

# **POLK STATE**

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## COLLEGE

### **JD Alexander Center**

**DOCUMENTATION PREPARED BY THE INSTITUTION FOR THE  
REVIEW COMMITTEE EXAMINING OFF-CAMPUS SITES AT  
REAFFIRMATION**

Submitted To:

**COMMISSION ON COLLEGES  
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS**



**Off-Campus Site:**

**Polk State College - JD Alexander Center  
152 East Central Avenue, Lake Wales, FL 33853**

**Site Visit: October 4-7, 2010**

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*Commission on Colleges  
Southern Association of Colleges and Schools*

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**Part I. Overview**

The JD Alexander Center, located at 152 East Central Avenue in Lake Wales, Florida, was created to address an immediate need for instructional space required to meet the demand for a trained workforce by local employers, and to provide for residents seeking jobs or job advancement. The Commission approved Polk State College's offering of courses at the site June 2008, and classes began January 7, 2009. At JD Alexander Center, the College mainly offers General Education courses as part of its AA degree programming. In partnership with the Lake Wales Charter Schools and local agencies, the College also uses this site to address unmet needs in literacy competency and remedial coursework in reading, math, English, and English as a Second Language (ESL). The center is under the direction of the Winter Haven Campus Provost.

The JD Alexander Center (the former Lake Wales City Hall) is a two-story brick building built in the 1920s, and is an example of Mediterranean Revival architecture. Further, it has been listed in the National Register of Historic places. In 1997, the city government and its various departments vacated the building as they required larger accommodations. Until Polk State College's renovation began in 2007, the building had fallen into disrepair; this condition had been exacerbated by damage from the Hurricanes of 2004. After significant renovations, classes started at the JD Alexander Center on January 7, 2009. The center has the capacity to support approximately 80 course offerings per term.

There are currently 529 students enrolled (unduplicated) at the JD Alexander Center. The primary target audience is the residents of the Lake Wales community who are seeking to advance themselves educationally, acquire new skills for advancement in the workforce, and/or acquire new skills to enter a new occupation. Workforce training is primarily delivered through Polk State College's Corporate Training Office. The predominate delivery method for instruction consist of face-to-face instruction; however, hybrid courses are offered as well.

## **Part II. Institutional Assessment of Compliance**

### **1. Integrity:**

The institution acts with integrity in its operation of the site(s) and reporting of compliance at the site(s). **(Standard 1.1)**

[To be determined by the review committee.]

### **2. Faculty**

Programs at the site(s) use faculty in appropriate numbers and competence to maintain the quality of the programs. **(CR 2.8, CS 3.4.11, CS 3.7.1)**

There are several processes in place to ensure structured student access to faculty. Faculty maintain office hours that are posted to inform students of their availability. Polk State College has activated a student e-mail system that affords both the student and faculty members to correspond with each other. Additionally, Polk State maintains a web platform (PASSPORT) that further assists students and faculty in electronic communication with each other during the instructional process.

The Dean of Academic Affairs, Winter Haven campus, supervises the program faculty/staff at the JD Alexander Center and is responsible to ensure that each person is evaluated annually. In regards to the processes to oversee and evaluate the faculty and curriculum, there are standard processes observed. For example, there is a faculty selection process and a minimum credential requirement for full-time and part-time faculty members. Polk State College regularly evaluates the effectiveness of each full-time and part-time faculty member. The faculty is also provided with professional development opportunities. Polk State College's Academic Quality Council, comprised of faculty members from all disciplines, is charged with curriculum and course development and review (See Core Requirement 2.8).

The faculty rosters for instructors at the JD Alexander Center site for the past two semesters can be located in Appendix A and the course schedule is presented in Appendix B.

There are no program coordinators at the JD Alexander because there are no AS programs offered there. General Education course curricula are offered at the site.

### 3. Qualifications of Personnel

The administrative and academic officials leading activities and programs at the site(s) have appropriate qualifications. **(CS 3.2.8)**

The administrative and academic officers employed by Polk State College have the proper credentials and the necessary experience and competence to properly serve the institution. Recruitment for vacant administrative positions is conducted nationally pursuant to PSC Procedure 6014 - *Recruiting/Employment Processes*, which establishes procedures applicable to the recruitment of full-time or part-time administrative, instructional, and career positions. It establishes that the intent of the College is to hire "...the most qualified candidate for employment... without regard to age, race, religion, color, sex, national origin, marital status or disability in compliance with Executive Orders and Titles VI, VII and IX of The Civil Rights Act as amended." The College includes the academic qualifications of its administrative and academic officers in the *PSC Catalog 2009/2010* (pg. 172).

The staff at the JD Alexander Center is under the direct authority of the Winter Haven Campus Provost. The Academic Dean at the Winter Haven Campus serves as the academic liaison while the Dean of Student Services serves as the student services liaison. The Director of the Library for the Winter Haven Campus coordinates the library services delivered at the JD Alexander Center. There is a Center Manager at the JD Alexander Center who provides day-to-day oversight to the Center (See Table 1). The resumes are attached for the Winter Haven Campus Provost, Dean of Academic Affairs, Dean of Students Services, Director of the Library, and the Center Manager (See Appendix C). The organizational chart that shows the administrative responsibility for the JD Alexander Center is presented in Appendix D.

Table 1. **Administrative Personnel and Qualifications for the JD Alexander Center**

<b>Name</b>	<b>Position/Function</b>	<b>Responsibilities</b>
Sharon E. Miller, Ph.D.	Provost – Winter Haven Campus and JD Alexander Center	Job descriptions in Appendix E.
Patricia Shuart, M.A.	Academic Dean – Winter Haven Campus and JD Alexander Center	
Charles Lyle, M.A.	Student Services Dean – Winter Haven Campus and JD Alexander Center	
Chris Fullerton, M.A.	Director of Library – Winter Haven Campus and JD Alexander Center	
Saul Reyes, M.A.	Center Manager – JD Alexander Center	

### 4. Student Services

Student services at the site(s) are appropriate for the programs offered and the student body served by the site. **(CR 2.10, CS 3.4.9, CS 3.9.3)**

Student support services, activities, and programs are coordinated and managed through a collaborative effort between the District Vice President of Academic and Student Services, the Campus Provosts, and the Deans of Student Services. The Student Services Department includes Admissions, Institutional Testing Services, Financial Aid, Registration, Advising, The HELP Center, Disability Services, Student Activities and Leadership, The Career Zone (Career Center), College Outreach Program, Educational Talent Search, Upward Bound, TRiO Student Support Services, Intercollegiate Athletics, Veterans' Services, and Retention Services.

Polk State College's Student Services Department assists students from admission to graduation and helps prepare them for transition to the workforce or completion of the Associate of Arts, Associate of Science, Associate of Applied Science, or Bachelors of Applied Science degree programs. Various services are provided and made accessible to students. The services presented in Table 2 are fully available at the Winter Haven campus; however, some services

are provided in an abbreviated format at the JD Alexander Center; some services are also made available upon student request.

**Table 2. Services Available at Winter Haven Campus and JD Alexander Center**

Services	Winter Haven Campus	JD Alexander Center
Admissions	X	X
Institutional Testing	X	X
Financial Aid	X	Upon Student Request
Registration	X	X
Advising	X	X
Help Center	X	Upon Student Request
Disabilities Services	X	Upon Student Request
Student Activities and Leadership Dev.	X	Upon Student Request
Career Center	X	Upon Student Request
College Reach-Out: TRiO Program (Ed Talent Search, Upward Bound, Student Support)	X	Upon Student Request
Retention Services	X	X
Publications	X	X
Intercollegiate Athletics	X	Not Available
Student Clubs and Organizations	X	Upon Student Request
Student Government Association	X	Not Available
Phi Theta Kappa	X	X
Multi-Cultural Events	X	X
Veterans' Services	X	Upon Student Request
Honors Program	X	X
Library	X	X
TLCC	X	X

There is a full complement of staff at the JD Alexander Center to provide services to students. The staff that provides services at the center is listed in Table 3.

**Table 3. Staff of the JD Alexander Center**

<b>JD Alexander Center</b>			
Name	Current Degree	Position	Responsibilities
Saul Reyes	M.A.	Center Manager	Job descriptions in Appendix E.  Resumes in Appendix C.
Cheryl Garnett	MBA	Student Service Specialist	
Annette Fuller	High School Diploma	Student Services Assistant	
Michael Brogan	B.A.	Student Services Specialist	
Gerry Hubbs	M.Ed.	Tutoring Services Coordinator	
Tina Hanson	A.A.S.	Teaching Lab Assistant	
Chris Russell	High School Diploma	Maintenance Worker	

## 5. Library/Learning Resources

Library/Learning resources that can be accessed by students enrolled in courses offered at the site(s) are sufficient and appropriate for the programs offered. This includes access, services, and facilities. **(CR 2.9, CS 3.8.1, CS 3.8.2, CS 3.8.3)**

Learning resources and associated services at PSC consist of libraries, student use computer labs, tutoring centers, and testing services. Processes are in place in these units to ensure that the various resources and services provided support the curriculum and the needs of students and faculty.

### Libraries

Polk State College libraries provide access to and support faculty and students through library collections and services via ownership and consortia agreements and memberships. The Winter Haven Campus library is responsible for providing services to the J. D. Alexander Center (located in Lake Wales). The library services provided at the Winter Haven campus and JD Alexander Center are summarized in Table 4 below.

Table 4. **Winter Haven Campus and JD Alexander Center Library Services**

Service	Winter Haven Campus	JD Alexander Center
Reference Assistance	In Person/By Phone/Online	By Phone/Online
Information Literacy Instruction/Tutorials	In Person/Online	In Person/Online
Interlibrary Loan	Online	Online
Electronic Resources	Available	Available
Print Collections	Available	Available upon request
Resource Renewal	Online	Online
Computers/Laptops	Available	Available
Reserve Items	Available	Available
Faculty Request for Resources	Available	Available
Works Cited Help	In Person/Online	In Person/Online

### Library Collections

Each of Polk State College's libraries maintains collections of circulating and reference books. Students, faculty, and staff are able to borrow materials and can renew these by logging into their library account from the LINCCWeb online catalog. The library also maintains collections of print periodicals with research backfiles, microfilm, audio compact disks, popular paperback books, art and sculpture reproductions, and DVD/VHS educational videos. All collections are fully cataloged and accessible through LINCCWeb. Borrowing policies and procedures are detail on the library's website. Table 5 provides information on the number of collections held by each campus library that provides services to the respective centers.

