the community.

INSTITUTIONAL GOALS

Goal #1: Student Access - Increase student enrollment by reducing access barriers.
1. Maximize student preparedness and access to post-secondary learning through innovative forms of information delivery in collaboration with industry leaders, higher education, K-12 partners, community partners, and various media forms.
2. Simplify the enrollment process, policies, and communications.
3. Improve the student experience by identifying and reducing access barriers for all prospective and current students.

Goal #2: Student Success - Increase student success through educational planning and support services.
1. Examine data to identify performance gaps and develop necessary interventions to meet specific student needs.
2. Support effective advising to help students identify, pursue, and achieve their educational and career goals.
3. Develop innovative approaches to create academic and career pathways for students to progress through pre-college coursework, college coursework, and careers and/or transfer coursework.
4. Provide comprehensive supports for student's non-academic needs and student development opportunities.

Goal #3: Workforce Development/Economic Innovation - Align programs with workforce demands, student needs for transfer, and employment opportunities.
1. Promote the College as a leading provider of workforce and economic development solutions and corporate training in the area.
2. Increase the percent of students who achieve job placement and/or academic transfer.
3. Increase student access to work experience.
4. Offer relevant, high-quality instructional programs that meet the needs of business and industry for existing and future jobs.

Goal #4: Sustainability and Effectiveness - Build a sustainable financial model that is transparent and supports institutional priorities.
1. Develop a sustainable and transparent financial model that is effectively coordinated, accountable and driven by the institution's vision, mission, and academic priorities.
2. Develop and launch new revenue streams that address strategic priorities and provide new net revenue.
3. Develop a succession plan for key positions in each division/department of the institution.

Goal #5: Facilities - Support the construction and maintenance of facilities that optimize learning, leverage technology, and enhance the student experience.
1. Develop facilities that inspire pride of ownership, build community amongstakeholders, support a commitment to health and wellness, and exceed standards for sustainability and environmental stewardship.
2. Develop and maintain campus landscaping and signage that is attractive, effective and enhances the student experience.
3. Ensure all classrooms are adequately equipped with computers, recording capabilities, and other technology needs including ADA accessibilities.

GENERAL INFORMATION & SERVICES

Classrooms & Office

Keys will be provided to the room(s) in which adjunct faculty will be teaching class(es). Your assigned administrative specialist is the point of contact for requesting and receiving key(s). If there is a problem with accessing the classroom or you have issues regarding temperature, technology, or other classroom issues, please contact the building administrative specialist.

Shumaker Hall	REL Tech Engineering Center	Manufacturing Building
Moniqua Brown	Catherine McDaniel	Catherine McDaniel
870.574.4437	870.574.4717	870.574.4717
mbrown@sautech.edu	cmcdanie@sautech.edu	cmcdanie@sautech.edu

After 5:30 p.m. it will be necessary to contact campus security at 870.574.4717 (office) or 870.818.6353 (mobile).

Clerical Support

Adjunct faculty work under the supervision of the Associate Vice Chancellor for Instruction. Support services are provided by academic clerical staff. The Academic offices are open from 8:00 a.m.-5:00 p.m., M-R and 8:00 a.m. to noon on Friday in the spring and fall semesters and 7:00 a.m.-5:30 p.m. M-R in the summer. All offices are closed on Friday during the summer.

Contact

Changes to phone number(s) and mailing address should be provided to the Office of the Vice Chancellor for Academics & Planning. All adjunct instructors are assigned an SAU Tech email. Email is the primary means of communication used by the College. Check your email often for possible messages.

Parking

Adjuncts are required to register their vehicle(s) driven on campus and obtain a parking sticker. There is no charge for the sticker. Stickers are available at the service window in the Business Office (Administration Building). In order to obtain a sticker, the following information will be needed.
- Name and address; and
- Make, model, year, color, and license number of each vehicle that will be parked on campus.

Rocket Success Center/Library

The Rocket Success Center/Library provides students and faculty access to traditional library resources and student success services. The Center is a one-stop for library, tutoring, mentoring, career assessment and job placement services. The Center provides students with one-on-one tutoring, group tutoring, and online tutoring. The services are provided in the Center and through a service called Upswing.

Library resources are available for faculty and students. Contact the Success Center Director for information regarding resources for your class or program, 870.574.4778.

College Systems

This table contains information about the different systems that you will use while serving as an adjunct instructor for SAU Tech.

System Name	System Description	Access	Technical Support
MyCollege & CampusConnect	MyCollege is SAU Tech's portal. Resources specific to employees are available here. CampusConnect is accessible through the MyCollege portal. CampusConnect is used to provide instructors access to course rosters, grade reporting and drop modules. All adjunct instructors have a CampusConnect account.	URL: https://mycollege.sautech.edu **User Name**: first letter of first name and last name up to eight letters (Example: Benjamin Franklin-bfrankli) **Password**: Letmein1 (first time login) *Note: If you are a former SAU Tech student, you should use the login credentials that you used as a student to access MyCollege.* ***Refer to Appendix A for login instructions.***	Patrick Graham pgraham@sautech.edu 870.574.4701
Brightspace	D2L's Brightspace is SAU Tech's learning management system used to deliver online courses. The system is also used to prepare and distribute course syllabi for ALL college classes. All adjunct instructors have a Brightspace account. *Note: Brightspace training is available through the Center for Online Learning.*	URL: https://sautech.brightspace.com **Username**: Same as MyCollege **Username**: Saut#### (last four digits of SSN-first time login only) *Note: If you are a former SAU Tech student, you should use the login credentials that you used as a student to access Brightspace.*	Traci Rushing trushing@sautech.edu 870.574.4586
Email	SAU Tech uses Outlook email. All adjunct instructors are provided SAU Tech email accounts. Email is the primary means of communication. Please check your SAU Tech email daily.	URL: https://mail.sautech.edu/owa **Username**: sautech\username (Username is the first letter of first name and last name up to eight letters.) **Password**: Letmein1 (first time login)	Jacob Ellis jellis@sautech.edu 870.574.4710
UpSwing	Upswing is used to provide students one-on-one tutoring, group tutoring, and online tutoring. This system is where faculty office hours are posted and where appointments can be made by students to visit with instructors. *Note: Instructions for using Upswing are included in Appendix I.*	URL: https://sautech.upswing.io/ **Username**: Same as MyCollege **Password**: Same as MyCollege *Note: If you are a former SAU Tech student, you should use the login credentials that you used as a student to access UpSwing.* ***Refer to Appendix G for instructions.***	Bailey Hall bhall@sautech.edu 870.574.4718
Mission Control Center (MCC)	MCC is a system that was implemented starting spring 2022. This system will be used by instructors to report attendance, submit early alerts (flags), submit kudos and make referrals to other campus services for your students.	URL: https://sautech.starfishsolutions.com/starfish-ops/support/login.html **OR** Via the link inside Brightspace **Username**: Same as SAUT Email **Password**: Same as SAUT Email	Patrick Graham itshelpdesk@sautech.edu 870.574.4701
Nuventive	Nuventive is the system that is used to collect and report assessment data.	URL: solutions.nuventice.com **Username:** Same as SAUT Email **Password:** Same as SAUT Email	Sara Landaverde slandave@sautech.edu 870.574.4425

INSTRUCTIONAL RESPONSIBILITIES

Assessment of Student Learning

Overview

SAU Tech's assessment program includes institutional assessment (General Education Competencies), program assessment and course assessment. The process measures the level of skills and competencies gained by students. Instructors establish measurable course and program learning outcomes which are approved by the Curriculum Committee. GECs are established and reviewed by the Assessment Committee. All instructors (full-time, part-time/adjunct and concurrent) are required to participate in assessment as guided by the Assessment Coordinator.

Program and course outcomes are listed in the syllabi along with a link to the GECs.

Specific data related to various _assessment measures_ are used to determine success rates of each program and course objective.
- Assessment measures are various assignments/projects/exams/etc. that full-time faculty have determined in the creation and development of each course to directly correlate to the course/program assessment process.
- It is VERY important that all faculty (full-time, concurrent, adjunct, etc.) are using the SAME (or sufficiently similar) assessment measures in each course.
- Full-time faculty are responsible for checking to ensure that concurrent faculty are using the appropriate assessment measures in their courses.

Process

The assessment process includes four steps:
- Step 1: Collect Data
- Step 2: Review Data and Report
- Step 3: Plan and Revise
- Step 4: Implement

Course assessment is conducted on a two-year cycle.
- Year One: Data for all courses is collected.
- Year Two: Data collected in year one will be used to review, report, and plan any revisions that will need to be implemented in the next assessment cycle.

Program assessment is conducted on a four-year cycle, with each year devoted to a single step in the assessment process.
- Programs are grouped and on different steps of the assessment cycle.

Institutional assessment is conducted on a cycle to be determined by the Assessment Committee.
- Courses have been identified where each GEC will be assessed.
- The makeup of the courses ensures that all associate degree students are assessed for all GECs.

Collecting assessment data
- Near midterm, the Assessment Coordinator sends out a reminder email that assessment assignments will be sent out soon.
- Assessment assignments are sent via email from Nuventive, SAU Tech's assessment collection program.
  - Assessment assignments sent from Nuventive will include a subject line similar to this: "General Education Program Assessment Fall 2023"
  - Instructors should their junk and trash folders. Sometimes these assignment emails get filtered and may not make it into the main mailbox.
- After receiving the assessment assignment email, the instructor will be directed to a link where he/she will input the data related to the assessment measures used in his/her course.
  - Assessment assignments will specify which assignment/exam/project/etc. the instructor will be referring to when submitting data.
  - Assessment assignments MUST be completed by the end of the semester in which they are distributed.

Academic Calendar & Final Exam Schedule

Access to the academic calendar and final exam schedule is available on the main page of SAU Tech's MyCollege portal at https://mycollege.sautech.edu.

Attendance Policy

Federal Title IV Attendance Policy

The Federal Title IV Attendance policy require the student to attend class or make contact with his/her instructor at least once within a 14-day calendar period. When a student has missed several classes (or one class for a one day a week class) or has failed to make contact or complete a course activity for online courses in a seven-day period, the instructor will:

1. Raise an Attendance Concern flag.
2. The alert will be sent to the student's SAUT email account, athletic coach (if applicable), advisor, instructor and retention coordinator warning the student that if he/she does not attend class (or submit work for an online class) he/she will be dropped.
3. If the student returns to class or makes contact prior to the 14th day, he/she may remain enrolled.
4. Exceptions regarding continued enrollment may be made at the discretion of the instructor as outlined elsewhere in the syllabus attendance policy.
5. If the student fails to attend class or make contact, the instructor will submit an Instructor Drop on the 14th day.

Clarification of Federal Title IV Fourteen-Day Policy

If a student does not attend a course (classroom and online) for 14 consecutive calendar days he/she **must** be dropped for non-attendance.

- Exceptions to the 14-day policy should not be allowed unless unavoidable and documentable like hospitalization. Documentation does not guarantee an exemption.
- Always submit your drops promptly. If you do not, it causes major problems with financial aid and federal reporting.
- The official drop date will be the last date of attendance/last date the student completed an academically related activity in your class. The definition of what constitutes "academically related activities" is listed below. Determining whether or not contact meets this definition is left to the instructor's discretion.
- Because attendance flags go directly to the student via campus email, the advisors and retention specialist are not required to contact them, although they try to when they can.
- Contacting an advisor does not count as satisfactory contact. Students should contact each instructor. There might be exceptions in cases of extreme illness or circumstances in which contacting each instructor may not be feasible.

For Classroom Courses
- When a student is absent for two consecutive classes (or once for once-a-week courses), raise an attendance flag in which you notify the student that if he/she does not contact you within 14 days, he/she will be dropped.
- When you report last date of attendance, report the last date of satisfactory contact (defined under an academically related activity in the opinion of the instructor) if it is after the last day, he/she actually attended. In other words, use the day the 14 days actually began.
- Once satisfactory contact has been made, the 14 days starts over. The instructor should not continue to count contact outside of class for an extended period of time as attendance.

For Online Courses
- Attendance is counted every Monday for the previous week.
- It is not required to have something due during every week of a course for attendance purposes. However, this assists greatly in attendance reporting.
- If a student is caught up on his/her work, count him/her as present.
- If nothing is due during a particular week each student would be present unless he/she missed a deadline the previous week and failed to contact you following the attendance flag. In that case, you should count him/her as absent.
- When a student is absent, raise an attendance flag notifying the student that if he/she does not contact you within 14 days of the last date of attendance and/or academically related activity, he/she will be dropped.
- If the student makes satisfactory contact (defined under an academically related activity in the opinion of the instructor) with the instructor or submits work, the 14 days starts over.

- The last date of attendance always falls on **Monday**. When you report the last date of attendance, report the last **Monday** that you counted the student present which may or may not be the last day work was submitted.

Note: Example timelines for online course attendance tracking is available in Appendix D.

Academically related activities include, but are not limited to:

- Physically attending a class where there is an opportunity for direct interaction between instructor and students;'
- Submitting an academic assignment;
- Taking an exam, completing an interactive tutorial, or participating in computer-assisted instruction;
- Attending a study group that is assigned by the college;
- Participating in an online discussion about academic matters; and
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Academically related activities do not include activities where a student may be present but not academically engaged, such as:

- Living in institutional housing;
- Participating in the college's meal plan;
- Logging into an online class without active participation; or
- Participating in academic counseling or advisement.

Note: If there are any questions regarding how to handle a situation related to the Title IV attendance policy, please contact the Associate Vice Chancellor for Instruction for clarification.

Health-Related Absences

Students that anticipate absences due to a health-related issue (ex. planned surgery, known pregnancies) are required to inform his/her instructor(s) of the anticipated absence. Requests for anticipated or planned absences should occur within two weeks of the start of the semester or within two weeks of the student becoming aware of their current situation. It is the student's responsibility to report this information to faculty so that accommodations, if applicable, can be made. Current appropriate documentation from a qualified medical or other licensed professional is to be provided by the student for the absences.

If the student misses class due to illness, he/she should contact his/her instructor as soon as possible after the onset of the illness.

