

## **UTB/TSC ASSISTANT VICE PRESIDENT FOR STUDENT DEVELOPMENT**

The Assistant Vice President for Student Development at UTB/TSC provides oversight, support, and direction to various departments within the Division of Student Affairs. These departments include:

- **Office of Student Activities**
- **Residence Life**
- **Student Union Building**
- **Student Government Association**
- **Recreational Sports**
- **Tech Support**
- **Websites for the Division of Student Affairs**
- **Wellness-Fitness & Recreation Center**
- **University Chess Program**
- **University Scorpion Scholars Program**
- **Auxiliary Services**
- **Leadership and Mentorship Program (LAMP)**
- **Students Together Involving Network and Guidance (STING)**
- **Special events, and other duties or responsibilities deemed appropriate by the Vice President of Student Affairs**

The departments that report to the Assistant Vice President for Student Development provide support for university-wide student activities, functions, events, facilities, and programs which foster student participation, student leadership development, cultural diversity, auxiliary services, and educational experiences beyond the classroom which enhance the overall educational experience for UTB/TSC students.

### **The Twenty-Five Most Important things to the AVPSD**

1. **Customer service**
2. **Students' First Philosophy**
3. **Commitment to excellence in all we do**
4. **Believe in what we do**
5. **Be a positive role model**
6. **Development of leaders at all levels**
7. **Community service**
8. **Be life long learners**
9. **Have fun and enjoy what you do**
10. **Engage students in what we do**
11. **Helps students develop coherent values and ethical standards**
12. **We set and communicate high expectations for student learning**
13. **Uses systematic inquiry to improve student and departmental performance**
14. **Use resources effectively to achieve our departmental missions and goals**
15. **Forge educational partnerships that advance student learning**
16. **Build supportive and inclusive communities**
17. **Care**
18. **Empower students and develop leadership**
19. **Teach, nurture, mentor, and guide**
20. **Promote student-faculty contact**

21. **Promote cooperation among students**
22. **Promote active learning in our students**
23. **Provide prompt feedback**
24. **Have high expectations**
25. **Respect diverse talents and unique/different ways of learning.**

### **About this Handbook**

This handbook is designed to acquaint you with the overall concepts of working within the departments of the Assistant Vice President for Student Development. The handbook is by no means, an all-inclusive guide, but is intended to provide our staff with a solid, working foundation of some of the core values and guiding ideals that govern how and what we do in Student Affairs. It is important to note that no employee handbook can anticipate every circumstance or question. With this in mind, we have provided our staff a simple, yet effective base of working information to help them successfully transition to the offices within Student Affairs.

### **Vision of the AVPSD**

The departments that report to the Assistant Vice President for Student Development will be valued partners with students, staff, faculty, alumni, and community in creating caring and civil environments that stimulate learning and encourage the personal and professional development of our students.

### **Mission**

The departments that report to Assistant Vice President for Student Development offer a select array of programs, facilities, services, and living experiences that support and challenge students to achieve educational, personal, and career goals in keeping with the academic and service missions of the Division of Student Affairs and UTB/TSC. Together we help shape caring, healthy, and civil learning environments that will attract and retain a diverse population of students. The common vision we share is realized as staff strives to fulfill the overall mission of student affairs and support the broader missions of the Division of Student Affairs and UTB/TSC.

### ***In particular, the mission requires us to focus upon:***

- Advocacy on behalf of student needs and interests
- Stewardship in meeting basic safety, health, and welfare needs of students
- Developing strong relationships with faculty to better serve and meet the needs of our diverse student body
- Campus environments in which historically underrepresented and non-traditional students participate, overcome their isolation, and become part of a community of learning and personal growth
- Educationally-oriented residence halls
- Programs of advising student organizations, chess programs, and Student Government Association that are respected and well supported
- Activities such as lectures, symposia, and debates, visual and performing arts programs, and recreational activities

- Health and wellness services and programs
- Programs that encourage student participation in voluntary service