Table 5. **Library Collections Title Counts**

Winter Haven Library titles	74,209
Lakeland Library titles	31,369
Library electronic books	75,510
Library electronic databases	124
Digitized videos	390

Software Programs

The Teaching/Learning Computing Center (TLCC) carries a variety of software that is loaded on computers to increase student access to electronic resources. Some of the software is program specific. In Table 6, software for Medical and Allied Health Programs is listed. In Table 7, software for more generic student use is presented.

Table 6. **TLCC Software for Medical and Allied Health Programs**

Medical and Allied Health Commercial Databases Available at Polk State College	
CINAHL Plus Full-text (EBSCO) Current Issues, Reference Shelf Plus (Wilson) Health and Wellness Resource Center (Gale) Health Reference Center Academic (Gale) Health Source Consumer Edition (EBSCO) Health Source Nursing Academic Edition (EBSCO) MEDLINE via FirstSearch (OCLC)	MEDLINE with Full-text (EBSCO) Natural Medicines Comprehensive Database (Therapeutic Research Center) Nursing and Allied Health Source (ProQuest) Nursing Library (Rittenhouse) Physician's Desk Reference (PDR) (Micromedex) Psych Articles (EBSCO) Thomson Healthcare Series

Table 7. **Generic Computer Software Programs Loaded on Student Use TLCC Computers**

Nursing Apps Townsend Cortez Peters 4 Examview Student Food Processor Graphical Approach to College Algebra South-Western Keyboarding Pro Deluxe Intro to Algebra Typing Tutor 7 Access 2003 Excel 2003 InfoPath 2003 PowerPoint 2003 Publisher 2003 Word 2003 Front Page 2003 Access 2007 Excel 2007 InfoPath 2007 One Note 2007 Word 2007	Publisher 2007 Microsoft Visual Studio 2003 Microsoft Visual Studio 2008 Quick Time Sam 2007 V 2.0 Grade Quick Quick Books Pro Adobe PageMaker 7.0 Adobe Reader 8 Adobe Illustrator CS Adobe InDesign CS Adobe Photoshop CS Zoom Text Open Book 6.0 Roxio Easy CD Creator 5 Adobe Dreamweaver CS3 Adobe Flash CS3 Professional Adobe Illustrator CS3 Adobe InDesign CS3 Adobe Photoshop CS3 Skills Tutor
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## Library Staff

Each campus library has a reference desk which is staffed by a professional librarian during regular library operating hours. It is the role of the reference librarian to assist students and other library users with utilizing the library's electronic and traditional resources and to consult with students on identifying and filling their information needs. All professional librarians assigned to the Polk State College libraries serve at the library's reference desk as a regular part of their assignments, including the library directors. Additionally, paraprofessional team members providing services at the library's circulation desks are able to assist students and other library users with solving basic information problems such as catalog searches, database access, identifying course reserve materials, finding books in the library, or other tasks. These paraprofessionals refer more complex needs to the reference librarians.

The JD Alexander Center is served by designated outreach librarians from the Winter Haven campus library. Table 8 identifies the designated center outreach librarians.

**Table 8. Polk State College JD Alexander Center Outreach Librarians**

JD Alexander Center Librarians	Credentials
Linda Young	M.L.S
Christina Fullerton	M.A.

### **Teaching/Learning Computing Centers (TLCC)**

Other learning resources such as tutoring, testing, and open student computer labs are available through the Teaching/Learning Computing Centers located on the Winter Haven ([TLCC website](#)) campus. The JD Alexander Center provides access to similar learning resources in the Student Success Center. Table 9 summarizes the services provided at the Winter Haven campus and JD Alexander Center.

**Table 9. Teaching/Learning Computing Centers (TLCC) Services**

Services	WH	JDA	
Computer Lab	X	X	
Tutoring Center	Individual Tutoring	X	
	Supplemental Instruction	X	
	Group Help Sessions	X	
Testing Center	Placement Testing	X	
	CLEP	X	
	Distance Learning	X	X
	Make-up	X	X
	Professional Certifications		
Faculty-Student Pickup and Drop-off	X	X	
Adjunct Faculty Computer Access	X	X	
Textbook Resources	X	X	
Anatomy-Physiology Study Lab	X		

<b>Services</b>	<b>WH</b>	<b>JDA</b>
Media Duplicating	X	X
Printing/photocopy	X	X
PAL Help Desk	X	X

### Computer Labs

Open-access computers with curriculum-related software, Microsoft Office applications, and information resources are available at each campus TLCC and the JD Alexander Success Center. Tables 10 and 11 provide a snapshot of the number of desktops/laptops computers available for student use at the learning resources facilities at Polk State College's Winter Haven campus and JD Alexander Center.

**Table 10. Winter Haven Campus Computers Dedicated for Student Use**

<b>Winter Haven Campus</b>	
<b>Location</b>	<b>Desktops/Laptops</b>
Jim Dowdy Library	31/11
Teaching/Learning Computing Center	48
Student Center/Cafeteria	6
Nursing Lab	21
Career Center	20
<b>Total</b>	<b>126/11</b>

**Table 11. JD Alexander Center Computers Dedicated for Student Use**

<b>Lake Wales/JDA Center</b>	
<b>Location</b>	<b>Desktops/Laptops</b>
Student Success Center	22
<b>Total</b>	<b>22</b>

## 6. Physical Facilities

The institution operates and maintains physical facilities at the site(s) that appropriately serve the needs of the programs and activities at the site(s). **(CS 3.11.3)**

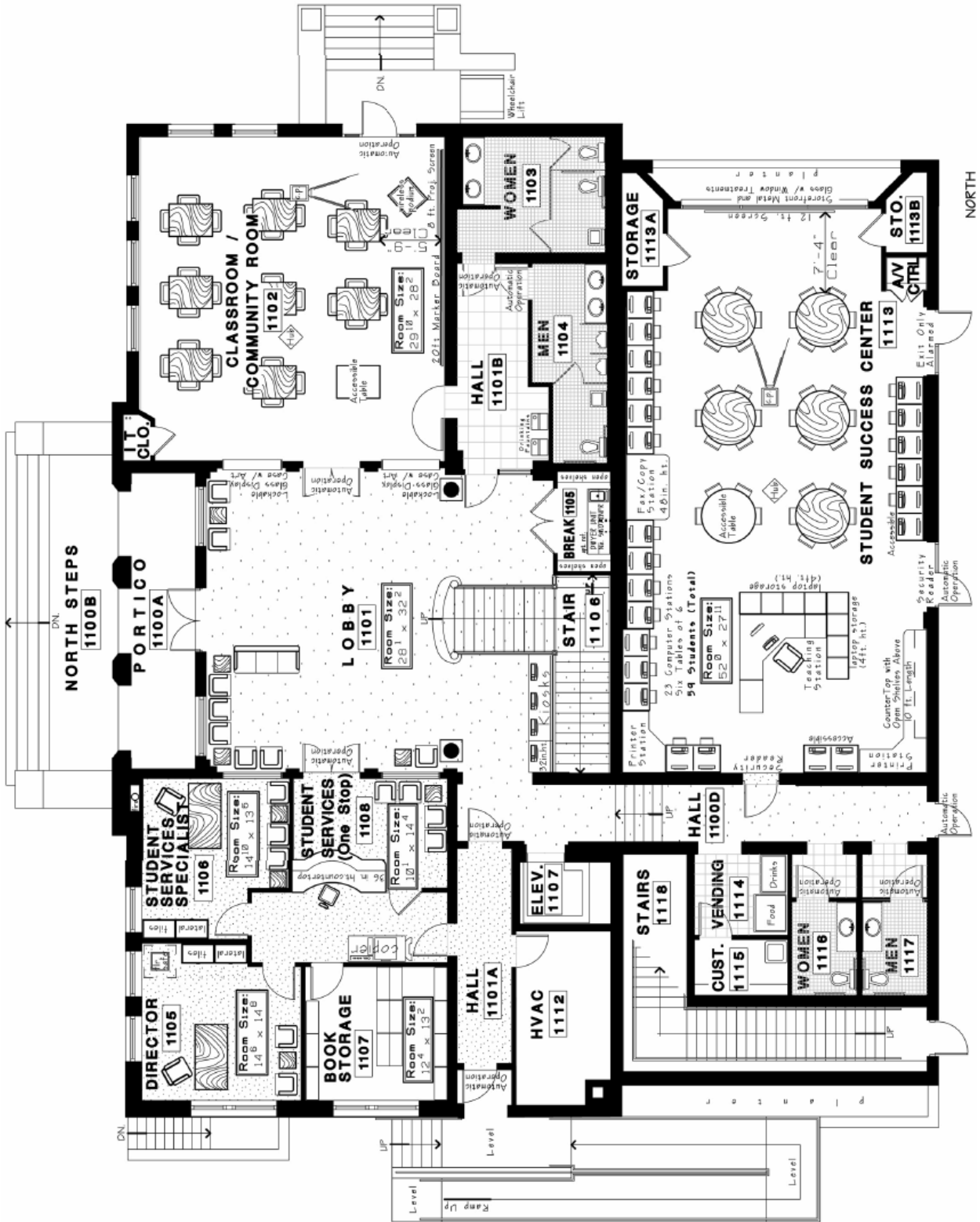
The building hosting the JD Alexander Center was given to the College as a donation by the City of Lake Wales and is now owned by Polk State College. Detailed descriptions of the facilities are listed below. These descriptions are supported by the floor plans on the following two pages.