Note: Pregnancy is a protected category under Title IX.

Unexpected Absences

Students that experience unexpected absences due to circumstances out of their control, (ex. involved in a car accident, mental health issues) that occur during the semester are required to notify faculty within two weeks of the occurrence. Current appropriate documentation from a qualified medical or other licensed professional is to be provided by the student for the absences.

Attendance Reporting

Faculty are **required** to record attendance for all courses.

Classroom course attendance should be kept for all classroom course meetings and reported in Mission Control Center.

Online course attendance is kept weekly and entered into Mission Control Center on Monday by noting a student has been present or absent from class activities for the previous week (Monday-Sunday). Do not begin recording official **online** attendance in Mission Control Center until the Monday after certification day. If a student has completed the Student Bio or another academically related activity, certify him/her as having attended. After roster certification, go back and enter the previous weeks' attendance for all certified students as "present" starting on the first Monday after the first day of classes. If the student has not completed the Student Bio or another academically related activity, enter "never attended" on the certification roster. If the student is still showing up in your attendance roster when you enter the previous week's (because Poise hasn't removed them yet), mark him/her as absent. If they have already been removed from your roster, further attendance reporting is not required for that student.

Online students can only be counted as present if he/she performs an academically related activity. Online students are considered "in attendance" as long as they are meeting course deadlines, even if those deadlines are more than 14 days apart.

Recording of student attendance is extremely important for the college to abide by federal policy guidelines. It will be necessary for the Financial Aid Office to obtain the last date of student attendance from your Mission Control Center attendance record**. Note: Failure to record class attendance in Mission Control Center could result in non-renewal of an adjunct faculty contract.**

Instructions for reporting attendance is available in Appendix C.

Cancellation of Class

If it is ever necessary for you to cancel an on-campus class meeting, you must notify the Associate Vice Chancellor for Instruction. You should also post an announcement in the Brightspace course and send an email to the class via the Brightspace course.

On-campus class cancellation due to weather conditions will be announced on local radio, Channel 7 KATV, and RAVE Alert.

All adjunct instructors (online and/or classroom) should register to receive RAVE notifications. Registration is available on the SAU Tech web site at https://www.getrave.com/login/saumag.

Class Meeting Policy

All on-campus classes are expected to abide by the meeting schedule for courses. Evening classes are expected to meet for the full length of time unless certain conditions apply that might shorten a class meeting such as exams or projects.

Classroom Policy for Appropriate Use of Handheld and Wireless Technology

The College is committed to educationally sound uses of technology in the classroom, to providing a secure learning environment, and to preventing disruption of students' and instructors' educational experiences. Instructors may prohibit any use of hand-held or wireless technology that substantially disrupts learning opportunities, degrades the learning environment, or promotes academic dishonesty or illegal activities. Unless otherwise specified by the instructor on the syllabus, the following statement governs the appropriate use of hand-held and wireless technologies in the College classroom and/or lab:

Students may not use cell phones, pagers, PDAs, portable media players, or similar electronic communication devices during scheduled course meetings (including class time, laboratories, review sessions, individual instruction, or similar activities). Such devices must be silenced or turned off and should not be taken out during course meetings. Communication by electronic devices, including but not limited to instant messaging, text messaging, web surfing, and telephoning during class, is strictly prohibited unless expressly designated as part of learning activities. Electronic audio or video recording of the classroom environment by hand-held or wireless technology is prohibited unless permission is given by the instructor prior to recording.

Course/Classroom Materials and Supplies

Textbooks, grade books, and supplies can be requested from your academic administrative specialist. Please inform the academic support staff in your building of any audio/visual, computer, or classroom supply needs you have. All adjunct instructors who teach on campus classes are assigned a copier code. If you need copies made, you can either make the copies using your code or request the academic administrative specialist to make copies for you. Your copier code can be requested from Debbie Beasley in the Business Office via email at dbeasley@sautech.edu.

Course Syllabus

SAU Tech uses a standard syllabus template. The syllabus template for each course is available in Brightspace or by logging directly in to the syllabus system. Using this template, instructors are required to prepare a syllabus for each course being taught. Each student <u>must</u> receive a copy of the syllabus. This can be done by directing the student to review the syllabus via Brightspace. The syllabus is set up so that instructors are able to require students to acknowledge reading it by clicking the button at the bottom of the syllabus which becomes available once the student has

read at least 75 percent of the syllabus.

The syllabus should be reviewed on the first day of class for classroom classes. Online faculty should inform students of the syllabus and include the requirement to read the syllabus in his/her welcome to the class. The approved syllabus is the legal document of the course and must be followed. You are allowed to make changes to the syllabus regarding individual classroom procedures, policies, or expectations. However, there are areas that are not to be changed on the syllabus. These areas have been locked in the syllabus template so that they cannot be changed.

Information about the syllabus system is available in Appendix F.

Early Alert Process

SAU Tech uses Mission Control Center (MCC) for its early alert software to enhance the feedback students receive about their academic performance, with the goal of providing students an earlier opportunity to take action. SAUT's early alert process is intended to aid in success and retention of students. Why should instructors use MCC?

- Gives you a quick way to provide meaningful feedback to students in your course(s), at any time.
- Provides your students with earlier feedback and more opportunity to take action.
- Allows you to easily track the feedback you've provided to your students over time.
- Share feedback with academic advisors and other support staff who can help your students.
- Manage student meetings with an online scheduling tool (and sync your MCC calendar with your SAU Tech Outlook calendar for easy calendar management).

Instructors will use MCC to:

- Raise concern flags, congratulatory kudos, and action referrals at any point in the term.
- Complete Progress Survey as follows:
  - Full spring and fall semesters: For each course in the 4th and 10th weeks of the term.
  - 1st and 2nd 7-week classes: For each course in the 4th week of the term.
  - Summer I & II: For each course in the: For each course 2nd week of the term.
  - Extended Summer: For each course in: For each course 2nd and 5th week of the term.
- Clear flags as concerns resolve and/or improve.
- Post office-hour availability on your MCC calendar

Descriptions of flags, kudos and referrals are included in Appendix G.

Instructions for use of MCC are available in the MyCollege Portal at https://mycollege.sautech.edu/ICS/Mission_Control_Center.jnz.

End-Of-Semester Checkout List

Adjunct instructors are required to complete an End-Of-Semester Checkout List form for each class taught during the semester. The form is available at https://sautech.formstack.com/forms/facultyendck and is due on the same day that final grades are due each semester.

Faculty-Student Communication

Email is the primary means of communication used by SAU Tech for contacting students. Communications with students should be done using the email in the Brightspace system or by sending an email to the student's SAU Tech email which is listed on your course roster(s). Instructors are required to respond to student email within 24-48 hours of receipt.

Grading Policy

- Grading practices are to be followed as per approved syllabus. Any changes to grading practices or changes to final exam schedules or procedures require approval from the Vice Chancellor for Academics & Planning.
- *Incomplete grades:* A grade of Incomplete (I) may be issued only when a student has been unable, because of illness or other circumstances beyond his/her control, to finish assigned coursework or exams. In order to receive a grade of "I", a student must have maintained appropriate contact with the instructor regarding their circumstances during the semester. An *Incomplete Grade Contract* **must** be submitted to the Vice Chancellor for Academics & Planning for approval. The *Incomplete Grade Contract* is available in the MyCollege portal at https://mycollege.sautech.edu/ICS/icsfs/sau_tech_incomplete_grade_contract.pdf?target=a33a65b3-2b18-419f-b8ee-385873dc127d. Students have until eight (8) weeks into the following semester to complete coursework to change the "I" to a grade. Failure to do so will convert the "I" to an "F". Once the student has completed the course, a *Grade Change Form* must be submitted to the Registrar. The *Grade Change Form* is available in the MyCollege portal at https://mycollege.sautech.edu/ICS/icsfs/Grade_Change_Form_July-20-2010.pdf?target=d6cf7f21-0424-4af5-b622-7e8e24e3acb7.
- ***Note for Online courses****:* Incomplete grades for online courses are given only as an extension of two weeks in order to complete coursework. An online student must have completed no less than 70% of the course in order to qualify for an extension. If an extension is granted in an online course, the Center for Online Learning must be informed in order to leave the course access open for the student.

Honor Code

The Vice Chancellor for Academics is responsible for processing all matters pertaining to academic misconduct, including honor code violations. The Honor Code is based on the philosophy of mutual trust and honesty that is inherent in the SAU Tech mission and goals statements. Academic violations of the Honor Code include, but are not limited to:

1. Cheating
   a. Use of any unauthorized assistance in taking quizzes, tests, or examinations.
   b. Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or completing other assignments.
   c. The acquisition, without permission, of tests, instructor text books or other academic material belonging to a member of SAU Tech faculty or staff.
2. Plagiarism - the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers, textbooks/manuals or other academic materials.
3. Falsification - The statement of any untruth either verbally or in writing with respect to any circumstances relating to one's academic work.
4. Attempts - Attempts toward the commission of any act which would constitute an academic violation as herein defined (that is, cheating, plagiarism and/or falsification) shall be deemed to be a violation of the honor code and may be punishable to the same extent as if the attempted act had been completed.

All honor code violations should be reported to the Vice Chancellor for Academics using the Honor Code Violation Reporting form. This form is available at https://sautech.formstack.com/forms/honor_code_violation_reporting.

Instructor Drop

An instructor drop is submitted via CampusConnect. An Attendance Concern flag **must** be raised in MCC seven (7) calendar days prior to the submission of an instructor drop. The flag notification will be sent to the student, instructor, advisor, athletic coach, academic leadership, student services leadership and retention coordinator.

When submitting an Instructor Drop, a grade of WF, WP or WN should be entered into the "Other" box. Do not enter multiple grades in this box. Only one grade should be entered.

Grades to be entered for instructor drop:

WF = Withdrawal with failing grade
- Students attending the course who are completing work but failing.
- Students attending campus classes who are not submitting enough coursework to pass the class.
- Students in online classes who are not submitting enough work to pass the class.

WP = Withdrawal with passing grade

WN = Withdrawal with excessive absences (Use this grade if student is not attending class.)

- Students who are not attending class (campus attendance policy).

Instructions for submitting an Instructor Drop are available in Appendix E.

Student Hours

Adjunct instructors are expected to be available for student meetings either thirty minutes prior to class or thirty minutes after class. Online adjuncts are required to be available online for a minimum of five hours per week. Office hours (classroom and online) should be included, at minimum, in the course syllabus.

Instructions for posting office hours in Upswing are available in Appendix F.

Instructions for posting office hours in MCC are available in the MyCollege portal at
https://mycollege.sautech.edu/ICS/Mission_Control_Center.jnz.

Online Course Policies

1. Satisfactory Progress: Faculty must make it clear that a student must show "reasonable and satisfactory progress throughout the semester". It is an individual faculty decision as to what "reasonable and satisfactory progress" is in their course; however, at minimum, "reasonable and satisfactory progress" should mean meeting required and posted course deadlines.
2. Deadlines: Faculty may set as many coursework deadlines in their courses as they choose. However, a minimum of two coursework deadlines must be set during the semester in addition to the final coursework deadline and the proctored final exam deadline. Deadlines must be placed in the course calendar. Students should be informed of deadlines in the syllabus, by email and through the announcement tool. It should be made clear to students what is required to be submitted by each deadline. Students should also be reminded of approaching deadlines by email. Selectively releasing deadlines is also another effective way to send reminders. For assistance in setting selectively released deadlines, contact the Center for Online Learning. Failure to meet a course deadline should be considered as being "absent" from class and the 14-day attendance/drop policy should be in effect from the missed deadline date.
3. Coursework Extensions: Faculty may choose to make coursework deadlines absolute with no exceptions or may grant extensions for verifiable, extraordinary circumstances. This is an individual faculty decision. However, if deadlines are absolute, students should be made clearly aware of this policy in the syllabus and by email. If faculty choose to grant coursework deadline extensions, the student must request the extension prior to the deadline. Coursework deadline extensions should only be granted for verifiable, extraordinary circumstances beyond the control of the student that prevented completion of coursework. Personal computer problems, ISP issues, failure to understand what is required in the course, poor planning, failure to have the necessary software or textbook, vacations, forgetfulness, or laziness are not excuses for failing to meet course deadlines! Extensions may **not** be granted to students who ask for them **after a deadline**! A coursework deadline extension should not extend past the following coursework deadline.
4. Course Extensions: A course extension may be granted for up to two weeks past the last day of the semester (final grade roster deadline). Students must request the course extension prior to the last day of class or prior to the final exam deadline (for a final exam extension). Extensions should only be granted for verifiable, extraordinary circumstances beyond the control of the student that prevented completion of coursework or their ability to take the final. **Students must have a minimum of 75% of coursework completed to be granted a course extension.** (Note: Faculty are not required to grant course extensions but students should be made clearly aware of this policy in the syllabus, course user guide, and by email.) Faculty do not need approval from the Vice Chancellor for Academics & Planning to grant coursework extensions*. If a two-week course extension is granted, the Center for Online Learning must be contacted in order to allow the student continued access to the course. Faculty should place an "I" on the final grade roster. Once a final grade is determined, a *Grade Change Form* will need to be completed and submitted to the Registrar. (*Extensions of additional time beyond an initial two-week extension must be approved by the Vice Chancellor for Academics & Planning.)
5. Attendance: Refer to the attendance policy for online courses discussed earlier in this document.

Rosters

All rosters are accessed through CampusConnect and are also available in Mission Control Center (MCC).