***Key Values***

The departments that report to the Assistant Vice President for Student Development seek to foster campus communities in which the values of purposefulness, justice, openness, discipline, caring, and celebration will be evident, and:

- Where faculty, staff, and students work together to strengthen teaching and learning in and outside the classroom
- Where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued
- Where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed
- Where individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good
- Where the well-being of each member is sensitively supported and where service to others is encouraged
- Where the heritage of UTB/TSC is remembered and rituals affirming both tradition and change are widely shared

***Beliefs***

Student affairs professionals embrace these values and translate them into the following core beliefs:

- **Students are our primary focus – our motto says it all “STUDENTS FIRST”**
- Involvement in educational programs and services complements formal classroom settings and enriches the quality of the collegiate learning experience.
- Involvement in educational programs, services, and social activities influences students' academic, career, and personal development.
- A safe, nurturing, respectful, healthy, and supportive campus/community environment enhances learning and retention.
- The university experience challenges and supports students as they explore differing beliefs, controversial issues, and values

***Strategic and Performance Goals***

On a continuing and ever-vigilant basis, the departments that the Assistant Vice President for Student Development is responsible for will operate within a framework composed of the following Strategic and Performance Goals:

- To help students make successful transitions to and through college by providing an array of quality programs and services that meet common and unique student and institutional needs
- To select and support a diverse staff with the skills, ambitions, and commitment necessary to support and challenge students in pursuit of their educational and personal goals
- To manage our existing fiscal resources effectively and efficiently to support the program, service, staffing, equipment, space, and facilities needs of our areas.
- To develop a culture of knowledge by collecting, analyzing, interpreting, and using data more extensively to better understand the needs of our students and our campus.
- To develop comprehensive plans for optimal marketing for use of facilities, programs, and services.
- To prepare and submit to the Vice President for Student Affairs a comprehensive monthly report (including key performance measures) on all areas
- To serve students through co-curricular activities and services designed to enhance the academic experience
- To offer a wide array of high-quality enrichment opportunities to students, faculty, staff, community, and region through effective leadership, scheduling, and coordination of conferences, workshops, lectures, concerts, and play productions
- Contribute meaningfully to a comfortable and safe campus environment that stimulates and complements intellectual growth, supports academic preparation, and provides the campus community with quality leisure opportunities.
- To provide a residential experience that supports and complements the purpose, role, and goals of UTB/TSC which extends beyond the classroom
- Develop, advocate, and implement a comprehensive, coherent, and contemporary plan for increasing residence hall occupancy.
- Help students understand and appreciate different lifestyles, genders, races, and ethnicities.
- Partner with the academic community to provide out of classroom experiences that will contribute positively to the development of students.
- To provide student organizations with opportunities for training and leadership development through seminars, retreats, and workshops as well as promoting networking with other schools and associations.
- To develop the Student Government Association into a policy-oriented governing student body, which serves as the “voice” and liaison to administration from the student body.
- To empower student responsibility and accountability in program planning, fiscal budgeting, and group interaction.

- To provide healthy sporting options and recreational sports programming so that students can develop the body as well as the mind.

#### **AVPSD - MANAGEMENT STYLE**

- **Focus on details to guide the big picture**
- **Provide a shared vision**
- **Communicate the big picture**
- **Fun loving**
- **Dedicated**
- **Hard working**
- **Fiercely loyal**
- **Take the time to be a manager and leader**
- **Help employees set goals**
- **Have a heart**
- **Reward employees**
- **Recognize problems and provide solutions to them**
- **Provide constructive feedback – Receive constructive feedback**
- **Mentor**

#### **AVPSD – COMMITMENT TO ALL TEAM MEMBERS**

- Weekly individual meetings with key personnel
- A two-way formal review program for all staff – including supervisors (Feedback 360)
- You will be listened to
- We will be led by example
- We will expect and deliver excellence
- We are part of a TEAM
- You will always have the support you need to be the best you can be
- Excellent customer service
- Shared vision
- Solution finder
- **YOU MATTER TO ME**