After significant renovations, the following facilities are now available:

- Approximately 15,907 gross square feet of instructional and support space.
- (4) General education classrooms: Rooms 201, 202, 203, and 212.
- (1) Computer classroom: Room 213.
- (1) Classroom/community meeting room: Room 102.
- (1) Space for tutoring, testing, and student success: Room 113.
- Office space for student services: Rooms: 105, 106, 107, and 108.
- Male and female restrooms.
- Space for mechanical and electrical utilities.
- Space for a server and the telephone-communication systems.
- The renovation honored the building's architectural history wherever it was possible and plausible.
- The latest technology for the delivery of instruction in all classrooms and laboratories (similar to the technology at both the Winter Haven and Lakeland campuses).
- The latest technology for all office spaces and meeting spaces (similar to the technology at both Winter Haven and Lakeland campuses).
- A gathering space in the lobby for students, staff, and visitors.
- Approximately 121 parking spaces available for all building occupants.

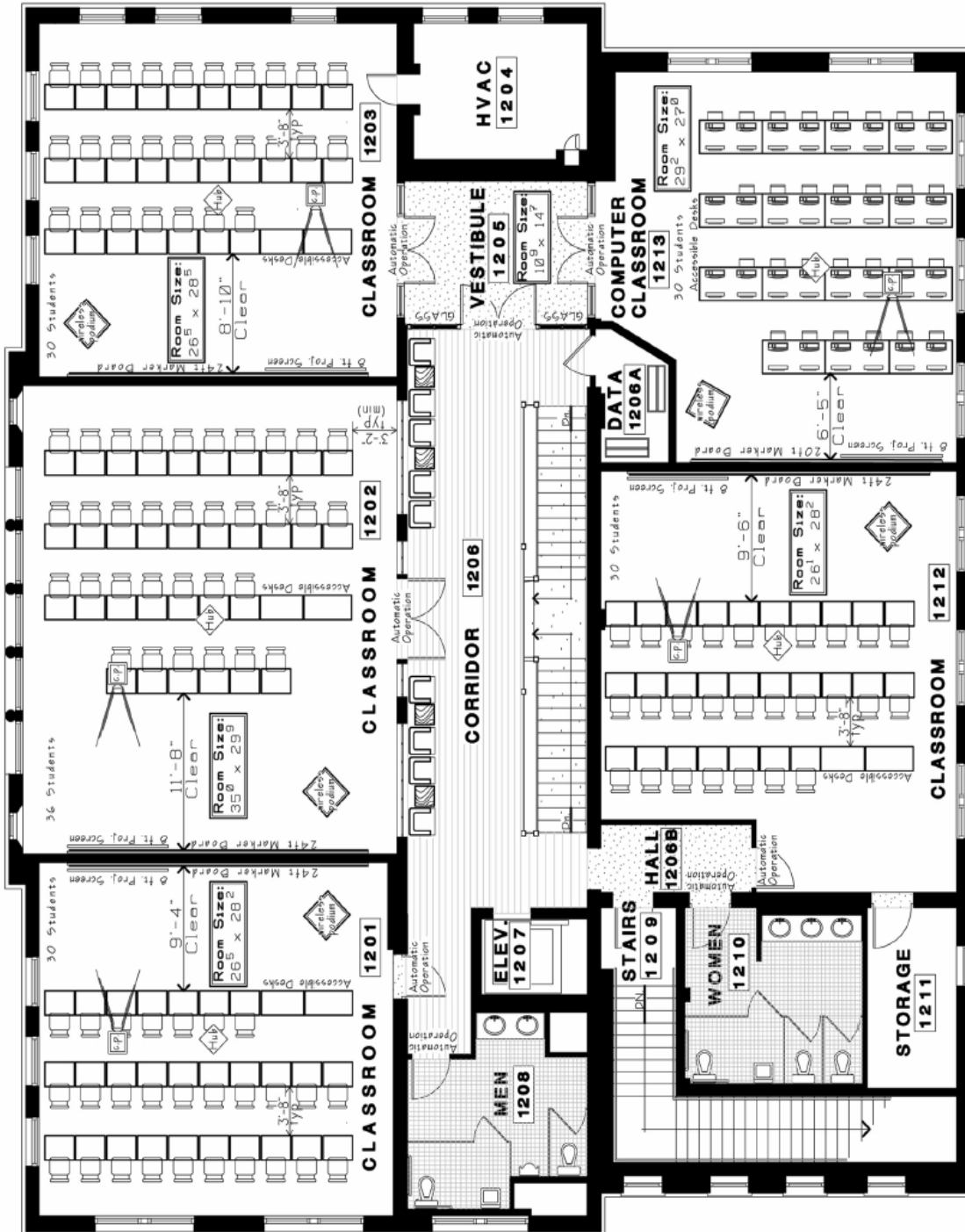
# JD Alexander Center Floor Plan

## FIRST FLOOR:



# JD Alexander Center Floor Plan

## SECOND FLOOR:



## 7. Student Learning Outcomes

The institution demonstrates the comparability of student learning outcomes with those for the same or similar programs offered on the main campus. **(CS 3.3.1.1, CS 3.4.6)**

The JD Alexander Center offers courses designed to prepare students for the successful completion of the AA degree. Student learning outcomes (SLO) for each course, regardless of delivery mode or site, meet the program and course outcomes established for the course in the *Basic Course Information* (BCI) document, which is approved by the Academic Quality Council (AQC). As stipulated in Polk State College Procedure 1001, *Communicating Course Information to Students*, the BCI for each course identifies the General Education outcomes for the AA program met by the course, as well as specific course learning outcomes for the course (see also CS 3.3.1.1, CS 3.5.1 and CS 3.4.6 of the college's Compliance Certification).

Student learning outcomes are assessed for each General Education course using a variety of means to establish and document the results of the assessment measures via the college's annual *General Education Review* (the 2010 report was submitted as part of the original Compliance Certification). The reported measures reflect pooled assessment results from all Polk State College students, including those at the JD Alexander Center.

Due to the recently revised General Education Goals, assessment baseline measures have been newly established in 2009/10 at the institutional level, and college-wide benchmarks are in the process of being defined by the General Education Review Committee during academic year 2010/11. After the establishment of the new SLO benchmarks, the College will conduct a follow-up comparison of assessment results for the different locations and delivery methods. This SLO assessment continues to be the responsibility of the departmental Assessment Coordinators (AC) and conducted according to the college's General Education Review Cycle.

The Center is entering its sixth semester of operation. Student enrollment has steadily increased, and there are currently 529 students enrolled (unduplicated) this semester. Based on the continual increase in enrollment over the six semesters, the comparative analysis of student learning outcomes with those for the same or similar programs offered at the Winter Haven campus will commence this fall term (2010). In essence, the JD Alexander Center's enrollment is at a level wherein the results of a comparative analysis at this time should yield levels of significance that will support meaningful interpretation of findings. The timeline for the activity is presented in Table 12.

Table 12. **Timeline for JDA Center and Winter Haven Campus Assessment Comparison**

<b>Date</b>	<b>Activity</b>	<b>Expected Outcome</b>
October 2010	The General Education Committee, guided by Institutional Effectiveness, will review the six-semester collected data to determine sufficiency to engage in a comparative analysis. If sufficiency of data is not evident, a work plan will be designed in collaboration with Institutional Effectiveness, General Education assessment coordinators, JD Alexander teaching faculty, and the General Education Committee.	Begin data interpretation and establishment of a baseline for comparative analysis.
November 2010	General Education Committee and assessment coordinators will review preliminary comparative data for the Winter Haven Campus and JDA Center.	A draft interpretation of the findings with recommendations.
December 2010	Assessment coordinators will share draft interpretation of findings with JD Alexander Center teaching faculty and other appropriate individuals.	Evaluate findings and begin curriculum review to address findings where indicated.

**Part III. Appendices**

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## **Appendix A: Faculty Roster**

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**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

**Name of Institution: Polk State College – JD Alexander Center**

**Name of Academic Area, Discipline, Department/School: General Education, Developmental**

**Academic Term(s) Included: Fall 2009, Spring 2010, Summer 2010**

**Date Form Completed: August 27, 2010**

	1	2	3	4
	Name	Courses Taught	Relevant Academic Degrees and Course Credits Earned	Other Qualifications
1	Aleman, Roger (F)	MAT 1033: Intermediate Algebra (T)	M.S.T., Mathematics & Education, Florida Atlantic University, <i>18 graduate credits in math</i>	
2	Ali, Jared (P)	BSC 1930: Biological Issues (T)	M.S., Entomology & Applied Ecology, University of Delaware	
3	Anderson, John (F)	MUL 1010: Music Appreciation (T)	M.M., Choral Conducting, Nova Southeastern University	
4	Barr, Katherine (P)	ENC 0001: Essentials of Writing I (D)	B.A., English, Warner Southern College	
5	Clemons, Catherine (P)	MAT 0012: Arithmetic with Pre-Algebra (D), MAT 0024: Basic Algebra (D)	B.S., Mathematics Education, University of South Florida	
6	Cowan, Doris (F)	MGF 1107: Explorations In Mathematics (T)	Ph.D., Mathematics, University of Central Florida	

	1	2	3	4
	Name	Courses Taught	Relevant Academic Degrees and Course Credits Earned	Other Qualifications
7	Durant, Loretha (P)	SLS 1101: College Success (T)	M.A., Counseling, Webster University	
8	Ephraim, Louis (P)	MAC 1105: College Algebra (T)	M.A., Mathematics, University of Miami	
9	Falconer, Art (P)	GEO 1930: Special Topics – African Geography (T)	M.A., Geography, University of California	
10	Fallows, Susan (P)	ENC 1101: College Composition I (T)	M.F.A., Creative Writing, University of Central Florida	
11	Farmer, Fred (P)	CGS 1061C: Intro. Computers & Information Systems (T)	Bachelor of Graphic Design/Art 2001 Florida Southern University	
12	Feleccia, Tina (F)	CGS 1061C: Intro. Computers & Information Systems (T) CGS 1100: Business Applications on Micros (T)	M.Ed., Instructional Technology, University of South Florida	
13	Fink, George (P)	MAT 0012: Arithmetic with Prealgebra (D)	M.A.T., Education/Mathematics, Rollins College	
14	Fonseca, Estella (P)	REA 0002: Essentials of Reading II (D)	B.A., Secondary Education/English, Temple University	