- *First day roster.* This roster provides you with the names of students registered for your class. Students in attendance who are not on the first day roster should either have a registration slip to enter class or should be sent to their advisor. First day rosters are updated as students are added and/or dropped from classes.
- *11th day certification roster*. **This is your most important roster**. It provides you with the final official enrollment list for your class. You will mark students who have "Never Attended" class at all since the first day. (IT IS EXTREMELY IMPORTANT THAT THE CERTIFICATION ROSTER IS CORRECT REGARDING STUDENTS THAT HAVE ATTENDED OR NOT ATTENDED CLASS PRIOR TO CERTIFICATION DAY!) Do not mark students present who have not <u>physically</u> attended a classroom course.
  Certification Roster for Online courses: To be officially certified (as present) in an online course, a student MUST access the course AND post his/her student biography in the appropriate thread in the discussion board. All courses have a Student Biography thread in the discussion board. Students may be informed of this requirement in several different ways, but faculty should include this requirement in their welcome email to the class. If the student does other work in the course but has not posted his/her biography, he/she should be marked as "Attended" on your certification roster. If a student does not post to the student biography by the 11th day or done any other course work, he/she should be marked as "Never Attended" on the Certification roster.
- *Mid-term grades roster*. Mid-term grades are submitted via CampusConnect. You will receive an email reminder about mid-term grades from the Registrar and/or Office of Academics. <u>Please abide by the deadline for submission of mid-term grades.</u>
- *Final grades roster.* <u>The deadline for submission of final grades is very important.</u> You will receive an email reminder about final grades from the Registrar and/or Office of Academics. <u>Please abide by the deadline for submission of final grades.</u>

Instructions for submitting your rosters are available in Appendix B.

Student Conduct

The enrollment of a student at SAU Tech is a voluntary entrance into the academic community. Each student who applies for admission and registers for classes agrees that he/she will abide by the rules, regulations, and policies established by SAU Tech and voluntarily assumes obligations of performance and functions. These obligations may be much higher than those imposed on all citizens by civil and criminal law. Failing to maintain these higher obligations may result in the imposition of sanctions or separation from the academic community. Details for this policy are available in the student handbook.

Students with Disabilities

Disability Services is the office that coordinates services for students with disabilities. Should a student need or qualify for course accommodations due to a documented disability, you will receive this information directly from the Disability Services Office. You should not discuss any concerns or course accommodations regarding possible disabilities of a student directly with that student if you have not received information regarding a disability from Office of Disability Services. Contact Disability Services at 870.574.4718 or bhall@sautech.edu about any concerns.

EMPLOYMENT OF PART-TIME AND TEMPORARY FACULTY

Southern Arkansas University Tech may employ individuals for temporary appointments on a part-time or temporary basis to teach courses due to faculty shortages and/or emerging needs. An individual employed on a part-time basis will not normally teach more ten (10) credit hours during any term. Exceptions to this policy may be made by the Vice Chancellor for Academics & Planning upon approval of the Chancellor.

Minimum Enrollment Standards

The minimum class enrollments for courses are:

General Education	10
Business	10
Teacher Education	10
Transitional Studies	8
Technical Education	8
Allied Health	6

Regular Adjunct Instructors

Prior to employment, the Vice Chancellor for Academics & Planning sends a Faculty Credential Form and Data Maintenance Form to the prospective instructor. These forms are completed and returned to the Vice Chancellor for Academics & Planning. Additional information requested includes official college transcript of the highest degree attained, curriculum vitae/resume and other data necessary for internal and external data reporting.

The salary for teaching a part-time or temporary course (classroom and online) will be $550 per credit hour. Salary for one-credit hour laboratories will be 1:1 per credit hour pay. Online courses are considered full at 25 students and will be compensated as two sections with the 31st student enrollment.

An adjunct instructor supervising nursing clinical will be paid $4,500.

When a class section (classroom and online) does not reach the required standard enrollment level, the adjunct instructor will be compensated at a rate proportional to the enrollment. (*Example: Enrollment for 3-credit hour Business course is 5 students. The standard pay for a 3-credit hour course is $1,650 and standard enrollment is 10 students. The formula used to calculate the pay for this section is (5/10)*$1650=$825.*)

The Vice Chancellor for Academics & Planning reserves the right to cancel classes due to low enrollment.

The College reserves the right to pro-rate the salary of part-time instructors should the instructor not meet with the students the required class time.

The following provisions shall apply:

- A Notification of Teaching Assignment form is issued by the Vice Chancellor for Academics & Planning. The assignment is complete upon receipt of the signed document from the adjunct instructor.

- Part-time faculty hired to teach a specific course in order to meet a temporary institution need are designated as adjunct faculty.

- Part-time and/or temporary faculty are non-benefit eligible positions. SAU Tech pays only the mandatory employee contributions.

- All employees on the College payroll are eligible to participate in an unmatched 403(b) on a voluntary basis.

- TIAA-CREF offers participation in the SRA. For more information, please contact the Payroll Office.

- When employed more than half-time for an extended period, the individual may be placed in a benefit's eligible instructor slot on a 50%, 75% or 100% appointment.

- Privileges normally extended:
  - College ID card

- Admission to College activities
- Library use
- Parking permit
- Inclusion in commencement.

Privileges normally excluded:
- Catalog recognition

Staff Adjunct Instructors

The salary for teaching a part-time or temporary course (classroom and online) will be $550 per credit hour. Salary for one-credit hour laboratories will be 1:1 per credit hour pay. Online courses are considered full at 25 students and will be compensated as two sections with the 31st student enrollment. Exceptions to this policy may be made by the Vice Chancellor for Academics & Planning upon approval of the Chancellor.

When a class section (classroom and online) does not reach the required standard enrollment level, the adjunct instructor will be compensated at a rate proportional to the enrollment. (*Example: Enrollment for 3-credit hour Business course is 5 students. The standard pay for a 3-credit hour course is $1,650 and standard enrollment is 10 students. The formula used to calculate the pay for this section is (5/10)*$1650=$825.*)

Staff should not teach more than two courses in a semester. Exceptions to this policy may be made by the Vice Chancellor for Academics & Planning upon approval of the Chancellor.

The employee's vice chancellor and the Payroll Manager shall approve staff teaching appointments. The Payroll Manager ensures that such appointment will not violate salary or duty assignment regulations of the State Office of Personnel Management and/or the Fair Labor Standards Act.

Credential Requirements

Adjunct instructors teaching general education courses, or other non-CTE courses except remedial coursework, must hold a master's degree or higher in the discipline. If an instructor holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that instructor must have completed a minimum of 18 graduate credit hours in the discipline or subfield in which he or she teaches or meet the tested experience qualifications as outlined in the College's tested experience policy.

Qualified Career and Technical Education (CTE) instructors are identified primarily by credentials, but other factors, including, but not limited to, equivalent tested experience, may be considered by the institution in determining whether an instructor is qualified. Instructors in CTE programs will normally possess a Bachelor's degree in the discipline being taught. However, in instances in which instructors hold an Associate's degree in the discipline, or a degree outside the assigned discipline, or no degree at all, he or she may be qualified to teach based on other credentials, qualifications, and/or equivalent tested work experience in the field. In such cases, the alternate qualification(s) and Tested Experience as outlined in this policy should be fully explained, justified, and approved by the Vice Chancellor for Academics & Planning on the *Faculty Credentials Form.*

State and/or national industry licensure/certification requirements that are considered essential for practice in the industry and/or credentials established by state or national program accreditation bodies shall be incorporated into the minimum qualifications. (Examples: RN License for Practical Nursing; FAA License for Aviation Maintenance).

Personnel File

Personnel files for adjunct instructors are maintained in the Office of Academics. The personnel file contains, at minimum, official college transcripts, curriculum vitae, Data Maintenance form, and Faculty Credential form.

Semester Contract (Notification of Teaching Assignment)

As an adjunct faculty member, you are on a semester contract pending approval that your course has officially made with sufficient enrollment. Courses with insufficient enrollment may be cancelled as late as the first- or second-class meeting. Appointments for subsequent semesters are subject to the need for adjunct faculty by the College and results of student evaluations, classroom observations, and adherence to deadlines and other policies. Contracts are entered into once a class has been approved as having sufficient enrollment by the Associate Vice Chancellor for Instruction and on the good faith assumption that the adjunct will hold all required class meetings and cover all required course outcomes as per the course syllabus through appropriate instructional methodology. The signed Notification to Teach will be sent to the Payroll Office from the Vice Chancellor for Academics & Planning. This form is used to create documentation that is sent to the Payroll Office for paycheck processing.

Payroll Process

1. The Vice Chancellor for Academics & Planning will issue a Notification of Adjunct Teaching Assignment or Notification of Staff Teaching Assignment to each adjunct and staff faculty before the beginning of each semester. The form includes information about the course assignment, adjunct/staff pay policy, and the amount the faculty member will receive in compensation. The staff teaching assignment form includes the concurrent employment policy. In addition to the regular signatures, the staff member's vice chancellor and the Payroll Manager are required to sign the form.

2. The adjunct or staff faculty signs the Notification of Teaching Assignment and returns the form to the Vice Chancellor for Academics & Planning. A copy of the Notification of Teaching Assignment is forwarded to the Payroll Office. Upon receipt in the Payroll Office, the Payroll Benefits Manager will request any necessary paperwork from the faculty member and address any concurrent employment issues.

3. Once the Registrar confirms enrollment, payroll requisitions will be issued by the Vice Chancellor for Academics & Planning and sent directly to the Payroll Office.

4. The requisition, along with the assignment letter, will be used as the supporting documentation for the payroll processing. This process will eliminate the need to process contracts.

Exceptions to this policy may be made by the Vice Chancellor for Academics & Planning upon approval of the Chancellor.

Adjunct Faculty Pay Schedule

The adjunct faculty pay schedule is as follows:

- Fall Semester: Three pay periods with the first being 10/15 and the last being 12/15
- Spring Semester: Three pay periods with the first being 03/15 and the last being 05/15
- Summer I Session: One pay period on 07/15
- Summer I Extended Session: Two pay periods with the first being 07/15 and the last being 08/15
- Summer II Session: One pay period on 08/15

Evaluation Procedures

Evaluation of adjunct instructors consists of student evaluations and classroom visits (including online classes).

Student Evaluation

Student evaluations are conducted in every credit class in the fall and spring semesters. The Director of Institutional Effectiveness & Research electronically distributes evaluations to students. Results are available for viewing by instructors via the College's learning management system, Brightspace. The Chancellor will also have access to view results.

<u>Class Visits (Online and Classroom)</u>

Class visits for adjunct faculty are made by the Associate Vice Chancellor for Instruction at least once each semester for each class taught by the adjunct instructor for the first two semesters that the instructor teaches for the college. During this visit, an evaluation form is completed by the Associate Vice Chancellor for Instruction and will be shared with the adjunct instructor at the end of the semester. These visits can be announced or unannounced.

CARING CAMPUS INITIATIVE FACULTY:
IMPROVING STUDENT CONNECTEDNESS

If students don't feel connected to the college they attend, they are far less likely to return next term, regardless of the academic interventions and support services the college has provided.

Community colleges are working hard to implement research-based interventions and supports that have been demonstrated to increase educational outcomes. Yet, the needle on student success is not moving in a meaningful way. It's time to look beyond academic and student services support solutions to explore other aspects of the student experience that contribute to success. It's time to focus on connectedness.

Throughout our community college work, students tell us they want to feel cared about. They want to connect with an educator who looks like them. But barring that, they want someone who "gets" them. This is particularly salient as community college students are more diverse than ever and our current ranks of faculty have yet to catch up. This means that community college educators must do all they can to demonstrate they understand the lives of their students. And making connections are powerful motivators for students to succeed.

Institute for Evidence-Based Change (IEBC's) Caring Campus Initiative

IEBC has a proven method for engaging with faculty to create a Caring Campus that ensures they are deeply involved in student success in ways that support and enhance student learning. It is beyond, but complementary to, the traditional professional development model. Furthermore, it is not dependent upon, nor does it drive, pedagogy.

This is not traditional customer service training. IEBC assigns a trained Caring Campus coach, who has experience at community colleges, to work with each campus. According to the Merriam-Webster Dictionary, a coach instructs in the fundamentals and directs strategy. That is what IEBC's Caring Campus coaches do. We transmit knowledge about the fundamentals of what can be done to increase student connectedness to the college, which leads to increases in student success. We also help departments and divisions to develop a strategy, grounded in behavioral commitments, that they can easily implement campus-wide.

Furthermore, Caring Campus is not a deficit-driven model of professional development. We begin by identifying faculty members at the college with strong and consistent histories of high student retention and success in their classes. We explore and explicate the non-instructional behaviors they employ in their classes. This group then develops plans to work peer-to-peer with their colleagues to make these behaviors intentional and campus-wide, encouraging faculty to commit to these behaviors. These commitments include:

- Learning student's names the first couple weeks of class
- Meeting with each student outside of class to get to know them—Moments that Matter
- Clear and detailed syllabi
- Assessing early and often to ensure student know where they stand
- Being Situational Fair—understanding that students' off-campus lives are full and complex and how to moderate these with instructional behavior.

As a result of this work, faculty intentionally become deeply engaged with students on a level that has not occurred before. The core benefit of this work is making a connection with students, many of whom have not had an adult who has cared about them in an educational system. This connection cannot be overestimated. As documented by Tinto in his seminal work on engagement Leaving College (1993), and in the well-researched book, Relationship Rich Education (2020), students leave because they do not feel connected to the institution; but that can be successfully addressed.

SAU TECH'S BEHAVIORIAL COMMITMENTS

A behavioral commitment is a promise to employ a specific action, language or visual signal to make a student feel welcome and cared for in his or her courses and at SAU Tech.

A note: As IEBC has continued to work with faculty in colleges across the nation, it has become clear that behavioral commitments are the same in both face-to-face and virtual environments. What may differ are the particular ways in which a commitment is implemented in each environment.