#### **AVPSD – EXPECTATIONS OF ALL TEAM MEMBERS**

- Professionalism
- Hardworking
- Dedicated
- You will lead by example
- Be informed and knowledgeable
- Serving students is your primary focus
- Promote a culture of evidence through structured assessment of what we do and why we do it
- Be flexible
- Promote excellence and deliver high quality
- Represent yourself and your profession well
- Ask for help – provide help
- Think critically

## **Our Team**

After reading the material in this handbook you may have questions about the information provided, please feel free to speak with your immediate supervisor at any time so that feedback, guidance, and answers can be provided. It is important for you know that as staff members in student development you are now part of a very special team that has a very special purpose in the day-to-day operations of the campus. Please do not hesitate to ask if you have any questions about your role.

## **Ethics**

It is of highest importance that staff members in our respective areas conduct themselves at all times with integrity. Keep in mind, you represent an entire office, department, and the university community as a whole. Therefore, it is very important that staff conduct themselves in ways that are indicative of their level of education and professionalism.

All employees should attend all regularly scheduled training sessions and annually review the ethics policy rules that affect the Office of Student Activities at UTB/TSC. The policy outlines in detail the Principles of Ethical Conduct, Conflicts of Interest, Travel, Benefits, Gifts, and Honoraria, Public Officials, Political Activities, Dual Office Holding, System Property and Services, Employment, Nepotism, Oath of Office, Sexual Harassment. Please view the code of ethical standards at UTB/TSC for more detailed information.

### **Good Ethical Principles to Consider:**

- a.) Respect autonomy
- b.) Do not harm others or the reputation of your area or the entire campus.
- c.) Act to benefit others
- d.) Promote justice
- e.) Be faithful

## **Development of a Culture of Evidence – Principle guide and framework for assessing and improving our work**

### **Part 1: Mission**

Each program and service in Student Affairs must incorporate student learning and student development in its mission. The program and service must enhance overall educational experiences. Our departments will record, disseminate, implement, and regularly review our mission and our goals. Our mission statement is consistent with the mission and goals of the institution. The departments in Student Affairs operate as an integral part of the institution's overall mission.

### **Part 2: Program**

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. Programs and services must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes. Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

**Each program and service must provide evidence of its impact on the achievement of student learning and development outcomes.** The table below offers examples of evidence of achievement of student learning and development.

**Frameworks for Assessing Learning and Development Outcomes**

<b>Desirable Student Learning and Development Outcomes</b>	<b>Examples of Achievement</b>
Intellectual growth	Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences
Effective communication	Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances
Enhanced self-esteem	Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others
Realistic self-appraisal	Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences
Clarified values	Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making Career choices Articulates career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills and

	accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education
Leadership development	Articulates leadership philosophy or style; Serves in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes
Healthy behavior	Chooses behaviors and environments that promote health and reduce risk; Articulate the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community
Meaningful interpersonal relationships	Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others' points of view; Treats others with respect
Independence	Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively
Collaboration	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills
Social responsibility	Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities
Satisfying and productive lifestyles	Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values; Articulates long-term goals and objectives
Appreciating diversity	Understands ones own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulates the advantages and challenges of a diverse society; Challenges appropriately

	abusive use of stereotypes by others; Understands the impact of diversity on one's own society
Spiritual awareness	Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors
Personal and educational goals	Sets, articulates, and pursues individual goals; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one's personal and education goals on others

**Programs and services must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.**

### **LEADERSHIP FROM OUR STAFF**

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position and empower leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance. Leaders of programs and services must exercise authority over resources for which they are responsible to achieve their respective missions.