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	<b>Name</b>	<b>Courses Taught</b>	<b>Relevant Academic Degrees and Course Credits Earned</b>	<b>Other Qualifications</b>
15	Gauss, Betsy (P)	REA 0001: Essentials of Reading I (D)	B.A., Elementary Education, Albion College	
16	Howell, Beverly (P)	SLS 1101: College Success (T)	M.Ed., Elementary Education, Alabama State University	
17	Huelsman, Kathryn (P)	ENC 1101: College Composition I (T), ENC 1102: College Composition II (T), LIT 1000: Intro. To Literature (T)	M.S., Education, University of Dayton, 18 graduate hours in English	
18	Jarrett, Laura (P)	ENC 0010: Essentials of Writing II (D)	B.A., English, Indiana University	
19	Junkins, Charles (P)	LIT 1000: Introduction to Literature	M.A., English, University of South Florida	
20	Key, Latonnja (P)	PSY 2012: General Psychology (T) DEP 2004: Human Development (T)	Master of Psychology, Webster University	
21	Linck, Toni (F)	HSC 1531: Medical Terminology (T)	M.S., Nursing, University of South Florida	
22	Logsdon, Richard (P)	MAT 0024: Basic Algebra (D)	B.S., Computer Science, University of Central Florida	

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	<b>Name</b>	<b>Courses Taught</b>	<b>Relevant Academic Degrees and Course Credits Earned</b>	<b>Other Qualifications</b>
23	Fink, George, (P)	MAT 0012: Arithmetic with Prealgebra (D)	M.A.T., Mathematics Education, Rollins College	
24	Miller , John (P)	MAT 0012: Arithmetic with Prealgebra (D)	B.S., Mathematics, Penn State University	
25	Miller , Ronald (P)	AMH 1020: U.S. History: 1877 – Today (T)	M.A., History, University of South Florida	
26	Morrison, Cheryl (F)	MAC 1105: College Algebra (T).	M.A., Mathematics, Jacksonville University	
27	Paul Pletcher (F)	MAT 1033: Intermediate Algebra (T)	M.Ed., Curriculum and Instruction, University of South Florida	
28	Randolph, Logan (F)	BSC 1930: Biological Issues	Ph.D., Botany, Miami University	
29	Toney, Carol (P)	PSY 2012: General Psychology (T)	M.S., Psychology, Capella University	
30	Trudgen, William (P)	HUM 2020: Intro. To Humanities (T) PHI 2600: Ethics (T) REL 2300: World Religion	M.Div., History/Religion, Ashland Theological Seminary	
31	Welser, Tracy (P)	ENC 0001: Essentials of Writing I (D) ENC 0010: Essentials of Writing II (D)	M.A., Women's Studies, University of South Florida	

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	<b>Name</b>	<b>Courses Taught</b>	<b>Relevant Academic Degrees and Course Credits Earned</b>	<b>Other Qualifications</b>
32	Wexler, Robert (P)	CLP 2140: Abnormal Psychology (T)	Ph.D., Psychology, Hofstra University	
33	Whitcomb, Natalie (F)	ESC 1000: Survey of Earth Science (T)	M.S., Geology, Duke University	

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

**Name of Institution: Polk State College – JD Alexander Center**

**Name of Academic Area, Discipline, Department/School: Early Childhood Education**

**Academic Term(s) Included: Fall 2009, Spring 2010, Summer 2010    Date Form Completed: August 27, 2010**

	1	2	3	4
	Name	Courses Taught	Relevant Academic Degrees and Course Credits Earned	Other Qualifications
1	Christopher, Lauri (P)	CHD 2220: Child Growth and Development (T)	M.A.T., Teaching and Learning, Nova Southeastern University	
2	Metcalfe, Debra (P)	CHD 1380: Facilitating Development (T) CHD 1440: Early Learning Practicum (T)	M.A., Education, Warner University	
3	Venable, Jeanette (P)	CHD 2320: Early Childhood Curriculum (T)	B.S., Public Relations Communication, Freed-Hardeman University	

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

**Name of Institution: Polk State College – JD Alexander Center**

**Name of Academic Area, Discipline, Department/School: Business**

**Academic Term(s) Included: Fall 2009, Spring 2010, Summer 2010**

**Date Form Completed: August 27, 2010**

	1	2	3	4
	Name	Courses Taught	Relevant Academic Degrees and Course Credits Earned	Other Qualifications
	Broxterman, David (F)	MAN 4162: Customer Relations in Business (T)	Ph.D., Business Management, University of South Florida	
	Lehoczky, Maria (F)	MAN 3063: Ethical Issues in Organizations (T)	M.B.A., Business Administration, Florida State University	
	Mclean, Treasa (P)	OST 1335: Business Communications (T) OST 1142C: Microcomputer Keyboarding I (T) OST 1143C: Microcomputer Keyboarding II (T)	Masters of Business Management, Webber International University	
	Wilder, Steven (P)	BUL 3310: Legal Issues in Business (T)	Doctorate of Jurisprudence, University of Florida	
	Woodward, John (F)	ACG 2001: Principles of Financial Accounting I (T) ACG 2011: Principles of Financial Accounting II (T)	M.A., Accounting, Nova Southeastern University	

**Appendix B: Fall 2010 JD Alexander Center Course Schedule**



Course	RefNum	Course Title	Cr.Hr.	Instructor	Max	Cur	Beg.Dt	End.Dt	StTm	EndTm	Days	Bldg	Room	CredTy	Sess
ACG2001	23290	PRIN FIN ACCT I	3	WOODWARD J	30	14	100823	101215	1800	2100	T	JDA	203	2	1
ACG3024	25080	ACCTG NONFINANCE MAJ	3	EBERLE J	30	11	101018	101215	800	1100	S	JDA	212	1	FT2
							101018	101215	TBA		UMTWRFS	TBA	TBA		
AMH1020	28356	U S HIST:1877-TODAY	3	MILLER R	30	16	100823	101215	1830	2130	M	JDA	201	1	1
BSC1930	23291	BIOLOGICAL ISSUES	3	SHEAHAN T	25	22	100823	101215	1830	2130	T	JDA	212	1	1
CGS1061	25364	INTRO COMP & INFO	3	FELECCIA T	24	24	100823	101015	***			***	***	2	FT1
CGS1061	25116	INTRO COMP & INFO	3	FARMER F	24	17	100823	101215	1630	1745	M	JDA	213	2	1
							100823	101215	TBA		UMTWRFS	TBA			
CGS1061	25118	INTRO COMP & INFO	3	LEHOCZKY M	24	9	100823	101215	1800	1915	W	JDA	213	2	1
							100823	101215	TBA		UMTWRFS	TBA			
CGS1100	25047	BUS APPS ON MICROS	3	FELECCIA T	24	24	101018	101215	***			***	***	2	FT2
CGS1100	23294	BUS APPS ON MICROS	3	CANCELLED	24	0	100823	101215	1800	1915	M	TBA	TBA	2	1
							100823	101215	TBA		UMTWRFS	TBA			
CHD2220	25216	CHILD GRTH/DEVEL	3	METCALFE D	30	20	100823	101216	1800	2100	M	JDA	102	2	1
CHD2801	25217	OVVRVW OF CHLD CRE MGT	3	SKELLENGER A	30	12	100911	100911	800	1600	S	JDA	102	2	1
							101002	101002	800	1600	S	JDA	102		
							101023	101023	800	1600	S	JDA	102		
							101106	101106	800	1600	S	JDA	102		
							101120	101120	800	1600	S	JDA	102		
							101211	101211	800	1600	S	JDA	102		
							100823	101215	TBA		UMTWRFS	TBA	TBA		
EAP0220	28428	ESL READING II	3	CANCELLED	10	0	100823	101215	900	1015	T R	TBA	TBA	3	1
EAP0240	28431	ESL WRITING II	3	CANCELLED	10	0	100823	101215	1030	1145	T R	TBA	TBA	3	1
EAP0260	28434	ESL GRAMMAR II	3	CANCELLED	10	0	100823	101215	1200	1315	T R	TBA	TBA	3	1
EAP0320	28429	ESL READING III	3	CANCELLED	10	0	100823	101215	900	1015	T R	TBA	TBA	3	1
EAP0340	28432	ESL WRITING III	3	CANCELLED	10	0	100823	101215	1030	1145	T R	TBA	TBA	3	1

EAP0360	28435	ESL GRAMMAR III	3	CANCELLED	10	0	100823	101215	1200	1315	T R	TBA	TBA	3	1
EAP0420	28430	ESL READING IV	3	CANCELLED	5	0	100823	101215	900	1015	T R	TBA	TBA	3	1
EAP0440	28433	ESL WRITING IV	3	CANCELLED	5	0	100823	101215	1030	1145	T R	TBA	TBA	3	1
EAP0460	28436	ESL GRAMMAR IV	3	CANCELLED	5	0	100823	101215	1200	1315	T R	TBA	TBA	3	1
ENC0001	23295	ESN OF WRITING I	3	THRELKELD M	25	13	100823	101216	1030	1145	M W	JDA	201	3	1
ENC0001	24599	ESN OF WRITING I	3	CANCELLED	25	0	100823	101215	1830	2130	R	TBA	TBA	3	1
ENC0010	23296	ESN OF WRITING II	3	BEASLEY L	25	24	100823	101216	1200	1315	M W	JDA	201	3	1
ENC0010	24602	ESN OF WRITING II	3	CANCELLED	25	0	100823	101215	1830	2130	R	TBA	TBA	3	1
ENC1101	23297	COLL COMPOSITION I	3	HUELSMAN K	25	13	100823	101215	730	845	M W	JDA	212	1	1
ENC1101	24717	COLL COMPOSITION I	3	HUELSMAN K	25	22	100823	101216	900	1015	M W	JDA	203	1	1
ENC1101	24718	COLL COMPOSITION I	3	CANCELLED	25	0	100823	101215	1200	1315	T R	JDA	202	1	1
ENC1101	24719	COLL COMPOSITION I	3	HUELSMAN K	25	20	100823	101215	1500	1615	T R	JDA	202	1	1
ENC1101	24720	COLL COMPOSITION I	3	JUNKINS C	25	24	100823	101215	1830	2130	W	JDA	212	1	1
ENC1102	24721	COL COMPOSITION II	3	CANCELLED	25	0	100823	101215	730	845	T R	JDA	201	1	1
ENC1102	24722	COL COMPOSITION II	3	HUELSMAN K	25	22	100823	101216	1030	1145	M W	JDA	203	1	1
ENC1102	24723	COL COMPOSITION II	3	HUELSMAN K	25	24	100823	101215	1330	1445	T R	JDA	202	1	1
ENC1102	24724	COL COMPOSITION II	3	CANCELLED	25	0	100823	101215	1600	1730	T R	JDA	203	1	1
GEB1011	24593	INTRO TO BUSINESS	3	CLICK E	30	9	100823	101215	900	1015	R	JDA	212	2	1
							100823	101215	TBA		UMTWRFS	TBA	TBA		
GEB3213	25056	COMMUNICATION IN BUS	3	SMITH E	30	14	100823	101015	TBA		UMTWRFS	TBA	TBA	1	FT1
							100828	100828	800	1100	S	JDA	212		
							100911	100911	800	1100	S	JDA	212		
							100925	100925	800	1100	S	JDA	212		
							101009	101009	800	1100	S	JDA	212		
							100823	101015	TBA		UMTWRFS	TBA	TBA		
GEO1200	24823	INTRO PHYSI-GEOGRA	3	FALCONER A	30	11	100823	101216	1830	2130	M	JDA	212	1	1
HLP1081	24612	WELLNESS CONCEPTS	2	ROBERTSON S	30	28	100823	101216	900	1050	F	JDA	202	1	1