Behavioral Commitment	Behavioral Commitment Description	Face-to-Face Examples	Virtual Examples
1. **Engage students in a 1st day experience.**	Faculty engage in a set of activities on the very 1st day of class to connect students to the instructor, peers, and the purpose of the class.	• Have all students stand in a circle and play the name game. • Have students group together and get to know each other. Then have them introduce their peer. Interview each other. • Two truths and a lie	• Put students in breakout groups and pose specific questions designed to connect students to one another.
2. **Learn and regularly use students' names.**	Faculty learn every student's preferred name and use their name whenever interacting with a student.	• Have students create plaques with their names and put on desk at each class; perhaps include photo on plaque • Provide opportunities for students to introduce themselves, and share something they are willing to share about themselves. • Ask student how to pronounce his/her name; write a phonetic version of the name for your use and check this out with the student • Pair students to learn one another's names; instructor walk around to learn names and pronunciation • Greet students by name as they enter classroom	• Have students put their preferred names on their Zoom videos • Provide opportunities for students to introduce themselves, and share something they are willing to share about themselves. • Ask student how to pronounce his/her name; write a phonetic version of the name for your use and check this out with the student • Pair students in breakout rooms to learn one another's name; instructor visit breakout rooms to learn names and pronunciations • Greet students by name as they enter virtual classroom
3. **Discuss the syllabus in class. Be sure students understand each part.**	Faculty clearly communicate about the course with the syllabus as the primary vehicle. The syllabus is consistent across courses so that the student does not have to learn to follow each and every course syllabus but rather focus on the learning of the material. Review the syllabus periodically throughout the course.	• Provide complete syllabus with assignments and due dates and be sure syllabus is written so students can understand it • Put daily class agenda on the board • Provide a statement of what instructor expects from students and what students can expect from instructor • Provide weekly statement about where you are in the course • Print calendar and encourage students to check off when assignments are completed. • Try to keep negativity out of syllabus. (Exp. Wordings like "no exceptions")	• Provide complete syllabus with assignments and due dates and be sure syllabus is written so students can understand it • Put up daily class agenda (virtual platform) • Provide a verbal and/or video note about daily agenda • Provide a statement of what instructor expects from students and what students can expect from instructor • Create weekly video to highlight where you are in the course • Confirm syllabus has been read. • Try to keep negativity out of syllabus. (Exp. Wordings like "no exceptions")

Behavioral Commitment	Behavioral Commitment Description	Face-to-Face Examples	Virtual Examples
4. **Informally engage with each student one-on-one.**	Engage in conversations with students when you see them on campus outside of the classroom. Get to know students in and out of the classroom.	• Within the first three weeks of a course, meet with each student individually to learn about them as person, not just as student; e.g., what are career goals, current employment, family (but be careful not to intrude on student's privacy) • Learn what the student thinks may get in the way of his/her success and how instructor can help • Be seen on campus. Talk with students you see. • Visit and volunteer at the Rocket Success Center. • Meet students in the Café or campus activities.	• Within the first three weeks of class, meet with each student individually to learn about them as person, not just as student; e.g., what are career goals, current employment, family (but be careful not to intrude on student's privacy). Can be done via Zoom • Learn what the student thinks may get in the way of his/her success and how instructor can help • Two truths and a lie.
5. **Assess students early and throughout the semester. Provide timely feedback.**	Faculty use a low stakes assignment/assessments given within the first 2-weeks in the semester, and higher stakes assignments given later in the course. Quick feedback is provided to students about their performance and follow-up done with students if they are struggling.	• Give thoughtful, aspirational feedback early in semester. • Indicate what student is doing well and where improvement is needed with concrete examples • Follow up with students who are struggling; e.g., walk students to tutoring center or other places where help can be provided (or phone ahead to say student is being referred there) • Give multiple attempts early in the semester. • Study guides where appropriate with helpful feedback and/or correct answers.	• Give thoughtful, aspirational feedback early in semester. • Indicate what student is doing well and where improvement is needed with concrete examples. • Follow up with students who are struggling; e.g., refer students to tutoring center or other places where help can be provided and raise flag in MCC to inform them student is being referred there. • Maintain virtual office hours.
6. **Consider each student's individual circumstances.**	Faculty understand that many students bring challenges that affect their learning and being successful in a course. It is key to provide them with understanding and compassion. Know that from time-to-time students will not turn in assignments and assessments on time due to factors outside of their control. Treat these incidents on a case-by-case basis.	• Provide understanding and compassion to students. Know that from time-to-time students will not turn in assignments and assessments on time due to factors outside of their control • Treat each incident on a case-by-case basis; send reminders with encouragement • Consider using before class time asking students to talk about how things are going, especially with COVID-19 or other current issues impacting their lives (make participation optional so as not to be intrusive) • Give one extension per student in each class- no questions asked when the students request the extension at	• Provide understanding and compassion to students. Know that from time-to-time students will not turn in assignments and assessments on time due to factors outside of their control • Treat each incident on a case-by-case basis; send reminders with encouragement • Consider using discussion post asking students to talk about how things are going, especially with COVID-19 or other current issues impacting their lives (make posting optional so as not to be intrusive) • Give one extension per student in each class – no questions asked when the student requests the extension at least 48 hours prior to missing the deadline.

		least 48 hours prior to missing the deadline.	

SAU Tech started its Caring Campus journey during the 2022-2023 year with full implementation set for fall 2023. The initiative began with full-time instructors, some of whom served as leaders who introduced it all full-time instructors. The goal is to engage adjunct instructors in this process on a voluntary basis. If you are interested in participating in this initiative, contact Katherine Beckham at kbeckham@autech.edu.

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APPENDIX A

Accessing SAU Tech's MyCollege Portal and CampusConnect

MYCOLLEGE

URL: https://mycollege.sautech.edu
Username: first letter of first name and last name up to eight letters.
(Example: Benjamin Franklin bfrankli)
Password: letmein1 (Once you log in, you can reset your password if you choose.)

CAMPUSCONNECT

After logging in to the MyCollege portal, select CampusConnect from the top menu bar.

Click on Faculty Access from the left menu bar.
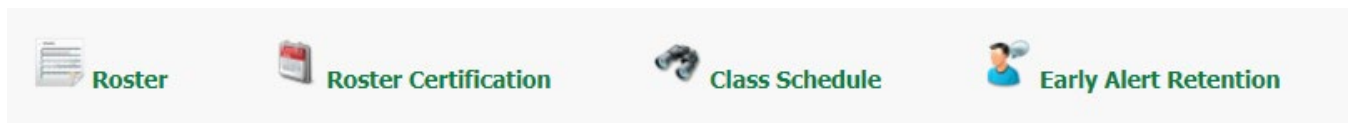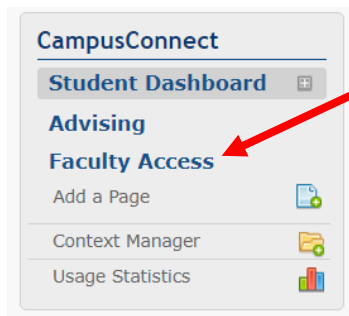
This menu provides access to viewing course rosters, certifying your rosters, submitting grades, and submitting instructor drops.

APPENDIX B

Instructions for Submitting Certification & Grade Rosters

ROSTER CERTIFICATION

1. Navigate your browser to https://mycollege.sautech.edu and log into the MyCollege Portal.


   User Name: first letter of first name and last name up to eight letters (Example: Benjamin Franklin-bfrankli)
   Password: letmein1 (first time log in)

2. Click on the CampusConnect link.

3. Click the 'Faculty Access' link from the left menu.
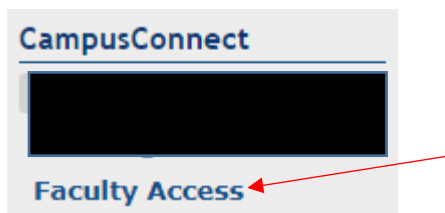
4. The menu below will display. Click the 'Roster Certification' link.
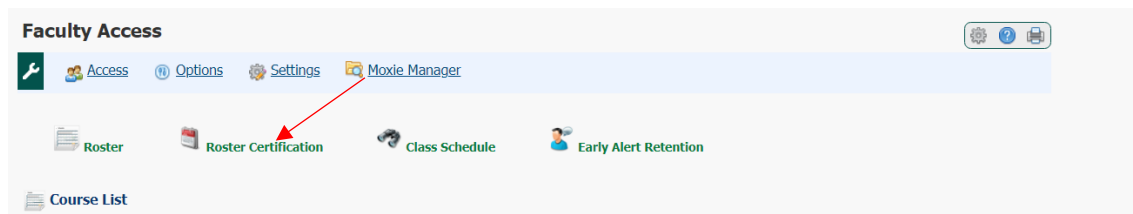
5. Select the term and click the 'Go!' button. Select the course and click the 'Go!' button
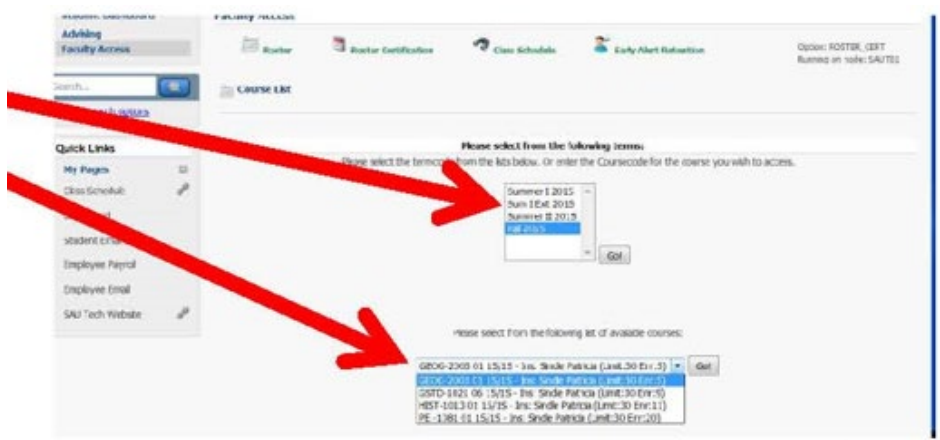
6. This will bring up the Attendance Roster. Click the black dropdown arrow under 'Attendance Status'. For each student select 'Attending' or 'Never Attended'. ***Note: The default for all students is set to 'Attending'.***

7. Once you have made your selections for all students in the course, click the 'Submit' button.

Definitions:

- Attending
  - o Classroom Class: attending at least on class period during certification period.
  - o Online Class: Posted student Bio or completed any course work during certification period.
- Never Attended
  - o Classroom Class: failed to attend at least on class period during certification period.
  - o Online Class: failed to post student Bio of complete any course work during certification period.

8. Repeat this process for every course that you are teaching.

It is **<u>critical</u>** that you certify your course roster(s) by the deadline that is listed in the Academic Calendar. The Registrar's Office will send you a reminder email each semester requesting you to submit your certification roster(s). Mandatory state reporting cannot be submitted until all rosters are received.

GRADE REPORTING

1. Navigate your browser to https://mycollege.sautech.edu and log into the MyCollege Portal.

   User Name: first letter of first name and last name up to eight letters (Example: Benjamin Franklin-bfrankli)
   Password: letmein1 (first time log in)

2. Click on the CampusConnect link.

3. Click the 'Faculty Access' link from the left menu.
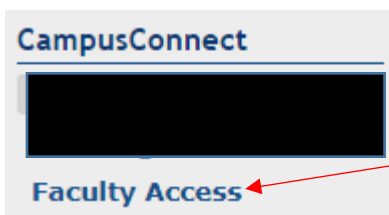
4. The menu below will display.
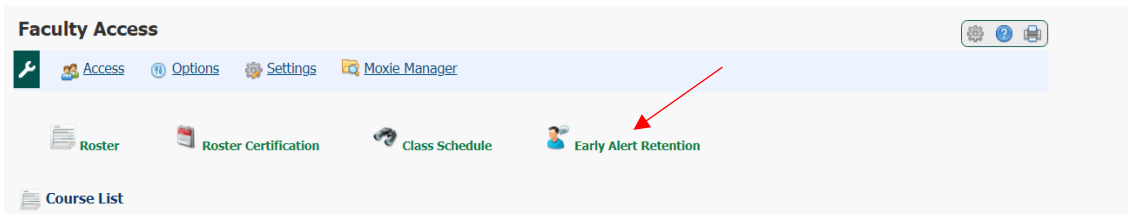
5. Hover over the 'Early Alert Retention' link and select 'Grade Track'.
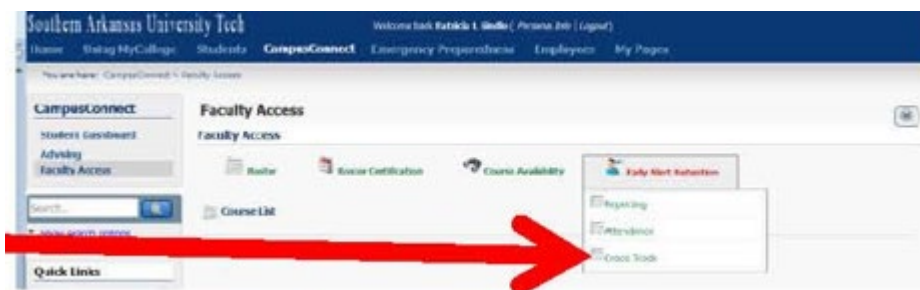
6. Select the term and click the 'Go!' button.
7. Select the course and click the 'Go!' button.
8. Click the 'Open new grade report for…..' button.
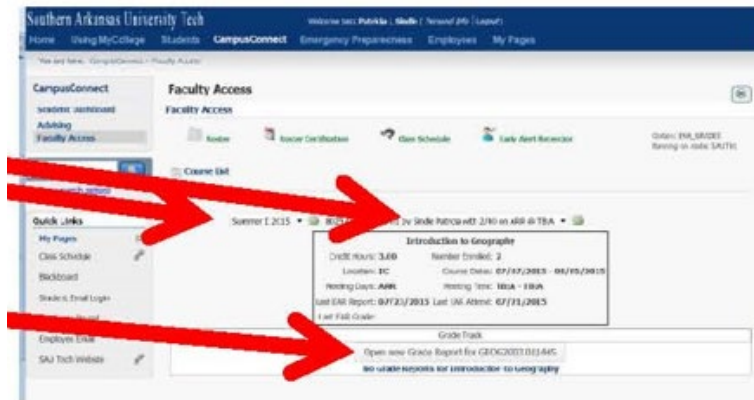
9. The roster for enrolled students will display.
10. Click the arrow to the right of 'Track'.
11. Select 'Midterm' or 'Final' for the grades that you are reporting.
12. Enter each student grades.
13. Click the 'Sign & Submit' button.

Note: If you do not make a selection from the 'Track' menu, your grades will not be submitted successfully.