### **Directors/Supervisors/Mangers/Coordinators/Leaders in our areas must:**

- Articulate a vision for their department
- Set goals and objectives based on the needs and capabilities of the population served
- Promote student learning and development
- Prescribe and practice ethical behavior
- Recruit, select, supervise, and develop others in the organization
- Manage financial resources effectively
- Coordinate human resources effectively
- Plan, budget for, and evaluate personnel and programs
- Apply effective practices to educational and administrative processes
- Communicate effectively
- Initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in our areas

Leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement. Leaders must promote campus environments that result in multiple opportunities for student learning and development. Leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional, divisional, and departmental priorities.

### **Organization and Management General Overview for Supervisors and Employees**

Guided by an overarching intent to ensure student learning and development, programs and services are structured purposefully and managed effectively to achieve our stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations. Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward programs and services must provide channels within the organization for regular review of administrative policies and procedures.

### **Attendance at Work**

Good attendance and punctuality are critical for good customer service and efficient operation of all departments. However, it is understood that unexpected circumstances may delay your arrival, or keep you from reporting to work. It is each employee's responsibility to notify his or her supervisor as soon as possible of these unexpected circumstances and keep him or her informed about the situation. It is of the utmost importance that office coverage be made from 8:00 a.m. to 5:00 p.m.

**Customer Service:** All departments working with the AVPSD are committed to offering the best customer service on the entire UTB/TSC campus. Our office's and departments are dedicated, loyal, fierce advocates for the students we serve. Our driving force and top priority is simple - **STUDENTS FIRST**. We have as our guiding principles the following:

1. Everyone that walks into our office's should be greeted with a smile and a sincere desire to be helped by all members of our office staff.
2. Staff should be available to serve students in our office's from the time they opens until the time we close.
3. Our staff will have an open door policy for students that need assistance. Unless otherwise indicated, ***all unscheduled appointments will be taken.***
4. A standard phone greeting will be used for the entire office. EXAMPLE - "Good morning/afternoon, Office of Student Activities. This is John, how may I help you?"
5. Everyone will wear a name tag.
6. When staff leave the office, they will inform others of where they are going, and when they will be back. Directors should also have a way of being contact in the event of an emergency.
7. When we don't know an answer, we will do our best to find it for our students.
8. Remember the three R's and follow them:
  - a.) **Respect** for others
  - b.) **Respect** for self
  - c.) **Responsibility** for your actions.

### **Work Schedules**

Unless otherwise noted, work hours for all departments are normally 8:00 AM to 5:00 PM, Monday through Fridays from 8:00 AM to 5:00 PM in the afternoon. Staffing needs and operational demands may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week for an employee. Please keep in mind that working in student affairs requires a flexible schedule. Many of the events produced by our areas are not held during "regular" working hours. Many of the events take place during the

evening hours and on weekends. For these reasons, employees should be aware that shift work may occur throughout the year.

### **Vacation**

Eligible full-time employees earn vacation leave. Please make all necessary arrangements with your supervisor to take needed time. Please ensure that all paperwork is properly filed and reported as per Human Resources procedures. It is always helpful to plan accordingly when taking and requesting vacation days. This policy applies to all regular staff employees of the University. Faculty employees take vacation at times determined by the academic calendar and are not included in the provisions of this policy.

### **Vacation Accrual**

Regular full-time staff employees earn vacation entitlement beginning on the first day of employment in accordance with the schedule below. Regular part-time staff employees earn proportionate amounts according to their FTE %. Please work accordingly with your supervisor to when requesting time off.

### **Scheduling/Granting Vacation**

Vacation with pay may not be granted to an employee unless he or she has completed at least six months of continuous State employment. A new employee who at the time of hire has completed at least six months of continuous State employment may be granted vacation any time after he or she is employed by the University. Employees are to have the privilege of designating when they prefer to take vacation. Such requests are to be granted when practicable with the understanding that efficient operation of the University's business must be the first and controlling consideration. Account managers are responsible for coordinating the vacation within their departments and maintaining the proper balance between the preference of the employees and the needs of the University. Any conflicts between employees over vacation dates requested within a department should be resolved on a seniority basis. Each employee should be scheduled to take all annual accrued vacation within the same fiscal year. Scheduled deferment of accrued vacation from one fiscal year to the next fiscal year requires approval of the division vice president. Account managers are required to submit to the division vice president, an annual vacation schedule for all the employees under his/her supervision. The vacation schedule is due in the vice president's office not later than the last working day in October, each fiscal year.