HSC1531	24871	MEDICAL TERMINOLGY	2	CAMPBELL S	25	19	100823	101215	***			***	***	2	1
HUM2020	23302	INTRO HUMANITIES	3	TRUDGEN W	30	29	100823	101215	1700	1815	T R	JDA	202	1	1
LIT1000	24725	INTRODUCTION TO LIT	3	HUELSMAN K	25	14	100823	101216	1200	1315	M W	JDA	203	1	1
LIT1000	23303	INTRODUCTION TO LIT	3	SILER S	25	11	100823	101216	1830	2130	M	JDA	203	1	1
MAC1105	23304	COLLEGE ALGEBRA	3	BUTLER K	30	24	100823	101215	1830	2130	M	JDA	202	1	1
MAN3240	28995	ORGANIZATIONAL BEHAV	3	STAFF	25	0	101018	101215	800	1100	S	JDA	203	1	FT2
							101018	101215	TBA		UMTWRFS	TBA	TBA		
MAT0012	23305	ARITHMETIC W/PREAL	3	KINCAID S	25	25	100823	101215	1700	1815	M W	JDA	212	3	1
MAT0012	24639	ARITHMETIC W/PREAL	3	CLEMONS C	25	24	100823	101216	1830	2130	T	JDA	201	3	1
MAT0024	24645	BASIC ALGEBRA	3	LOGSDON R	25	17	100828	100828	900	1200	S	JDA	102	3	1
							100904	101215	900	1200	S	JDA	213		
MAT0024	23307	BASIC ALGEBRA	3	CLEMONS C	25	25	100823	101215	1700	1815	T R	JDA	201	3	1
MAT0024	23306	BASIC ALGEBRA	3	CLEMONS C	25	24	100823	101215	1830	2130	R	JDA	201	3	1
MAT1033	23308	INTERMEDIATE ALG	3	PLETCHER P	30	27	100823	101215	1030	1145	M W	JDA	202	1	1
MAT1033	24653	INTERMEDIATE ALG	3	BUTLER K	30	29	100823	101215	1830	2130	W	JDA	202	1	1
MGF1106	23309	TOPICS IN MATH	3	MORRISON C	30	15	100823	101215	1700	1815	M W	JDA	202	1	1
MGF1107	24659	EXPLORATIONS IN MATH	3	COWAN D	30	17	100823	101215	1700	1815	T R	JDA	212	1	1
OST1100C	24350	KEYBOARDING	1	CANCELLED	25	0	100823	101015	1700	1815	T	JDA	TBA	2	FT1
							100823	101015	TBA		UMTWRFS	TBA	TBA		
OST1142	25003	MICROCOMP KEYBD I	3	CANCELLED	21	0	100823	101015	1830	1945	T	JDA	213	2	FT1
							100823	101015	TBA		UMTWRFS	TBA	TBA		
OST1143	25272	MICROCOMP KEYBD II	3	CANCELLED	4	0	100823	101015	1830	1945	T	JDA	TBA	2	FT1
							100823	101015	TBA		UMTWRFS	TBA	TBA		
OST1335	25270	BUSINESS COMMUNICA	3	MCLEAN T	25	7	101018	101215	1800	2100	R	JDA	213	2	FT2
							101018	101215	TBA		UMTWRFS	TBA	TBA		
PHI2600	23310	ETHICS	3	TRUDGEN W	30	30	100823	101216	730	845	M W	JDA	203	1	1
PSC1121	24561	PHYSICAL SCIENCE	3	CANCELLED	30	0	100823	101215	900	1200	F	TBA	TBA	1	1
PSY2012	23311	GENERAL PSYCHOLOGY	3	TONEY C	30	30	100823	101215	1830	2130	T	JDA	202	1	1

REA0001	23312	ESN OF READING I	3	GAUSS B	25	16	100823	101216	900	1015	M W	JDA	212	3	1
REA0001	24607	ESN OF READING I	3	CANCELLED	25	0	100823	101215	1830	2130	T	JDA	TBA	3	1
REA0002	23314	ESN OF READING II	3	FONSECA E	25	23	100823	101215	900	1015	M W	JDA	202	3	1
REA0002	23313	ESN OF READING II	3	MONIES T	25	10	100823	101216	1830	2130	W	JDA	201	3	1
SLS1101	24415	COLLEGE SUCCESS	3	EARP J	25	17	100823	101216	730	845	M W	JDA	202	1	1
SLS1101	24617	COLLEGE SUCCESS	3	CANCELLED	25	0	100823	101215	900	1015	T R	JDA	TBA	1	1
SLS1101	24618	COLLEGE SUCCESS	3	BENTLEY J	25	15	100823	101215	1200	1315	T R	JDA	201	1	1
SLS1101	24620	COLLEGE SUCCESS	3	HOWELL B	25	10	100823	101216	1830	2130	W	JDA	203	1	1
SLS1101	24619	COLLEGE SUCCESS	3	DURANT L	25	10	100823	101215	1830	2130	R	JDA	212	1	1

## **Appendix C: Resumes**

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**Sharon E. Miller, Ph.D.**

999 Avenue H, NE  
Polk State College  
Winter Haven, Florida 33881  
(863) 298-6821  
[smiller@polk.edu](mailto:smiller@polk.edu)

238 College Grove Circle, NE  
Winter Haven, Florida 33881  
(863) 293-7929 (H)  
akazu73@verizon.net

Professional Objective: To become an Executive Level Administrator in a postsecondary educational institution.

**Education**

2000	<b>Ph.D.</b>	Curriculum & Instruction emphasis in School Psychology
1997	<b>Ed.S.</b>	University of South Florida
1996	<b>Master's Degree</b>	Tampa, Florida
1989	<b>Master's Degree</b>	Specific Learning Disabilities Nova University Ft. Lauderdale, Florida
1975	<b>Bachelor's Degree</b>	Social and Behavioral Sciences University of South Florida Tampa, Florida

**Professional Work Experience**

<b>2008 – Present</b>	<b>Provost</b> Winter Haven Campus – Polk State College Winter Haven, Florida
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Responsibilities include overseeing campus-based academic and student affairs programs and support services and library resources; represents the college in the community and establishes positive relationships with surrounding schools, colleges and universities.

<b>1999 – 2008</b>	<b>Dean of Adult &amp; Continuing Education</b> Hillsborough Community College Tampa, Florida
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Supervise and develop program coordinators in the areas of Continuing and Adult Education, Community Outreach Programs, and Workforce Development Programs in a multi-campus setting; oversees the three-term schedule development of classes; prepares new courses for board approval and plans advisory meetings; plans and prepares community service programs; meets with community agencies to design classes; participate in community activities and programs; and maintains contact with local, state and regulatory agencies to ensure program compliance.

Selected Accomplishments:

- Increased the number of full-time personnel from 1 and ½ to 10 full-time coordinators/program managers and three full-time support staff.
- Obtained grant funds to build the data infrastructure for the Adult General Education Program.
- Established a schedule for the mailing of 30,000 course schedules each semester.
- Increased the FTE for Continuing Education from 24 to 126.

**1999**

**Literacy Center Coordinator**  
Hillsborough Community College  
Tampa, Florida

Initiated the expansion of and supervised the literacy services for Adult Basic Education, GED, family literacy and individualized self-paced instruction programs.

Selected Accomplishments:

- Wrote and implemented grant funded projects serving as the Principal Investigator for Adult Basic Education, GED, and family literacy programs.
- Laid the foundation to increase the number of students enrolled from 56 per year to approximately 350 per year.

**1992 - 1999**

**Research Associate**  
Department of Child and Family Studies  
University of South Florida  
Tampa, Florida

**School Psychologist Intern &  
Graduate Assistant**  
Department of Psychological and Social  
Foundations  
**Graduate Assistant**  
University of South Florida  
Tampa, Florida

Conducted community-based research in the area of Positive Behavioral Support strategies engaging African-American families of children with developmental disabilities; provided teachers with assistance in curriculum and classroom behavioral modifications through a child-study teams approach; and through the supervision of graduate students provided assessment services to a low-income pre-school.

Selected Accomplishments:

- Assisted in transitioning two developmentally delayed (autism) pre-school children to independent stages of bathing and bathroom routines.

- Evaluated more than 50 students referred for exceptional education services.
- Delivered a school-based social skills program involving students and teachers.
- Assisted in the development and implementation of a behavioral based parent-training program in a Full Service School.

**1990 - 1999**

**Adjunct Faculty**

Hillsborough Community College  
Dale Mabry Campus  
Tampa, Florida

Taught college level courses in the area of education to college students and teachers who were in need of re-certification, and study skills to incoming freshman, and study skills.

**1986 - 1989**

**Consultant**

The College Board  
New York, New York

Provided assessment consultative services to Florida community colleges in the selection of assessment instruments for incoming students and served as a liaison between the College Board and Florida's community colleges.