14. Repeat this process for each course you are teaching.

It is **critical** that you submit your grade roster(s) by the deadline that is listed in the Academic Calendar. The Registrar's Office will send you a reminder email each semester requesting you to submit your grade roster(s). Mandatory state reporting cannot be submitted until all rosters are received.

APPENDIX C

Instructions for Reporting Attendance

INSTRUCTIONS FOR REPORTING ATTENDANCE

URL: https://sautech.starfishsolutions.com/starfish-ops/support/login.html or via link in Birghtspace
Username: Same as SAU Tech Email
Password: Same as SAU Tech Email

Classroom Courses

1. After logging into Mission Control Center, click on the three horizontal lines to the left of the words 'Mission Control Center' and choose 'Home'.

2. Click the 'Record Attendance' button.
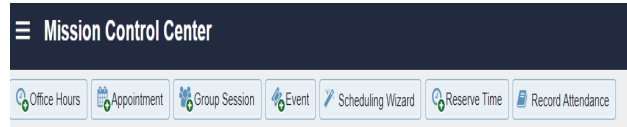
3. Choose the course for which you are reporting attendance and click the blue 'Next' button.
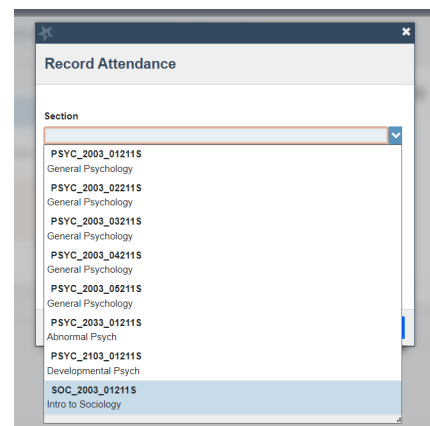
4. From the dropdown, choose the date for which you are reporting attendance and click the blue 'Next' button.
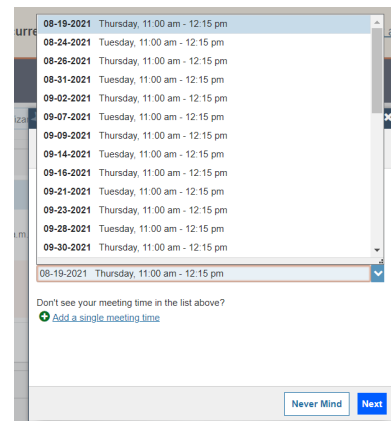
5. Click the radio buttons next to each student indicating the attendance that is being reported and click the blue 'Save' button.
6. Repeat Steps 3 thru five for each course that you are teaching.
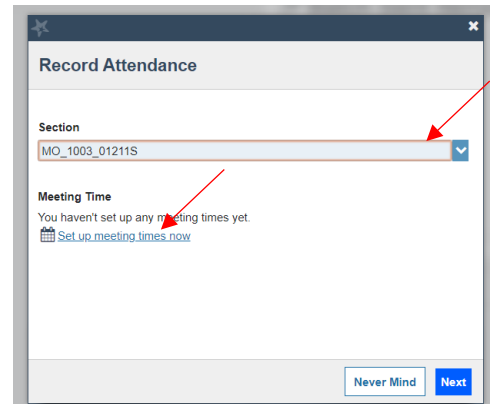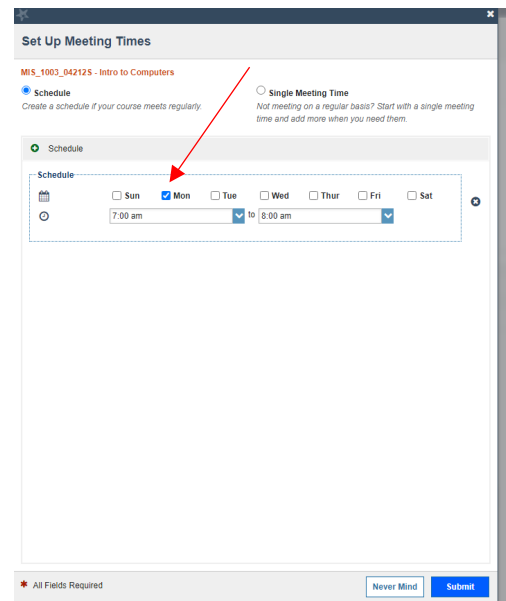
Online Courses

1. After logging into Mission Control Center, click on the three horizontal lines to the left of the words 'Mission Control Center' and choose 'Home'.
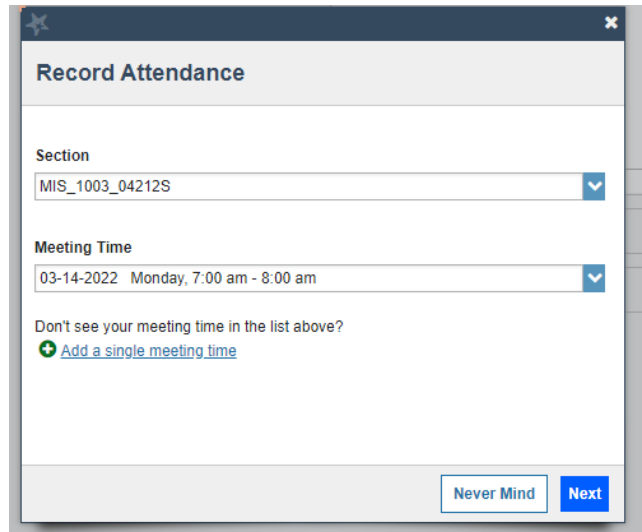
2. Click the 'Record Attendance' button.
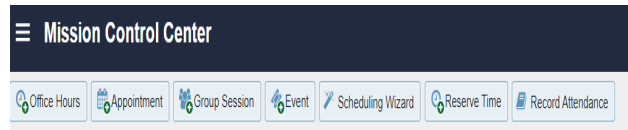
3. Choose the course for which you are reporting attendance and click the 'Next' button. Note: For online courses, there are no meeting times set.

4. Click the link labeled 'Set up meeting times now'.
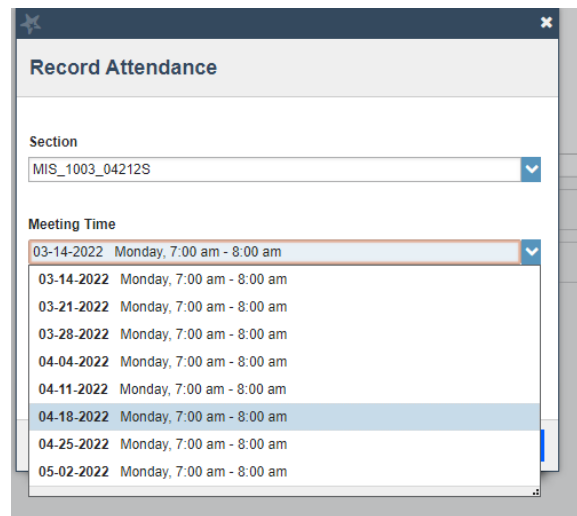
5. Click the Checkbox next 'Mon' and click the blue 'Submit' button.

6. The screen will return with the first Monday of the class displaying in the dropdown.
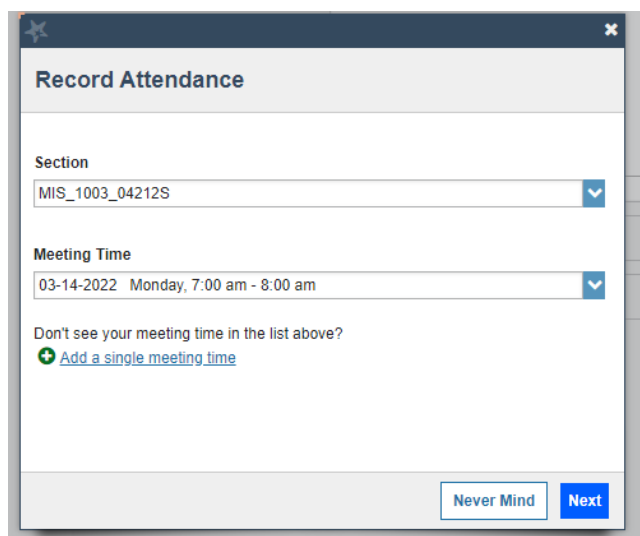
Record Attendance

Section
MIS_1003_04212S

Meeting Time
03-14-2022   Monday, 7:00 am - 8:00 am

Don't see your meeting time in the list above?
⊕ Add a single meeting time

Never Mind   Next

Record Attendance

Section
MIS_1003_04212S

Meeting Time
03-14-2022   Monday, 7:00 am - 8:00 am
03-14-2022   Monday, 7:00 am - 8:00 am
03-21-2022   Monday, 7:00 am - 8:00 am
03-28-2022   Monday, 7:00 am - 8:00 am
04-04-2022   Monday, 7:00 am - 8:00 am
04-11-2022   Monday, 7:00 am - 8:00 am
04-18-2022   Monday, 7:00 am - 8:00 am
04-25-2022   Monday, 7:00 am - 8:00 am
05-02-2022   Monday, 7:00 am - 8:00 am

7. Choose the date for which you are reporting attendance and click the blue 'Next' button.

Record Attendance

Section
MIS_1003_04212S

Meeting Time
03-14-2022   Monday, 7:00 am - 8:00 am

Don't see your meeting time in the list above?
⊕ Add a single meeting time

Never Mind   Next

7. Click the radio buttons next to each student indicating the attendance that is being reported and click the blue 'Save' button.

NOTE: You will only have to set up meeting times once each semester for each online course that you will be teaching. Once the meeting times are set, you will only need to select the course for which you are recording attendance and choose the applicable Monday from the dropdown menu.

APPENDIX D

Example Timelines for Online Courses

Example Timelines for Online Courses

September 2016

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
5 Student counted as present because no work due previous week	**6** Unit 1 Deadline (student missed)	**7**	**8**
12 • Student counted absent • EAR sent notifying student of potential drop on the 19th • 14 days began on 5th (last date of	**13**	**14**	**15**
19 • Student did not respond to EAR and is counted absent again. • Student dropped • Last date of attendance counted as the	**20**	**21**	**22**

Many of us have had some sticky situations regarding attendance. For example, you may have a student who is technically being dropped on day 14, but the last date of work being submitted was farther back than 14 days due to the schedule of deadlines. Below is an example of how you might choose to handle this problem. If you have had problems like this before and want to handle it this way, be sure to make some reference in your syllabus policies. Example: "If you miss 2 deadlines in a row, you may be dropped from the course."

September 2016

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
			1
5 Student counted as present because no work due previous week	6 Unit 1 Deadline (student missed)	7	8
12 Student counted absent EAR sent notifying student of drop date on the 19th 14 days began on 5th (last date of attendance)	13	14 Student responds to EAR and promises not to miss next deadline (**14 days starts over**) Student is advised that missing next deadline	15
19 No work due previous week, so student counted present	20	21 Unit 2 Deadline (Student missed)	22
26 Student absent and dropped irrespective of 14th day Last date of attendance counted as the 19th	27	28	29

Source: Laura Camp, SAU Tech Instructor

APPENDIX E

Instructions for Submitting a Drop

1. Navigate your browser to https://mycollege.sautech.edu and log into the MyCollege Portal.

   User Name: first letter of first name and last name up to eight letters (Example: Benjamin Franklin-bfrankli)
   Password: letmein1 (first time log in)

2. Click on the CampusConnect link.

3. Click the 'Faculty Access' link from the left menu.
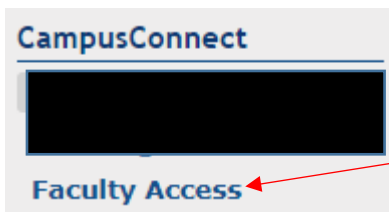
4. The menu below will display.
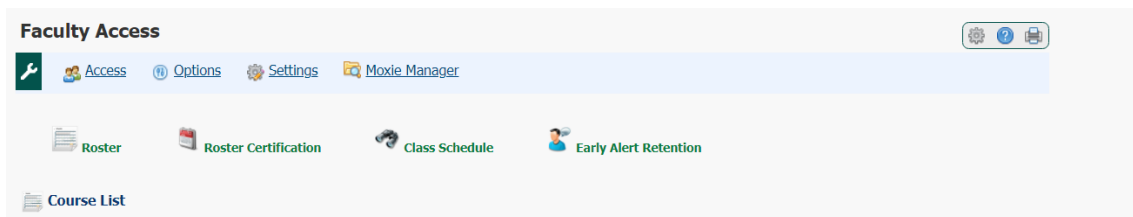
5. Click on the 'Roster' link and choose the correct semester. Click the 'Go!' button.
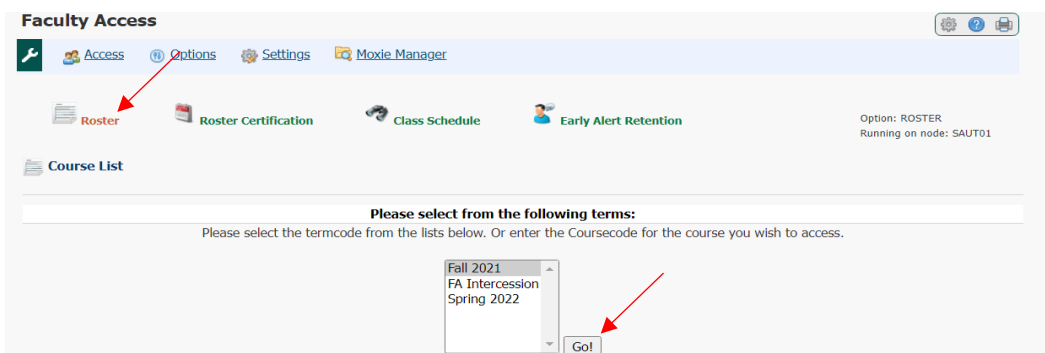
6. A dropdown box will display that contains the courses you are teaching for the semester. Select the course for the student you would like to drop. Click the 'Go!' button.