### **Sick Leave**

This policy applies to all regular employees. A regular employee is one who is employed to work at least 20 hours per week for a period of at least four and one-half months, excluding students employed in positions which require student status as a condition for employment.

### **Taking Sick Leave**

An employee may take sick leave when sickness, injury, pregnancy or confinement prevent the employee's performance of duty or when the employee is needed to care and assist a member of his immediate family who is actually ill. In this context, immediate family is defined as those individuals related by kinship, adoption, marriage or foster children who are so certified by the Department of Human Services who are living in the same household or if not in the same household are totally dependent upon the employee for personal care or services on a continuing basis. An employee who must be absent from work because of illness shall notify his/her supervisor or cause him/her to be notified at the earliest practicable time.

**Probationary Status** period will be six months in length for all full time staff, and one long semester for all student employees.

**Regular Full Time** employees are those who are not in a temporary or probationary status and who are regularly scheduled to work for UTB/TSC for at least 40 hours per week and at least 4 ½ months per fiscal year. Generally, they are eligible for UTB/TSC's benefit package, subject to the terms, conditions, and limitations of each benefit program. Please visit the Human Resources Department on-line for specific information.

**Regular Part Time** employees are those who work less than 40 hours per week and at least 4 ½ months per fiscal year. Unclassified or exempt employees are generally not eligible for overtime pay. Classified or non-exempt employees are eligible for compensatory time off.

### **Emergency Closings**

At times, emergencies such as severe weather or power failures can disrupt University operations. In extreme cases, these circumstances may require the closing of work facilities. In the event such an emergency occurs, the decision to close remains with the President of the University who will coordinate the closing through the campus safety program.

### **Holidays**

Specific holidays, usually 12 or more, vary from year to year depending on state legislation and academic scheduling. An annual list of holidays is distributed each fall.

### **Americans with Disabilities Act of 1990**

The Americans with Disabilities Act (ADA) of 1990 makes it unlawful to discriminate in employment against any qualified individual with a disability. The act defines a disability as a physical or mental impairment that substantially limits one or more major life activities (such as caring for oneself, walking, seeing, hearing, speaking, breathing, learning, and working). In accordance with ADA, all reasonable accommodation possibilities (changes or adjustment in the job or the work environment that would permit a qualified employee to continue doing his/her job) must be investigated. It is each employee's responsibility to notify the director if they believe an ADA accommodation is required. The Director will forward the request up the chain of command where a fact-finding investigation that will result in an opinion as to what, if anything will be considered reasonable.

### **Student Employees - Hiring Procedures**

Student employees should only be hired after a recommendation of a hiring committee has been made to the Director of a given area. Ideally, the hiring committee shall be composed of an office Administrative Assistant, Office Coordinator, and one or two current student employees. All student positions should be posted with student employment to receive the maximum number of potential applicants possible. The final recommendation to the Director for hiring will come from the selection committee.

### **Work Schedules**

The supervisor determines student worker schedules after reviewing the student's class schedule and availability for work. Once a work schedule has been set. Students cannot change the schedule unless arrangements have been made with the immediate supervisor first. Student employees may work up to 20 hours in a given week. A student's normal work-week is Monday through Friday; however, staffing needs and operational demands may necessitate variations in starting and ending times. This is especially true of evening and weekend activities carried out by specific departments. Please note that weekend activities are very common and working weekend

functions is not uncommon. This depends primarily on which department is having events off the typical work schedule.