**1982 - 1992**

**Psychometrist**

Hillsborough Community College  
Tampa, Florida

Directed assessment services for 28,000 students in a multi-campus setting; provided staff training in the area of assessment practices, and directed approximately 20 testing programs for the Educational Testing Service and the American College Testing Program, in Tampa, Florida.

Selected Accomplishments:

- Guided faculty in the selection of an institutional assessment instrument which in turn provided guidance to the State of Florida in selecting statewide instruments and establishing cut-off scores.
- Developed, implemented and evaluated an institutional-wide student support services program for post-secondary education students with learning disabilities.
- Increased the number of outside testing programs from three to 20.

**1975 – 1982**

**Test Administrator**

Hillsborough County  
Tampa, Florida

Directed the vocational assessment services program for the Hillsborough County Board of County Commissioners' Employment and Training Department.

Selected Accomplishments:



- Developed and delivered vocational assessment workshop to vocational counselors for Hillsborough County Government.
- Assisted in the development and delivery of vocational assessment process for Vietnamese immigrants for Hillsborough County Government.

### **Additional College Assignments**

- Chaired selection committees for:
  - Director of Associate in Science Programs - 2006
  - Executive Staff Assistant for Vice President of Education and Student Development – 2005
  - Executive Director of Planning, Evaluation and Research – 2003
  - Director of Student Services – 2002
  - Program Manager for the College Reach-Out Program – 2000
- Served on the following selection committees:
  - Chief Financial Officer – 2005
  - Assistant to the President/ Legislative Liaison – 2004
  - Federal Lobbyist Firm for Funding – 2004
  - Director of Technical Programs – 2003
  - Executive Director for the Corporate Training Center – 2002

### **Special College Projects**

Southern Association of Colleges and Schools (SACS) 2009-2010 – co-chair of institutional committee responsible for facilitating the writing of the reaffirmation compliance statements for Polk State College.

Honors Program Review (2006 – 2007) – chair the Honors Program Review Committee charged with identifying the strengths and weakness of the program and to guide the committee toward the presentation of recommendations for consideration by the President’s Cabinet.

Finance Liaison Committee Member (2006 – 2008) – committee under the guidance of the Chief Financial Officer convened to review the budgetary processes and procedures in use at the institution.

Southern Association of Schools and College Reaffirmation Committee (2005 – 2006) – responsible for compiling and writing Core Requirements, Comprehensive Standards and Federal Regulations Statements of compliance.

Education Preparation Institute (2005 – 2008) – serve as the lead administrator in the development of an alternative teacher certification institute for Hillsborough Community College.

Book Discussion Leader (2004) – led the Vice President of Education and Student Development staff in a book discussion and potential implications of the Dance of Change on the services provided by the department.

United Way Campaign Chairperson (2004) – served as the institutional Chairperson of Hillsborough Community College’s Annual United Way Campaign. The level of funds raised exceeded the previous year by 14%.

Leadership School Co-Facilitator (2003 – 2008) – serve as the co-facilitator along with the Vice President of Education and Student Development in directing Hillsborough Community College's Leadership School known as EXCEL (Excellence in Leadership). Three significant projects are selected:

- The One Card – a bank card issued to all students at Hillsborough Community and used as the venue to return funds to students (i.e., financial, refunds, etc.).
- Faculty Development Website – a medium for the posting of faculty development opportunities, faculty research, faculty professional citations, faculty credentialing forms, and professional development resources.
- E-Portfolio Template – an alternative tenure portfolio submission for faculty seeking tenure.

Developing A Curriculum (DACUM) Workshop (2003) – Coordinated the presentation of a DACUM training for administrators for Hillsborough Community College and the business community.

Credit Program Development (2002 – 2005) – Maternal and Child Workforce Development Program designed to increase the assessment skills of Community Health Care Workers toward the completion of an Applied Technical Diploma. Funded by a grant from the Department of Labor and the Center for Disease Control in partnership with the University of South Florida.

Service Learning (2001 – 2008) – work with tenured faculty to development and implement Service Learning at Hillsborough Community College. The initiative has encompassed all four campuses and received support from a national grant.

Re-certification AS Human Services Program (2001) – guided the reaffirmation evaluation of the Human Services Program; resulted in a 10-year reaffirmation.

Workforce Cabling Course (2001) – constructed and implemented a pilot cabling course to train the underemployed and unemployed with marketable cable installation skills. Accomplished via a partnership with a local community development corporation and resulted in 18 trained workers placed in the job market.

Ybor City Dance Program (1999) – program transitioned from Continuing Education to an AA program at the Ybor Campus (Performing Arts).

**Grants Management** – Wrote and directed the following grants as the Principal Investigator:

2006-2007                      \$35,000 federal funds (Title III) to affect change in the delivery of student services to students and assist in the implementation of an Early Alert System.

2004-2005                      \$1.4 million in state and federal grant funds. The state funds were used to establish and implement an Even Start program targeting parents of children ages 0-5 without a high school diploma.

2003-2008                    \$1 million in state and federal grant funds. The state fund continuation dollars were used to enhance the existing adult general education, family literacy and on-line adult education programs.

2002-2006                    \$1.3 million in state and federal grant funds. The state funds were used to build the infrastructure for an on-line adult education program and enhance the existing adult general education and family literacy programs and a continuation of phase two of the Maternal and Child Development Workforce Program.

2001-2002                    \$1.5 million in state and federal grant funds. The state funds were used to enhance the existing adult education and family literacy programs and to initiate an internal data tracking system to support the requirements of state data reports as well as counting of FTE and the development and implementation of a Maternal and Child Development Workforce Program.

2000-2001                    \$1.5 million dollars in state and private grant funds to expand the geographical and client service delivery area for Hillsborough Community College's adult general education and family literacy programs.

1999-2000                    \$324,000 in state and private (Howard Scripps Foundation - \$10,000) grant funds to build an infrastructure for Hillsborough Community College's adult general education and family literacy programs.

### **Leadership Training**

2005                            Interviewing for the Presidency & Preparing to Work with and for a Board of Trustees  
American Association of Community Colleges  
Long Beach, CA

A two-part workshop designed to provide a valuable simulation of the presidential interview process and insights into how community college board of trustees function.

2006                            Future Leaders Institute Graduate  
American Association of Community Colleges  
Boston, MA

Selected to participate in a four-day leadership institute that focused on foundational principles essential to up and coming community college administrators and scenario opportunities toward the refinement of existing leadership skills in the areas of leadership development, assessing leadership strengths, emotional intelligence, legal issues in community colleges, navigating campus politics, creating change and achieving student success.

2004                            Chair Academy Leadership Graduate  
Orlando & Tampa, FL

Selected to participate in a year-long leadership training program designed to increase the leadership skills of community college administrators. The overarching goal of the Academy was to teach administrators how to apply the principles of leadership toward the effective management of multiple roles and responsibilities of an administrative position.

2000                      Enlighten Leadership Graduate  
                                 Colorado Springs, CO

Selected to participate in a week-long session focused on: 1) forward focus technologies and the Leadership Framework; 2) Tools to powerfully communicate vision and ideas; 3) Integrate leadership and management; 4) moving concept into reality; and 5) The next steps in organizational development.

### **Research Activities**

1995 – 2000 – Conducted a comparative analysis of African-American fifth and seventh grade students admitted to gifted education by traditional criteria, those admitted by an alternative placement procedure, and those who were nominated but found not eligible for services. The State of Florida approved an alternative placement procedure to increase the number of minority students receiving gifted services. The results indicated that 50% of the students admitted by the alternative procedure qualified for gifted services under the traditional IQ criteria.

1994 – 1996 – Participated in a two-year evaluation process of an alternative gifted placement procedure for Hillsborough County Public Schools. The purpose of the evaluation was to gather the demographic changes that occurred as a result of the implemented alternative procedure. There was an increase in the number of minority children receiving gifted services.

### **Professional Citations**

- 1993 & 1995              Nominated for the Florida Association of School Psychologists  
                                 Graduate Student of the Year
- 1988                      College Level Assessment Services Committee Member  
                                 The College Board  
                                 New York, New York
- 1987                      Florida Advisory Task Force on Placement Testing  
                                 The College Board  
                                 Atlanta, Georgia
- 1977                      Outstanding Young Women in America

### **Publications**

Miller, S.E., Day, W.L., & Hawkins, C. (2004). Using Intellectual Capital to Improve Safety in our Community. Supporting Action for Engagement (SAFE) Grant Publication Magazine for the Community College National Center for Community Engagement.

Miller, S. E. (1996) "Increasing Minority Participation in Gifted Programs." The Florida School Psychologist, 23(4).

### **Selected Conference/Workshop Presentations**

Miller, S. E. & Carley, S.M. (2004). Home Grown Leaders – Replacement Leaders for the Retirement Troops. The Chair Academy Annual International Conference, Reston, VA.

Miller, S.E. & Dedrick, R.F. (2002). A comparative analysis of African-American academic achievement and self-concept over a period of Five Years: Gifted and Non-Gifted Fifth and Seventh Grade Students, American Education Research Association National Meeting, New Orleans, LA.

Miller, S.E. & Moloney, C. (2001). Developing A Dynamic Allied Health and Nursing Professional Education Program: Needs Driven, National Council for Continuing Education and Training Conference, Austin, TX.

Miller, S.E. & Dedrick, R.F. (2001). A comparative analysis of change in African American academic achievement over a Period of Five Years: Gifted and Non-Gifted Fifth and Seventh Grade Students, American Education Research Association National Meeting, Seattle, WA.

Miller, S.E. & Dedrick, R.F. (2000). A comparative analysis of African American social and academic self-concepts. American Education Research Association National Meeting, New Orleans, LA.