7. The course roster will display. Click the 'Green' arrow next to the student you would like to drop.

Please select from the following list of available courses:

MIS -1003 05 21/1S - Ins: Wilson Valerie (Limit:25 Enr:23) GRADED ∨ | Go! |

MIS 1003 05211S Intro to Computers

Drop	StudentID	Telephone	Fullname	Email1	Email2
↓ 1.	▮▮▮▮	(870) 833-0686	Adair Shawn Micheal	adairs9364@mymail.sautech.edu	TheEmeraldRouge2@gmail.com
↓ 2.	▮▮▮▮	(870) 833-7133	Anderson Decourtney Lashae	andersond1538@mymail.sautech.edu	decortneyanderson@yahoo.com
↓ 3.	▮▮▮▮	(870) 818-9500	Bass Jayla Da'Nae	bassj9723@mymail.sautech.edu	jaylabass08@gmail.com

8. *The Drop Form will display. Complete the Drop Form and click the 'Submit' button.* ***Note: You are required to enter a grade for the drop. Click the 'Other' box and enter the grade in the box.***

Drop Form   ✕

Instructions:
In completing this form, you are initiating an immediate instructor/administrative drop for this student listed below. The student will be notified immediately through student email that their instructor has completed and submitted an instructor drop.

Submission of the drop is approving the Registrar's Office to complete the drop process.

Course Information
Instructor Name: Wilson Valerie
Course ID: MIS 1003 05211S
Course Title: Introduction to Computers

Student Information
Student ID: 539009364
First Name: Shawn
Last Name: Adair
Reason Student is being Referred
(You must check at least one of the following)
☐ Attendance
☐ Little or No coursework completed
☐ Low test grades
☐ Other: (list below)
[   ]

Last Attend/Login: [   ]

| Cancel | Submit |

Grades to be entered for instructor drop:

WF = Withdrawal with failing grade (Use this grade if student is attending and completing work but is failing the course.)
WP = Withdrawal with passing grade
WN = Withdrawal with excessive absences (Use this grade if student is not attending class.)

9. Once the Drop Form has been submitted, an email will be sent to the student notifying him/her that he/she has been dropped from the course. The Drop Form will also automatically be sent to the Registrar's Office to drop the student from the course.

APPENDIX F

Instructions for Upswing

How to Access Upswing

There are two different ways to get to Upswing.

1) Visit sautech.edu

   a. Click "Quick Links" tab

   b. Click the word "Upswing"

2) Visit **sautech.upswing.io**

Your screen looks like this:
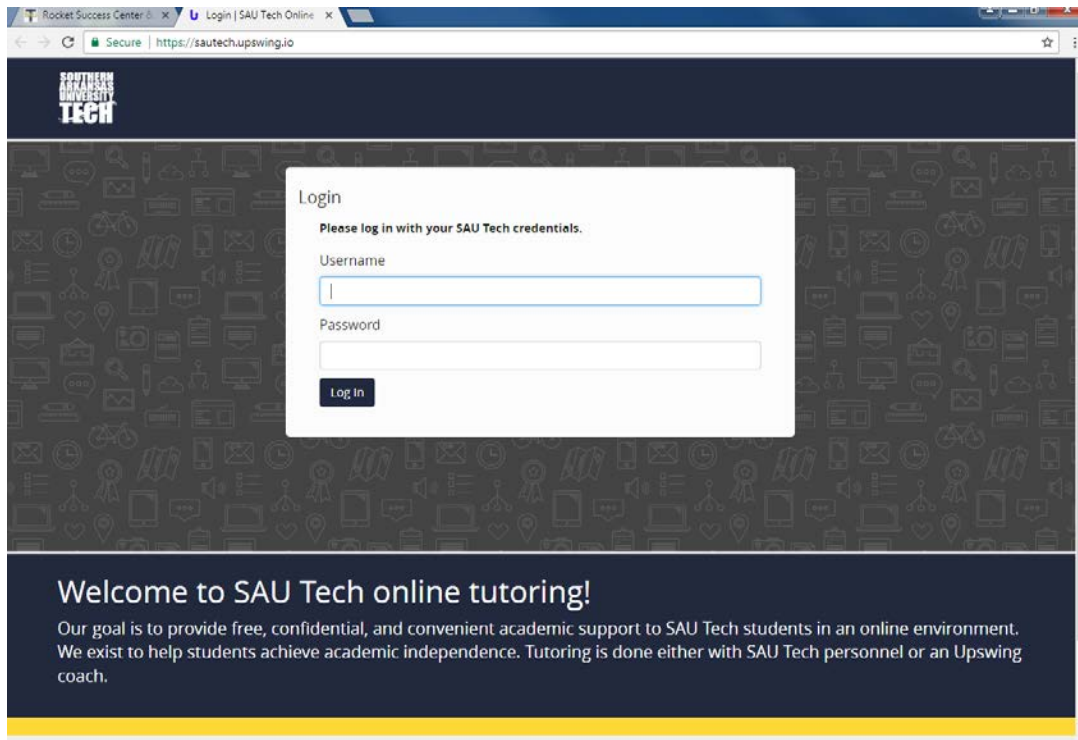
Login Information:

Username= first letter of your first name + your last name (ex. kjerry or same username as your email)

Password= same as your email password (it automatically syncs when you change your email password)

If you are still having trouble logging in, please contact Laura Johnson to change your password. 870-574-4513

If you are new to Upswing, have moved to a different room number/office, or do not see the option to move from "student" view to "tutor" view, please complete these steps below. Otherwise, you may skip to page 3.

Once you have a successful login, you must immediately email me kjerry@sautech.edu with your username, office room number, and subjects you are teaching.
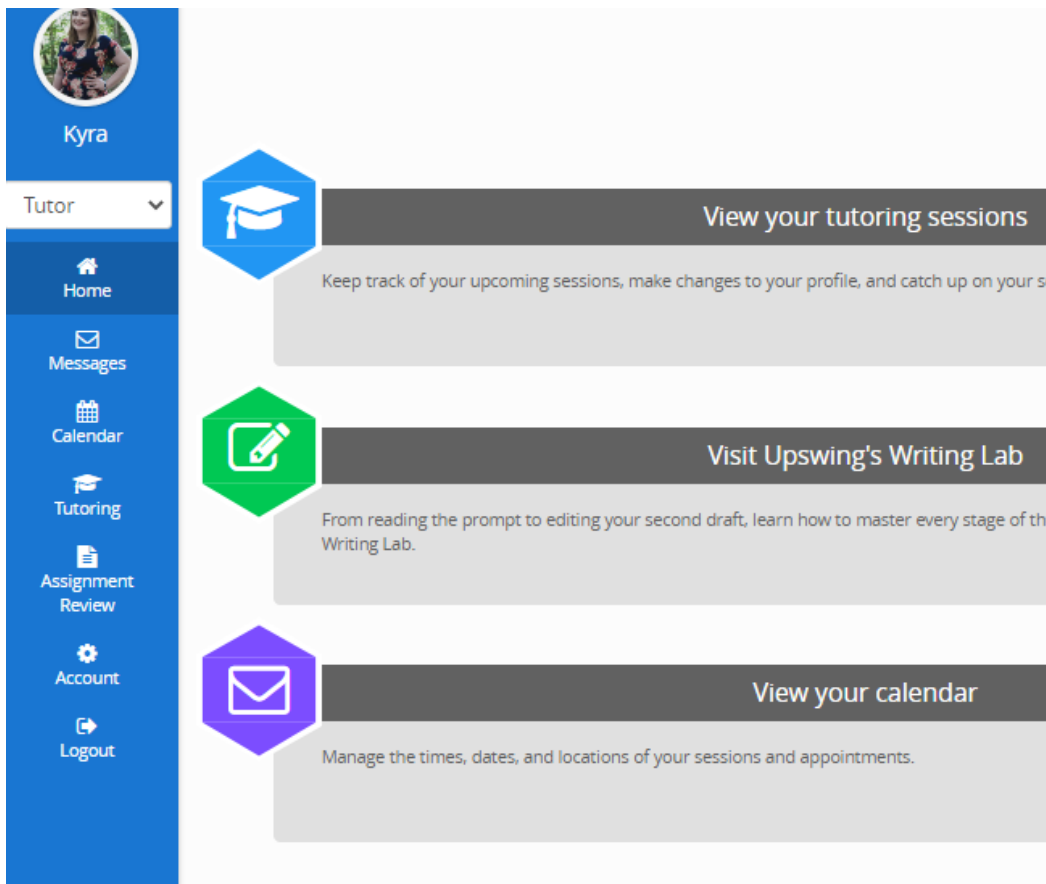
Once you have logged in (or got a response from Kyra Jerry), you will see the tab to change from student mode to "tutor" mode.

Go to Account tab

Fill out

- o About Me
  - - Tell them about yourself and share a favorite hobby. It builds a connection with the online students.
- o Experience
  - - Share your passion. Why do you do what you do?
- o Education Information
  - - Share where you graduated and your degree/major.
- o Text Notifications
  - - If you like to receive text alerts, you may include your phone number. Students will not have access to your number. This is strictly for you to get text alerts.
- o Communication Preferences
  - - Choose the options if you would like SMS alert or E-mail when a student requests a session with you. You must be able to respond in a timely matter.

Go to Tutoring Tab

Update Office Hours:

Click on "Edit" and there will be another button on the right side called "Add".

You would be able to add your office hours.

Remember to click the session type (both) and enter the building and room number you are in. If your office number is not listed, please e-mail kjerry@sautech.edu

If you need to delete the hours, you can remove them by pressing the "x" on the right side of the Availability.

Fill out

o Skills – type in the Course ID of the classes that you are teaching.

o Session Location- Your office number

o Fluent Languages

APPENDIX G

Mission Control Center Flags, Kudos, and Referrals

Mission Control Center (MCC) Flag Options

This resource summarizes SAU Tech's MCC flag options available for students, instructors, advisors, & academic support staff to raise. **Flags should be raised whenever an instructor or staff member identifies a student who is showing signs of academic difficulty, concerning academic or personal behaviors, and/or other academic-related issues that are appropriate to share with the student and/or their Success Network of advisors and academic support staff.** The goal of an MCC flag is to raise concerns for a student's academic or personal well-being and to facilitate student action or campus outreach/support. These flags serve two purposes: as progress reports to flagged students and as notifications to the academic advisors & support staff in their Success Networks. **Students receive email notification when these flags are raised, with instructor comments provided**. Success Network staff also receive a copy of your comments verbatim. Additional comments on these flags are optional but strongly encouraged.

ACADEMIC FLAGS

These flags serve two purposes: as progress reports to flagged students and as notifications to the academic advisors & support staff in their Success Networks. **Students receive email notification when these flags are raised, with instructor comments provided**. Success Network staff also receive a copy of your comments verbatim. Additional comments on these flags are optional but strongly encouraged.

Flag Name	Description	Who Can Raise?	Who Can View?	Who Can Clear?	First Mover	Second Mover	Message Content
Academic Concern	Faculty will raise this flag when there is a concern about academic progress. Examples include low average in the course, missing or late assignments, in danger of failing, and low quiz / test / assignment grades. The following will receive an email from MCC: Athletic Coach, Athletic Director, Mentor, and Flagged Student.	Instructor	Flagged Student, Instructor, Athletic Coach, Athletic Director, Primary Advisor, Retention Coordinator, Mentor Counseling and Disability	Instructor, Retention Coordinator	**Student** **(2 days)** Make contact with instructor. If student makes contact, the instructor will make notes in MCC and clear the flag.	**Retention Coordinator** **(2 additional days)** Make contact with student in second effort. **Note:** Make a note in MCC and clear flag.	I am concerned about your academic progress in [Course Name]. It's common for students to go through challenges and overcome them. I am here to provide support! [Instructor Note]. Contact me right away to discuss your options and develop a plan of action. Students who use campus services are more likely to be successful. Check out services in your **My Success Network** in Mission Control Center.
Attendance Concern	Raise this flag when a student has missed two (2) consecutive class sessions for a face-to-face class. The following will receive an email from MCC: Student, Instructor, Advisor, Athletic Coach, Athletic Director, Mentor, and Retention Coordinator.	Instructor	Academic Leadership, Athletic Coach, Athletic Director, Flagged Student, Instructor, Primary Advisor, Mentor, Retention Coordinator, Student Services Leadership	Instructor, Retention Coordinator	**Student** **(2 days)** Attends class. If student attends class, the instructor will make a notes in MCC and clear the flag.	**Retention Coordinator** **(2 additional days)** Reach out to student and discuss the absences and the need for the student to attend class. Also discuss the importance of notifying his/her instructor when he/she is going to miss. Retention Coordinator will make notes in MCC and clear the flag.	Class isn't the same without you! You can be successful in your academic studies and attending class is the first step to accomplishing your goals. Missing class content can affect your grades, academic performance, and possibly have financial consequences. Remember, SAU Tech is an attendance taking institution. You will be dropped for non-attendance if you miss 14 consecutive days of class. Begin now to change your attendance habits by reaching out to me concerning your absences. [Instructor Notes] Your classmates have found helpful resources available in their in **My Success Network** in Mission Control Center. Check it out!

ACADEMIC FLAGS CONTINUED......