### **Attendance & Visitation**

Good attendance and punctuality are critical for good customer service and efficient operation of all work areas. However, it is understood that unexpected circumstances may delay arrivals or keep students from reporting to work. It is each employee's responsibility to notify his or her supervisor as soon as possible of these unexpected circumstances and keep him or her informed about the situation. Please keep in mind that our offices are a great place to work. Student employees have lots of fun doing what they do in terms of providing activities and service to the university community. Our office's are a fun filled place where life time friends are made, new skills are learned, and lots of exciting projects take place. From time to time, a friend may visit our students; however, if you feel the visit will be longer than a few (3) minutes, the discussion should be moved to an outside waiting area where they are not a distraction to the people working in the offices and the students we serve. Please keep in mind that our office's are a place where we provide service to our customers. Meeting the needs of students is first priority, but have student employees try not to loose focus on all the great things that happen in our office's. Have fun, keep the needs of our students and our customers in mind, and treat everyone as you would like to be treated.

### **Complaint and Appeal Procedure**

Complaints regarding situations at work, should be addressed with the student workers immediate supervisor. Appeals should be made to the Director. The Director will discuss the matter with all involved, and issue a decision in writing within five days of the appeal.

### **Disciplinary Action**

Situations warranting disciplinary action against a student should be addressed to the Director by the supervisor. The Director will ascertain the facts of the situation and issue a decision in writing regarding the matter within five working days. The Director will handle all disciplinary matters concerning student workers. Penalties can range from a warning to termination depending on the situation. There is a process for dealing with discipline in the office (the process listed below can be waived if a Director deems this is necessary). These procedures are for student employees. All FTE disciplinary sanctions will be handled in accordance with all Human Resources policies and procedures.

1. First offence will involve a verbal discussion and will take place between the employee and the supervisor. Ensure that all instances are documented.
2. The second offense will involve another conference and a written reprimand for the action.
3. The third and final offense will result in termination.

### **Meals**

Please be aware that meals and break periods should occur outside of the regularly scheduled time slots. There are events and functions that of course have meals associated with them. If the functions are work related, and you are working the event, you will still be considered to be "on the clock" and will still get paid accordingly.

### **Americans with Disabilities Act of 1990**

The Americans with Disabilities Act (ADA) of 1990 makes it unlawful to discriminate in employment against any qualified individual with a disability. The act defines a disability as a physical or mental impairment that substantially limits one or more major life activities (such as

caring for oneself, walking, seeing, hearing, speaking, breathing, learning, and working). In accordance with ADA, all reasonable accommodation possibilities (changes or adjustment in the job or the work environment that would permit a qualified employee to continue doing his/her job) must be investigated. It is each employee's responsibility to notify the director if they believe an ADA accommodation is required. The Director will forward the request up the chain of command where a fact-finding investigation that will result in an opinion as to what, if anything will be considered reasonable.

### **Sexual Harassment**

The University of Texas at Brownsville and Texas Southmost College is committed to provide a professional working and learning environment free from sexual harassment.

### **Definition**

Unwelcome sexual advances, requests for sexual favors, verbal and written comments, or physical conduct of a sexual nature may constitute sexual harassment when such conduct:

- is made, either explicitly or implicitly, a term or condition of instruction, employment, or participation in a university activity; or
- is used to be a basis for evaluation in making academic or personnel decisions affecting an individual; or
- creates an intimidating, hostile, or offensive university environment.

**In addition to the above definition sexual harassment may include, and is not limited to the following:**

- Unwelcome sexual flirtations, advances or propositions
- Verbal remarks of a sexual nature (whether to an individual or group)
- Sexually explicit or offensive jokes
- Graphic or degrading verbal or written comments of a sexual nature about an individual or the individual's appearance
- Suggestive or unwelcome physical conduct
- Physical assault

Sexual Harassment is not limited by either gender of either party, or by superior-subordinate relationships.

**The need may arise to change the guidelines described in this handbook. The AVPSD therefore reserves the right to interpret policy and change them as needed to meet the needs of a working team that strives to produce high quality service to the entire university community**