### **Professional Affiliations**

- Continuing and Adult Education Steering Committee – Council of Instructional Affairs for Florida’s 28 Community Colleges – Co-chair 2005-06
- Region IV Professional Development Advisory Council – Florida Department of Education – Chair 2004-05
- The Chair Academy (2004)
- The Presidents’ Roundtable (2008 to Present)

### **Selected Community Involvement**

2009	Main Street Winter Haven Board of Directors	Member
2009	Children’s Academy of Lake Wales Board of Directors	Member
2005	Hillsborough County Board of County Commissioners Charter Review Board	Member
1997 - 2004	Community Action Agency Board of Hillsborough County	Advisory Board/ Secretary/ Executive Board
1997	Hillsborough County Government Blue Ribbon Finance Committee Tampa, Florida	Committee Member
1997	“Urban Emphasis” Scouting Committee Fundraiser - Gulf Ridge Council Tampa, Florida Boy Scouts of America 1999	Member
	School Improvement Team Woodrow Wilson Middle School	Member
1996 - 1997	University of South Florida Development Community Breakfast - “Peacemakers Award”	Committee Member

# PATRICIA ANN SHUART

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9606 Greenbank Drive, Riverview, FL 33569 • 813-728-3453 (cell) • tshuart@polk.edu

## EDUCATION

MA, Mathematics, Syracuse University  
Mathematics Education, University of Arizona  
BA, Mathematics, Cornell University

## EXPERIENCE

**Polk State College, Winter Haven, FL** 2000 – present

*Dean of Academic Affairs, Winter Haven Campus* 2007 – present

Responsible for curriculum, faculty/staff, assessment, hiring process, scheduling, budgets on the Winter Haven campus. Reporting departments include liberal arts and sciences, nursing, allied health.

*Associate Dean of Math & Science* 2005 – 2007

Responsible for hiring, supervising and scheduling all part-time math and science faculty on both campuses, departmental meetings, assessment

*Mathematics Academic Coordinator* 2003 – 2005

Responsible for scheduling, departmental meetings, institutional effectiveness reports for re-accreditation process, course and curriculum development

*Mathematics Professor* 2000 - 2003

Taught the entire spectrum of mathematics courses in a variety of settings including collaborative learning, internet supplemented, closed broadcast TV, and technology based.

**State University of New York at Oswego, Oswego, NY** 1988 – 2000

*Mathematics Center Coordinator/Grant Principal Investigator/CSTEP Project Director*

Directed the college's math tutoring program. Responsible for all programmatic, grant writing and technological initiatives

- Received pre-proposal support from the State University of New York to write an NSF Course and Curriculum Development Grant Proposal. NSF Grant (DUE 945563-\$184,000) awarded in 1994.
- Formed a consortium of 13 SUNY two-year and four-year college faculty members. The three-year NSF CCD Grant produced materials that resulted in the publication of four reform algebra textbooks. The books feature activity-based contextual problem solving using real data.
- As Principal Investigator of NSF CCD Grant, responsible for all budget, staffing and reports. Coordinated all consortium activities.
- Wrote and was awarded an NSF Instrumentation and Laboratory Improvement Grant.

- Wrote and was awarded a \$98,000 New York State Education Department Grant, renewed annually since 1994, as the primary support for the Collegiate Science and Technology Entry Program (CSTEP) at Oswego. Responsible for budget, staffing and grant reports.

**Onondaga Community College**, Syracuse, NY 1987 – 1999

*Adjunct Mathematics Instructor*

**Syracuse University**, Syracuse, NY 1983 – 1987

Graduate Teaching Assistant

**Bishop Grimes High School**, East Syracuse, NY 1981 – 1983

*Mathematics Teacher*

## **RECENT PROFESSIONAL DEVELOPMENT/CONFERENCES/ PRESENTATIONS**

NISOD Annual Conference, May 2010

NCAT Redesign Alliance Annual Conference, Orlando, FL, March 2010

MAA Suncoast Regional Meeting, PSC, Lakeland, FL, December 2009

Diversity Awareness Workshop, PSC, Winter Haven, FL, June 2009

**Learning College Summit 2008, League for Innovation, Kansas, June 2008**

The Chair Academy, 18-month practicum on leadership conducted by the Academy for Leadership and Development, Oct. 2006 - March 2008

PSC Corporate College Leadership Series, 2006 - 2007

## **Committee Work**

Academic Quality Council, College Calendar Committee, College Human Resources Committee, Administrators Committee, College Planning & Budget Council, Distance Learning Committee, General Education Committee, Institutional Effectiveness Council

## **GRANTS**

Addison Wesley Textbook Development Grants, \$48,000, *Project Director*, 2007; \$15,000, *Project Director*, 2003; \$25,000, *Project Director*, 2001

National Science Foundation Course & Curriculum Development Grant, DUE-9455638, \$184,000, *Principal Investigator*, 1995 - 1999

New York State Education Department Collegiate Science and Technology Entry Program (CSTEP) Grant, cumulative total: \$468,000, *Principal Investigator*, 1994 to 2000



United University Professions Joint Labor Management Professional Development & Quality of Work Life Award, *Project Director*, 1999

Addison Wesley Textbook Development Grant, \$60,000, *Project Director*, 1998 to 2002

SUNY Oswego Faculty Enhancement Grant, \$2,000, *Co-Project Director*, 1997

National Science Foundation Instrumentation and Laboratory Improvement Grant, \$40,000, *Co-Principal Investigator*, 1993

## HONORS

Outstanding Department Collaboration Award, Polk State College, 2008

The Chair Academy Graduation Certificate, December 2007

Presidential Letter of Commendation for Addison Wesley Textbook Development Grant Award, State University of New York at Oswego, 2003

Silver Medal for Excellence in Research Sponsored Programs, SUNY Oswego, 1999  
*Awarded for writing and winning grants in excess of \$500,000*

Bronze Medal for Excellence in Research Sponsored Programs, SUNY Oswego, 1996  
*Awarded for writing and winning grants in excess of \$250,000*

## PUBLICATIONS

Algebra, Functions, and Data Analysis, A Virginia Course, 1<sup>st</sup> edition (2008), Pearson Education, co-author

Mathematics in Action: An Introduction to Algebraic, Graphical and Numerical Problem Solving, 1<sup>st</sup> edition (2001), 2<sup>nd</sup> edition (2004), 3<sup>rd</sup> edition (2008), 4<sup>th</sup> edition (2011), Pearson Education, co-author

Mathematics in Action: Algebraic, Graphical and Trigonometric Problem Solving, 1<sup>st</sup> edition (2001), 2<sup>nd</sup> edition (2004), 3<sup>rd</sup> edition (2008), 4<sup>th</sup> edition (2011), Pearson Education, co-author

Mathematics in Action: Prealgebra Problem Solving, 1<sup>st</sup> edition (2004), 2<sup>nd</sup> edition (2008), 3<sup>rd</sup> edition (2011), Pearson Education, co-author

Mathematics in Action: Texas Edition, 1<sup>st</sup> edition (2008), Pearson Education, co-author

Liberal Arts Mathematics: A Florida Course, 1<sup>st</sup> edition (2010), Pearson Education, co-author

## COMMUNITY SERVICE

Onondaga Free Library Board of Trustees, Syracuse, NY, 1989 to 1996, president

## PROFESSIONAL ORGANIZATIONS

The Chair Academy

The Florida Council of Instructional Affairs

American Mathematics Association of Two Year Colleges (AMATYC)

Florida Association of Community Colleges (FACC)

Florida Developmental Education Association (FDEA)

## **Charles N. Lyle II**

203 Lake Mariam Court Winter Haven, Florida 33884  
863-324-8515 (H) – 863-292-3740 (W) – 863-326-3250 (C)  
cyle@polk.edu

### **EDUCATION**

- Doctorate in Higher Education Administration University of Florida LEAD Program Gainesville, Florida (Anticipated Graduation 2014)
- Masters of Education, Educational Leadership Florida Atlantic University, Boca Raton, Florida
- Bachelors of Science, Parks and Recreation Administration Florida International University, Miami, Florida
- Associate of Arts, Liberal Arts Broward Community College, Ft. Lauderdale, Florida

### **PROFESSIONAL EXPERIENCE IN HIGHER EDUCATION**

#### **Dean of Student Services**

#### **Polk State College (formerly Polk Community College), March 2006 - Present**

Responsible for the daily operations of the Student Services Department on the Winter Haven campus and satellite centers which serve over 5,000 students. As the Dean, I oversee the daily operations of the Admissions/Registrar's Office, Academic Advising, Institutional Testing, International Students, The Help Center (counseling), Enrollment Services & Outreach, Student Discipline, Student Activities & Leadership and Intramurals.

Accomplishments include:

- Worked with staff to increase the college's enrollment by 30%+ over the past two years
- Responsible for the motivation and supervision of a staff of 30
- Establish the position of Academic Success Counselor which serves the Mental Health needs of students on the Winter Haven and Lakeland Campuses
- Assist with the establishment of satellite classroom locations in eastern Polk County to serve the needs of students
- Work with Academic Affairs to strengthen the relationship with Student Services
- Assisted the President's Office with the duties of the Vice President of Academic Affairs and Student Services and Winter Haven Campus Provost while the positions were vacant

#### **Associate Dean of Student Affairs**

#### **Broward Community College, August 2005 - March 2006**

Main responsibilities include assisting the Dean of Students with the daily operations of the Central Campus Student Affairs Department that serves 18,000 students. Assist with the daily supervision of Admissions, Registration, and Student Life, and directly oversee the Counseling and Advising Department. Other duties include:

- Motivate and supervise a Faculty Ranked Counselor Staff of 11, Professional Staff of 15, and Part-time Staff of 10
- Direct the disbursement and accounting of program budgets in excess of \$2.7 million dollars
- Serve as the Chief Campus Student Affairs Officer in the Dean's absence
- Serve as a liaison between the Student Affairs and Academic Affairs Departments
- Coordinate the Winter Graduation Ceremony of 700 students
- Assist with the review and the administration of college policies and procedures
- Assist in the review of Good Conduct Admission issues
- Facilitate the process when the Student Code of Conduct is violated
- Oversee the New Student Orientation program
- Coordinated the 1<sup>st</sup> "College Fair" to promote articulation with 26 universities and colleges
- Assist with the development and facilitation of the Student Success Workshop Program
- Assist with the coordination of several grants including Holocaust Awareness Day, Lumina and Title V
- Coordinate the hiring process for new employees within the department

#### **Adjunct Faculty Member**

##### **Broward Community College, January 2000 - March 2006**

Have instructed the following college level courses:

- SLS1501 (Student Success Skills)
- Introduction to Outdoor Recreation
- Introduction to Education

#### **Director of Student Life & Development**

##### **Broward Community College, August 1995 - August 2005**

Main responsibilities include overseeing the daily operations of the Student Life Department which includes Campus Recreation, Intramurals & Wellness, Leadership Development, Campus Entertainment, Volunteer & Service Learning, Photo ID Services, and the Activity Center. Other duties include:

- Supervise a professional staff of 5, part-time staff of 15, and student worker staff of 10
- Efficiently manage a budget of \$750,000
- Represented the campuses concerns at budget hearings
- Work with the other campuses and centers to ensure that programming is diverse across the college
- Established a "Campus Activity Board" comprised of students, faculty and staff members that serve as an advisory board to the department
- Developed the Part-time Employee Handbook that was adopted by many departments at the college

**Administrator of the Florida Elks Youth Camp  
Florida State Elks Association, July 1994 - July 1995**

Supervised the development of a 362 acre youth campus facility in Umatilla, Florida.