Flag Name	Description	Who Can Raise?	Who Can View?	Who Can Clear?	First Mover	Second Mover	Message Content
Combined Academic/Attendance Concern	Faculty will raise this flag when there is concern both for attendance and academics (low course average, missing or late assignments, in danger of failing, low quiz/assignment grades). This is to be used when it is impossible to distinguish which of the two (attendance or academics) is the primary concern. The student will receive notification of the alert and will be directed to contact the instructor. The following will receive an email from MCC: Athletic Coach, Athletic Director, Flagged Student, Instructor, Mentor, Primary Advisor, Retention Coordinator	Instructor	Academic Leadership, Athletic Coach, Athletic Director, Flagged Student, Instructor, Primary Advisor, Mentor, Retention Coordinator, Student Services Leadership	Instructor, Retention Coordinator	**Student** **(2 days)** Attends class and/or makes contact with instructor to discuss grades. If student attends class and/or makes contact with the instructor, the instructor will make a notes in MCC and clear the flag.	**Retention Coordinator** **(2 additional days)** Reach out to student and discuss the absences and the need for the student to attend class. Also discuss the importance of notifying his/her instructor when he/she is going to miss. Additionally, discussions regarding academic concerns will occur. Retention Coordinator will make notes in MCC and clear the flag.	I am concerned about your progress in [Course Name]! You can be successful in your academic studies, and attending class is the first step to accomplishing your goals. Missing class content can affect your grades, academic performance, and possibly have financial consequences. Remember, SAU Tech is an attendance taking institution. You will be dropped for non-attendance if you miss 14 consecutive days of class. Begin now to change your attendance habits by reaching out to me concerning your absences and academic performance. Here are my additional comments: [Instructor Notes] You have time to improve your performance in this class! Your classmates have found helpful resources available in their in **My Success Network** in Mission Control Center. Check it out!
In Danger of Failing	Raise this flag when a student is in danger of failing a course. Please be sure to select your course and include detailed comments about ALL concerns. Additional flags are not required. Student will receive an email notification and a text message. The following will receive an email from MCC: Flagged student, Instructor, Primary Advisor, Mentor, Retention Coordinator	Instructor	Athletic Coach, Flagged Student, Instructor, Primary Advisor, Retention Coordinator, Mentor	Instructor, Primary Advisor, Retention Coordinator	**Student** **(2 days)** Attends class. If student makes contact with the instructor, the instructor will make a notes in MCC and clear the flag.	**Retention Coordinator** **(2 additional days)** Make contact with student in second effort. Make a note and clear flag.	I am concerned about your academic progress in Introduction to Microbiology. It's common for students to go through challenges and overcome them. I am here to provide support! [Instructor Notes] Contact me right away to discuss your options and develop a plan of action. Students who use campus services are more likely to be successful. Check out services in your **My Success Network** in Mission Control Center.

ACADEMIC FLAGS CONTINUED......

Intent to Drop	This flag should be raised when the student must take specific action to avoid an imminent drop. Comments should be very prescriptive, telling the student exactly what should be done and including a deadline to complete the tasks. For example, a comment could say, "You must submit all work for Unit 3 no later than Tuesday, July 12 or you will be dropped from this course on Wednesday, July 13." The following will receive an email from MCC: Athletic Coach, Athletic Director, Flagged Student, Mentor	Instructor	Academic Leadership, Athletic Coach, Athletic Director, Flagged Student, Instructor, Mentor, Primary Advisor, Retention Coordinator, Student Services Leadership	Instructor, Retention Coordinator	**Student** **(2 days)** Makes immediate contact with instructor to attempt to remedy problem or begin drop process. If contact is made, the instructor will make a notes in MCC and clear the flag.	**Retention Coordinator** **(2 additional days)** Reach out to student discuss the risk of being dropped and directs student to instructor to attempt to remedy the problem. Retention Coordinator will make notes in MCC and clear the flag.	I am concerned about your academic progress in Introduction to Microbiology. You must take specific action or you will be dropped. [Instructor Notes regarding Actions Required to Avoid Being Dropped] Contact me right away to discuss your options and develop a plan of action. I encourage you to also check out services in your **My Success Network** in Mission Control Center. Students who utilize these services have added support and are more successful!
Online Course Attendance Concern	Raise this flag when a student has missed one class for an online class. The following will receive an email: Instructor, Advisor, Athletic Coach, Academic Leadership, Student Services Leadership and Retention Coordinator	Instructor	Academic Leadership, Athletic Coach, Athletic Director, Flagged Student, Instructor, Mentor, Primary Advisor, Retention Coordinator, Student Services Leadership	Instructor, Retention Coordinator	**Student** **(2 days)** Submits missed assignment(s) and/or upcoming assignment(s). If student submits missed assignment(s) and/or upcoming assignment(s), the instructor will make a note in MCC and clear the flag.	**Retention Coordinator** **(2 additional days)** Reach out to student to discuss the need for the student to submit missed assignment(s). Also discuss the importance of notifying his/her instructor when he/she is going to miss an assignment. This notification should occur PRIOR to the assignment deadline. Retention Coordinator will make notes in MCC and clear the flag.	You can be successful in your academic studies, and completing coursework by the established due dates is the first step to accomplishing your goals. Missing class content can affect your grades, academic performance, and possibly have financial consequences. Remember, SAU Tech is an attendance taking institution. In online courses as SAU Tech, your attendance is reported weekly and measured by the submission of required coursework. You were marked absent this week because you did not submit your work. To remain in this course, it is essential that you submit work this week. You will find the complete attendance policy in your course syllabus. Here are my additional comments: [Instructor Notes] ******NOTE: Instructor note should include assignment(s) that student should submit in order to be counted present for the next reporting period. Your success in this course is important to me, and I am available to help. Please call, email, or stop by the office if you have questions or would like help with your coursework.

ACADEMIC FLAGS CONTINUED……

| Online Course Combined Attendance/Academic Concern | Faculty will raise this flag when there is concern both for attendance and academics (low course average, missing or late assignments, in danger of failing, low quiz/assignment grades). This is to be used when it is impossible to distinguish which of the two (attendance or academics) is the primary concern. The student will receive notification of the alert and will be directed to contact the instructor.

The following will receive an email from MCC: Athletic Coach, Athletic Director, Flagged Student, Instructor, Mentor, Primary Advisor, Retention Coordinator, Student Services Leadership | Instructor | Academic Leadership, Athletic Coach, Athletic Director, Flagged Student, Instructor, Mentor, Primary Advisor, Retention Coordinator, Student Service Leadership | Academic Leadership, Instructor, Retention Coordinator | **Student (2 days)**
Submits missed and/or upcoming assignment(s) and/or contacts instructor.

If student attends class and makes contact with the instructor, the instructor will make a notes in MCC and clear the flag. | **Retention Coordinator (2 additional days)**
Reach out to student to discuss the attendance/academic concerns of the instructor. Discuss the importance of submitting assignments by deadline.

Retention Coordinator will make notes in MCC and clear the flag. | You can be successful in your academic studies and completing coursework by the established due dates is the first step to accomplishing your goals. Missing class content can affect your grades, academic performance, and possibly have financial consequences.

Remember, SAU Tech is an attendance taking institution. In online courses as SAU Tech, your attendance is reported weekly and measured by the submission of required coursework. You were marked absent this week because you did not submit your work. To remain in this course, it is essential that you submit work this week. You will find the complete attendance policy in your course syllabus.
Here are my additional comments: [Instructor Notes]
******NOTE: Instructor note should include assignment(s) that student should submit in order to be counted present for the next reporting period.
Your success in this course is important to me, and I am available to help. Please call, email, or stop by the office if you have questions or would like help with your coursework. |
| Never Attended | Raise this flag within the first ten (10) days of the fall or spring semester (or first five days of a summer semester) to indicate that a student has never attended your class. This flag should **NOT** be used once rosters have been certified.

The following will receive an email from MCC: Athletic Coach, Athletic Director, Flagged Student, Financial Aid Counselor, Primary Advisor, and Retention Coordinator. | Instructor | Academic Leadership, Athletic Coach, Athletic Director Flagged Student, Financial Aid Counselor, Instructor, Primary Advisor, Retention Coordinator, Student Services Leadership | Academic Leadership, Instructor, Primary Advisor, Retention Coordinator, Student Services Leadership | **Student (2 days)**
Online course: Post student biography or submit an assignment.

Face to face course: Attend class.

If student attends class or posts the student biography/submits assignment, instructor will add notes in MCC and clear the flag. | **Retention Coordinator (2 additional days)**
Reach out to student and express the importance of attending class. Student not posting bio/attending class prior to roster certification will be dropped for non-attendance.

Retention Coordinator will make notes in MCC and clear the flag. | Your classmates who attend their courses are more likely to succeed in the class. According to my records, you have not yet attended [Course Name].
If you do not attend your face-to-face class and/or post your bio/assignment in your online class by the specified deadline, you will be dropped for non-attendance.
 [Instructor Notes]
If there is a reason you cannot attend this class as scheduled, please speak with **your academic advisor.** |

BEHAVIORAL FLAGS

These flags are intended to capture information about concerning student circumstances and behaviors that go beyond poor academic performance and may require additional intervention or support. These flags are not shared with students directly and function as streamlined communication pathways between instructors, staff, and campus support offices. Due to the sensitive information sometimes captured by these flags, flag sharing is limited to only need-to-know staff and comments are always required when raising.

Flag Name	Description	Who Can Raise?	Who Can View?	Who Can Clear?	First Mover	Second Mover	Message Content to Faculty
Behavioral Concern	Raise when student exhibits uncivil and verbally aggressive behavior toward faculty and/or peers. Also raise when the students behavior is substantially impeding the delivery of instruction. Please describe the concerning event(s), include frequency, and whether or not the concern has been addressed. The Dean of Student Life, in consultation with the Associate Vice Chancellor of Instruction, will contact the flag raiser with information about next steps to take with the student. The following will receive an email: Dean of Student Life, Athletic Director, Mentor, and Instructor. The student does NOT receive notification about this flag.	Academic Leadership, Instructor	Academic Leadership, Dean of Student Life, Instructor, Mentor, Athletic Director	Academic Leadership, Dean of Student Life, Instructor	**Dean of Student Life (1 day)** Contact the flag raiser with information about next steps to take with the student. Any action taken will be noted in MCC and the flag will be cleared.	**Student Services Leadership (1 additional day)** Meet with student to discuss violation(s) of the code of conduct and or refer student for judicial action. Any action taken will be noted in MCC and the flag will be cleared.	We just received your Behavioral Concern Alert. A member of the Student Services Leadership team will be reaching out to you shortly to discuss your concerns. If this is an emergency please contact Campus Police at 4715.

OTHER FLAGS
These flags are intended to address other issues that may affect student success.

Flag Name	Description	Who Can Raise?	Who Can View?	Who Can Clear?	First Mover	Second Mover	Message Content
General Concern	Raise this flag when a student in your course has disclosed to you that he/she is experiencing an extenuating hardship that is impacting his/her personal and academic success that is not reflected in the other flag options. Students will not see this flag or your comments. Please provide a brief description of the hardship your student is facing so that Dean of Student Life may outreach effectively. No notification will be sent to the student. **Please do not use this flag to report emergency events, nor class attendance concerns.**	Dean of Student Life, Instructor, Primary Advisor	Dean of Student Life, Instructor, Primary Advisor, Mentor	Dean of Student Life, Instructor, Primary Advisor	**Dean of Student Life (3 days)** Reaches out to student to determine need, triage, and assign to appropriate resource. Any action or referral will be noted in MCC and the flag will be lowered.	N/A	Message to Flag Raiser: We just received your General Concern Flag. A member of the Student Services Leadership Team will reach out to you shortly to discuss your concerns.
Mental Health Concern	Raise this flag when a student is exhibiting signs of a mental health concern (psychological or emotional) that is impacting their personal and academic success. Signs and symptoms could include depression, lack of motivation, a change in behavior, change in academic performance, changes in sleep or appetite, increased smoking or drinking, increased risk taking, suicidal or homicidal ideation, etc. The campus counselor will be notified. Students will NOT see this flag or your comments. *NOTE: If student identifies intent to harm self or others, walk with the student to the counselor or Campus Police or dial 911. Do not leave the student unattended.	Athletic Coach, Financial Aid Counselor, Instructor, Primary Advisor, Retention Coordinator, Student Services Leadership, Tutor, Counseling and Disability, Mentor	Counseling and Disability	Counseling and Disability	**Counselor (24 hours)** Reaches out to student requesting initial meeting to assess safety and establish treatment plan (if needed).	**Counselor (1 additional day)** Makes second attempt.	N/A

STUDENT RAISED FLAGS

These flags are intended for student use to request assistance.

Flag Name	Description	Who Can Raise?	Who Can View?	Who Can Clear?	First Mover	Second Mover	Message Content
I Need Help In A Course	Select this option when you need assistance in a course. Your instructor will be notified. Don't forget to include your latest email address and phone number. An email will be send to the student.	Student	Flagged Student, Instructor, Primary Advisor, Retention Coordinator, Mentor, Coordinator of Tutoring and Academic Engagement	Instructor, Coordinator of Tutoring and Academic Engagement	**Instructor (2 days)** Contact student to schedule a time to work with student. If contact is made, add note in MCC and lower flag.	**Instructor (2 additional days)** Make second attempt to contact student to schedule a time to work with student. If contact is made, add note in MCC and lower flag.	Thanks for being proactive in finding assistance. We have received the following request from you. Category: [Flag Name] Raised On: [Raised Date] Your Comments: [Raiser Notes] You'll receive a response to your question shortly. We look forward to helping you!
I Need Help Paying For College	Select this option when you need assistance with financial aid. Your advisor and the financial aid office will be notified. Let us know how you prefer to be contacted (email or phone) as well as your latest contact information.	Student	Flagged Student, Financial Aid Counselor, Mentor	Financial Aid Counselor	**Financial Aid Counselor (2 days)** Send email to student to schedule an appointment and provide appropriate assistance. Make note in MCC.	**Financial Aid Counselor (5 additional days)** Follow up with student to receive a status report. Make note in MCC and lower flag.	Thanks for being proactive in finding assistance. We have received the following request from you. Category: [Flag Name] Raised On: [Raised Date] Your Comments: [Raiser Notes] You'll receive a response to your question shortly. We look forward to helping you!
I Need Help with Basic Needs	Select this option when you need assistance with basic needs (e.g., housing, food, transportation, accessing health care, etc.) Let us know how you prefer to be contacted (email or phone) as well as your latest contact information. An email will be sent to flagged student and retention coordinator.	Student	Dean of Student Life, Flagged Student, Retention Coordinator, Mentor	Dean of Student Life, Retention Coordinator	**Dean of Student Life (1 day)** Provide assistance to student. Make note in MCC.	**Dean of Student Life (2 additional days)** Follow up with student to receive a status report. Make note in MCC and lower flag.	Thanks for being proactive in finding assistance. We have received the following request from you. Category: [Flag Name] Raised On: [Raised Date] Your Comments: [Raiser Notes] You'll receive a response to your question shortly. We look forward to helping you!

Mission Control Center (MCC) Kudos Options

This resource summarizes SAU Tech's MCC kudos options that are available for instructors to raise on students enrolled in their courses. **Kudos should be raised to offer positive feedback and recognition to students as a source of positive reinforcement and acknowledgement of high quality academic work or noticeable improvement in the quality of their performance.** Students receive email notification when kudos are raised, with instructor comments provided verbatim. Additional comments on kudos are optional but strongly encouraged.

Kudos Name	Description	Who Can Raise?	Who Can View?	Who Can Clear?	First Mover	Second Mover	Message Content
Outstanding Academic Performance	Raise this kudo when a student has outstanding academic performance. An email is sent to the student.	Instructor, Primary Advisor	Student, Instructor, Primary Advisor, Retention Coordinator	Retention Coordinator	N/A	N/A	Way to go! Your classmates and I appreciate your dedication and hard work in the classroom. [Raiser Notes] Continuing these good academic habits will lead to your success! Keep up the good work, and you'll go the distance!
I Caught You Being Exceptional	Raise this kudo when you catch a student doing something good whether academically or behaviorally. An email will be sent to the student.	Instructor, Primary Advisor, Academic Leadership, Academic Support, Athletic Coach, Athletic Director, Counseling and Disability, Dean of Student Life, Financial Aid Counselor, Instructor, Mentor	Instructor, Primary Advisor, Academic Leadership, Academic Support, Athletic Coach, Athletic Director, Counseling and Disability, Dean of Student Life, Financial Aid Counselor, Instructor, Mentor	Retention Coordinator	N/A	N/A	I wanted to say thank you for being exceptional! [Raiser Notes] Students like you are what makes me proud to be a Rocket!
Keep Up the Good Work	Raise this kudo for students who are performing well. An email will be sent to the student.	Instructor, Primary Advisor	Student, Instructor, Primary Advisor, Retention Coordinator	Retention Coordinator	N/A	N/A	Way to go! You have earned a kudos! [Raiser Notes] Continuing these good habits will lead to your success! Keep up the great work, and you'll go the distance!
Showing Improvement	Raise this kudo when a student has shown improvement. An email will be sent to the student.	Instructor, Primary Advisor	Student, Instructor, Primary Advisor, Retention Coordinator	Retention Coordinator	N/A	N/A	Way to go! Your classmates and I appreciate your dedication and hard work in the classroom. [Raiser Notes] Continuing these good academic habits will lead to your success! Keep up the good work, and you'll go the distance!

KUDOS CONTINUED……

You Are Off to a Great Start	Raise this kudo for students who have started strong to encourage them to finish strong. An email will be sent to the student.	Instructor, Primary Advisor	Student, Instructor, Primary Advisor, Retention Coordinator	Retention Coordinator	N/A	N/A	Way to go! Your classmates and I appreciate your dedication and hard work in the classroom. [Raiser Notes] Continuing these good academic habits will lead to your success! Keep up the good work, and you'll go the distance!
Thank You for Coming!	Raise this to thank students for using your campus resource. Student will receive an email notification.	Financial Aid Counselor, Primary Advisor, Career Pathways, Center for Online Learning, Coordinator of Tutoring and Academic Engagement, Counseling and Disability, Retention Coordinator, Mentor, SNAP/E&T, TANF, Tutor, Veterans and Heroes of SAU Tech	Financial Aid Counselor, Primary Advisor, Career Pathways, Center for Online Learning, Coordinator of Tutoring and Academic Engagement, Counseling and Disability, Retention Coordinator, Mentor, SNAP/E&T, TANF, Tutor, Veterans and Heroes of SAU Tech, Student	Retention Coordinator	N/A	N/A	You've earned a kudo! Thank you for coming! [Raiser Notes] SAU Tech is committed to supporting you through your educational journey. Students who utilize available resources are more successful. We appreciate your commitment to success!
Finish Strong	Raise this kudo to encourage students to stay the course and finish the semester strong. Student will receive an email notification.	Instructor, Retention Coordinator, Career Pathways, Coordinator of Tutoring and Academic Engagement, Primary Advisor, Veterans and Heroes of SAU Tech, Mentor	Instructor, Retention Coordinator, Career Pathways, Coordinator of Tutoring and Academic Engagement, Primary Advisor, Veterans and Heroes of SAU Tech, Student, Mentor	Retention Coordinator	N/A	N/A	In the last portion of the semester, it is easy to lose focus or get tired. I want to encourage you to finish the semester strong! Maintain good study habits, get plenty of rest, and keep your focus on successfully completing the semester!! I encourage you to utilize the campus resources that are available to support you!! [Raiser Notes] Go Rockets!

Mission Control Center (MCC) Referral Options

This resource summarizes SAU Tech's MCC referral options that are available for instructors, advisors, & academic support staff to issue to undergraduate students. Referrals should be raised as a way to suggest that a student utilize an available campus service, office, or resource that can support their academic and personal success. Issuing a referral does not require that a student use that service. Students receive email notifications when referrals are raised, with the name of the person who referred them, the related course (if applicable), and how to connect with the referred service. Additional comments on referrals may be required depending upon the referral due to the needs of the related service. Comments are not shared directly with the student but will be seen by the service provider.

Referral Name	Description	Who Can Raise?	Who Can View?	Who Can Clear?	First Mover	Second Mover	Message Content
Counseling Referral	Use this to refer a student to counseling services. An email will be sent to Counseling and Disability.	Athletic Coach, Counseling and Disability, Financial Aid, Instructor, Primary Advisor, Retention Coordinator, Student Services Support, Mentor, Tutor, Veterans and Heroes of SAU Tech, Career Pathways, Coordinator of Tutoring and Academic Engagement	Counseling and Disability, Student	Counseling and Disability	**Student** **(2 days)** Reaches out to schedule appointment to see campus counselor. If contact is made by student, counselor makes notes in MCC and lowers flag.	**Counselor** **(1 additional day)** Reaches out to student to request a meeting or to offer an appropriate referral. If contact is successful, make notes in MCC and lower flag. **Third Mover** **Counselor** **(1 additional day)** Reaches out to student to request a meeting or to offer an appropriate referral. If contact is successful, make notes in MCC and lower flag.	SAU Tech is here to help support you as a student through all of the stressors and challenges that life throws your way. One way we do this is to provide students access to free, confidential mental health counseling and referrals to community mental health resources. A counselor will be reaching out to you to schedule an appointment. You can be proactive and schedule an appointment by going to the Services page in Mission Control Center and selecting Personal Counseling. As a member of our Rocket family, your overall health is important to us and to your academic success!!
Disability Services	Use this to refer students to Disability Services. An email is sent to Counseling and Disability and Student.	Athletic Coach, Instructor, Primary Advisor, Retention Coordinator, Coordinator of Tutoring and Academic Engagement, Tutor, Financial Aid Counselor	Counseling and Disability, Student, Instructor, Primary Advisor, Retention Coordinator	Counseling and Disability	**Student** **(4 days)** Reaches out to schedule appointment to speak with Disability Support Services and to begin the process of formally requesting accommodations. If contact is successful, make notes in MCC and lower flag.	**Disability Services** **(1 additional day)** Reaches out to student with information regarding disability accommodations and requesting an appointment to discuss further. If contact is successful, make notes in MCC and lower flag.	Referral message to staff: The [Referral Name] has been raised by [Creator Name] for [Student Full Name]. Referral Details Student: [Student Full Name] Referral Name: [Referral Name] Raised By: [Creator Name] Course Context: [Course Name] Comments: [Add Notes] Raised On: [Added Date] Due Date: [Due Date] Disability referral to student: SAU Tech offers disability accommodations to students with a qualifying diagnosis. Accommodations are individualized and are designed to help you succeed. There is a formal process that must be followed to request accommodations. Please schedule an appointment with the Disability Services office to discuss the process. Go to the Services page in Mission Control Center to get started!!

MCC REFERRALS CONTINUED…..

Referral Name	Description	Who Can Raise?	Who Can View?	Who Can Clear?	First Mover	Second Mover	Message Content
Financial Aid Referral	Use this to refer a student to the financial aid office. An email is sent to student.	Financial Aid Counselor, Instructor, Primary Advisor, Retention Coordinator, Athletic Director, Career Pathways, SNAP, TANF	Financial Aid Counselor, Instructor, Primary Advisor, Retention Coordinator, Athletic Director, Career Pathways, SNAP, TANF, Student	Financial Aid Counselor	**Financial Aid Counselor (3 days)** Reaches out to student to provide assistance. If student is contacted, financial aid counselor will add notes in MCC and clear the flag.	**Financial Aid Counselor (2 additional days)** Reaches out to student to assure assistance has been provided. Financial aid counselor add note in MCC and clear the flag.	Did you know that students who use the campus support services in My Success Network in Mission Control Center are more likely to pass their courses and complete their academic goal(s)? Below you will find a referral that I believe will help you. Please follow up with this office as soon as possible to get the assistance you need quickly. Referral Name: [Referral Name] Course: [Course Name] Comments: [Add Notes] Due Date: [Due Date]
Food Pantry	Use this to refer a student to the campus food pantry. An email is sent to student.	Athletic Coach, Counseling and Disability, Dean of Student Life, Financial Aid Counselor, Instructor, Primary Advisor, Retention Coordinator, Student Services Support, Coordinator of Tutoring and Academic Engagement	Dean of Student Life, Student, Student Services Support	Dean of Student Life, Student Services Support	**Dean of Student Life (2 days)** Send student to food pantry for services. If services of provided, Dean of Student Life will add notes in MCC and clear the flag.	**Dean of Student Life (2 additional days)** Reaches out to student to assure that he/she is served. Dean of Student Life will add note in MCC and clear the flag.	Did you know that students who use the campus support services in My Success Network in Mission Control Center are more likely to pass their courses and complete their academic goal(s)? Below you will find a referral that I believe will help you. Please follow up with this office as soon as possible to get the assistance you need quickly. Referral Name: [Referral Name] Course: [Course Name] Comments: [Add Notes] Due Date: [Due Date]

MCC REFERRALS CONTINUED…..

| SNAP | Make this referral when the student is in need of the following benefits:

SNAP participants have access to training and support services to help them enter or move up in the workforce. Certified Career planners will assist students with goal setting, career exploration activities, and provide information on postsecondary education, internships, and short-term training opportunities. Eligible Applicants: Must be eligible to receive or are currently receiving SNAP benefits Participants are not eligible for the SNAP E&T program if they are currently receiving TEA (Transitional Employment Assistance) or Unemployment Insurance (UI) Supportive Services for TANF and SNAP may include but is not limited to the following: Tuition/short term training assistance, Transportation assistance (gas cards), Daycare assistance, Supplies/equipment assistance for the training program, Assistance with certification exams, Career and educational planning. | Career Pathways, Financial Aid Counselor, Primary Advisor, Retention Coordinator, SNAP/E&T | Career Pathways, Financial Aid Counselor, Retention Coordinator, SNAP/E&T | SNAT/E&T | **SNAP/E&T**
(3 days)
Reaches out to student to provide assistance.

If student is contacted, SNAP/E&T will add notes in MCC and clear the flag. | **SNAP/E&T**
(2 additional days)
Reaches out to student to assure assistance has been provided.

SNAP/E&T add note in MCC and clear the flag. | Referral message to staff:
The [Referral Name] has been raised by [Creator Name] for [Student Full Name].
Referral Details
Student: [Student Full Name]
Referral Name: [Referral Name]
Raised By: [Creator Name]
Course Context: [Course Name]
Comments: [Add Notes]
Raised On: [Added Date]
Due Date: [Due Date] |

MCC REFERRALS CONTINUED…..

TANF	Certified Career planners will assist students with goal setting, career exploration activities, and provide information on postsecondary education, internships, and short-term training opportunities. Eligible Applicants: Must be a U.S. citizen as established using the list of acceptable documents and/or a combination of documents utilized with the U.S. Citizenship and Immigration Services Form I-9, A resident of the state of Arkansas, Must be the custodial or non-custodial parent of a child residing in the state of Arkansas that is under the age of 18, or a youth aging out of foster care that is between 16 and 24 years of age	Career Pathways, Financial Aid Counselor, Primary Advisor, Retention Coordinator, SNAP/E&T, TANF	Career Pathways, Financial Aid Counselor, Primary Advisor, Retention Coordinator, SNAP/E&T, TANF	TANF	**TANF** **(3 days)** Reaches out to student to provide assistance. If student is contacted, TANF will add notes in MCC and clear the flag.	**TANF** **(2 additional days)** Reaches out to student to assure assistance has been provided. TANF add note in MCC and clear the flag.	Referral message to staff: The [Referral Name] has been raised by [Creator Name] for [Student Full Name]. Referral Details Student: [Student Full Name] Referral Name: [Referral Name] Raised By: [Creator Name] Course Context: [Course Name] Comments: [Add Notes] Raised On: [Added Date] Due Date: [Due Date]
Tutoring Referral	Use this to refer a student to tutoring services. An email is sent to student.	General Advisor, Instructor, Primary Advisor, Retention Coordinator, Coordinator of Tutoring and Academic Engagement, Tutor, Mentor, Financial Aid Counselor, Counseling and Disability	General Advisor, Instructor, Primary Advisor, Retention Coordinator, Coordinator of Tutoring and Academic Engagement, Tutor, Mentor, Financial Aid Counselor, Counseling and Disability	Coordinator of Tutoring and Academic Engagement, Retention Coordinator, Tutor	**Rocket Success Center Director** **(24-48 hours)** Assigns case to appropriate tutor.	**Peer Tutor** **(2 additional days)** Reaches out to schedule a tutoring session. **Third Mover** **Peer Tutor** **(2 additional days)** Reaches out to schedule a tutoring session. Once students has received services or has not responded to contact attempts, Rocket Success Director will add notes in MCC and clear the referral flag.	Did you know that students who use the campus support services in My Success Network in Mission Control Center are more likely to pass their courses and complete their academic goal(s)? Below you will find a referral that I believe will help you. Please follow up with this office as soon as possible to get the assistance you need quickly. Referral Name: [Referral Name] Course: [Course Name] Comments: [Add Notes] Due Date: [Due Date]