Duties included:

- Supervision of construction
- Risk management
- Development of policies and procedures
- Supervision of an operating budget of \$800,000 and construction budget of \$8 million
- Developed all aspects of staff recruitment and advertising of the youth camp

**Coordinator of Student Life & Camp BCC  
Broward Community College, January 1990 to July 1994**

Oversaw the daily operations of Camp BCC and the North Campus Student Life Department.

- Developed the “Best Summer Camp” in Broward County in 1993 & 1994
- Developed a positive relationship between the college and parents
- Supervised the recruitment and selection of a staff in excess of 200 people
- Managed a budget of \$250,000
- Developed a revenue stream that assisted in the development and improvement of campus facilities

**COMMITTEES AND SERVICE TO THE COLLEGE & STATE**

- Florida Association of Community Colleges (FACC) President, Polk State College
- SACS Review Team, 2008 – present
- QEP Committee, 2008 - present
- Statewide Textbook Affordability Taskforce, 2009 – present
- Budget Council, Polk State College, 2006 – present
- Strategic Planning Committee, Polk State College, 2006 – present
- Cultural Diversity Committee, Polk State College, 2006 – present
- Student Affairs Programs and Services Council (Oversees the distribution of \$3.2 million in Student Activity and Service Fees, Broward College
  - Chairman, 2002 to 2005
  - Member, 1995 to 2005
- Student Voice© Assessment Coordinator, Broward College, 2005 – 2006
- Safe Zone Chairman, 2005 – 2006, Broward College
- Multicultural Center Task Force, Broward College, 2004 – 2006
- SACS Final Audit Review Committee, Broward College, 2002
- SACS Task Force, Broward College, 2002

**WORKSHOPS & SEMINARS**

- Making Your Campus Veteran Friendly, April 2009
- The Community College Conference on Legal Issues, 2008
- Council of Student Affairs, March 2006 - present
- NACADA Administrators Institute, February 2006
- NACADA Assessment Institute, February 2006
- NACADA Ethical/Legal Issues Seminar, February 2006

- Recruitment and Selection of Employees within the Law, 2005
- Supervisors Training Series, 2005
- Coaching for Supervisors, 2005
- Dealing with stalking on campus, 2005
- Dealing with incidents on campus, 2004
- Becoming an effective administrator, 2004

### **PROFESSIONAL MEMBERSHIPS**

- Council of Student Affairs (CSA), 2006 - present
- National Association of Student Personnel Administrators (NASPA), 2000 – present
- Association of College Unions International (ACUI), 2000 - 2004

### **COMMUNITY SERVICE**

- YMCA Youth Basketball Coach, 2008 & 2009
- Winter Haven Chamber of Commerce Education Task Force, 2008
- Licensed Foster Parent, 2000 – 2005
- Toys for Tots Broward County Program Leader, 1995 – 2003
- Holiday Food Drive, 1990 – 1993 & 1995 – present
- Polk State College Holiday Food Basket Program Coordinator, 2007 - present
- Hurricane Relief Drive, 2005

**CHRISTINA C. FULLERTON**  
**225 E. SWOOPE STREET - LAKE ALFRED, FLORIDA 33850**  
**(863) 956-5101 - CFULLERTON@POLK.EDU**

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## PROFILE

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- Creative, innovative, service-oriented reference librarian with over ten years experience in education, public service, and academia
  - Possess valuable skills and abilities in communication, planning, problem solving, and organization
  - Extensive knowledge of research processes and experience providing instruction to a diverse population of learners with various learning styles
  - Efficient and effective, yet enthusiastic and dynamic with a slightly non-traditional sense of humor
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## PROFESSIONAL EXPERIENCE

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### Public Services Reference Librarian

**J. W. Dowdy Library – Polk Community College, Winter Haven, Florida**

2000 – 2009

- Provide group and individual reference services, library instruction, and academic support to students, faculty, staff, and community users
- Collaborate with faculty and other support staff to create and provide meaningful learning experiences and quality resources
- Manage circulation and reference service operations and staff
- Top service satisfaction ratings from student and faculty feedback
- Review and access current resources and services and plan for future needs and change
- Create and share face-to-face, online, and print instructional resources

### Additional Experience

- Media Specialist: Eastside Elementary School – Haines City, Florida 1999-2000
  - Library Assistant: PCC/USF Library – Lakeland, Florida 1996-1999
  - Library Assistant: Winter Haven Public Library - Winter Haven, Florida 1990-1993
  - Artist: Bronze and Aluminum Foundry – Scenic Designs 1983-1996
  - Front Desk Manager: Admiral’s Inn - Winter Haven, Florida 1983-1984
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## PROFESSIONAL DEVELOPMENT

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### ELITE

2008-2009

Leadership Development program facilitated locally at PSC by Val Baker

### Sunshine State Leadership Institute

2007-2008

A year-long program dedicated to developing leadership skills among librarians

### Workshops, Conferences, and Seminars

Dreamweaver/Web Design, PhotoShop, Microsoft Suite, Facility Planning, Instructional Technology, Conflict Resolution, Learning Styles, PCC Tech Institutes

### Professional Conferences Attended

ALA (American Library Association, FLA (Florida Library Association)),

ACRL (Academic, College & Research Libraries)

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## COMMITTEE, COLLEGE, AND COMMUNITY INVOLVEMENT

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### Committees

- Endowed Chair, FHRC, Faculty Search Committee, and others
  - Women’s History Month
  - Book Club
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**College and Community Involvement**

- Student Appreciation Days, First Days Volunteer, Open House Volunteer
- Teaching of English to recent adult immigrants
- Trio Mentor – 2001, 2002, 2008

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**PRESENTATIONS**

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**“Library Advisory Club”**

ELITE Conference: Naples, Florida (2009)

**“Resources”**

Group Presentation at the Sunshine State Library Leadership Institute: Tallahassee, Florida (2008)

**“Faculty/Librarian Collaboration”**

Poster Session at Florida Library Association Conference: Daytona Beach, Florida (2001)

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**EDUCATION**

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<b>M.A. Information Library Science</b> University of South Florida – Tampa, Florida	2000
<b>B.A. Fine Arts – Sculpture</b> University of South Florida – Tampa, Florida	1988
<b>A.A. Liberal Arts</b> Polk Community College – Winter Haven, Florida	1986

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**MEMBERSHIPS**

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**ALA** American Library Association – Member 10 years

**ACRL** Association of College and Research Libraries – Member 10 years

**FACC** Florida Association of Community Colleges – Member 8 years

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# SAUL REYES

1315 Merlyn Street ▪ Lakeland, FL 33813  
(863) 646-1934 Home ▪ (863) 430-9952 Mobile ▪ (863) 298-6831 Office  
[saul\\_reyes86@hotmail.com](mailto:saul_reyes86@hotmail.com)

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## PROFILE

- More than 20 years of experience in student affairs and enrollment services.
- Excellent record of leading departments and projects, directing/developing people, managing budgets, implementing customer-focused services, and setting priorities.
- Experienced in leading and working on campus interdepartmental teams to develop strategic plans that enhance student satisfaction, improve academic performance, and strengthen campus image.
- Extensive experience in cultivating mutually beneficial relationships with internal and external constituencies including faculty, students, donors, alumni, corporate sponsors, and community groups.
- Skilled in mentoring and motivating students to discover, develop and reach personal, academic, leadership, and career goals.
- Proficient with Microsoft Office Professional - Word, Excel, Access, Outlook, and PowerPoint.
- Fluent in conversational Spanish.

## EXPERIENCE

### **Center Manager, JD Alexander Center - Polk State College - Lake Wales, FL, 2009 to present**

- Oversee the daily operations of the JD Alexander Center (PSC's newest off-campus center opened in January 2009). Report to the Provost of the Winter Haven campus. Collaborate closely with the Dean of Academic Affairs and the Dean of Students.
- Assists in the leadership of a comprehensive program of enrollment management, marketing, and student support services that enable the external site to reach enrollment objectives consistent with the College's strategic plan. Reached 5<sup>th</sup> year enrollment goals at the end of first year of operation.
- Supervise and manage the daily operations of the Student Services and the Student Success Center which includes staff supervision, budget management, establishing policies, guidelines and procedures, as well as establishing long and short term goals.
- Oversee all student services functions for the center including admissions, placement testing, advising, registration, tutoring, and library/computer services.
- Collaborate with Academic Dean and Department Chairs to develop course offerings and class schedule. Serve as the local liaison to adjunct faculty. Maintain adjunct offices and instructional resources for the center.
- Meet with students about their concerns, assess issues, and recommend appropriate campus response.
- Represent the College and Foundation in the local community. Extensive involvement in external affairs, community outreach, and local chamber of commerce initiatives. Maintain college partnerships with the Lake Wales Literacy Council and Lake Wales Charter School District. Collaborate with faculty, staff, and administrators at the local high schools.
- Member, Quality Enhancement Plan (QEP) Committee
- Member, Distance Learning Committee
- Member, Professional/Technical Staff Human Resources Committee



- Member, District-Campus Academic Affairs and Student Affairs Committee
- Board Member, Lake Wales Main Street
- Member, Lake Wales Chamber of Commerce Economic Development Taskforce
- Graduate, Leadership Lake Wakes Class 14, Lake Wales Chamber of Commerce

**Adjunct Instructor - University of South Florida Polytechnic**, Lakeland, FL, Spring 2009

- “Leadership in Organizations” - undergraduate online course in the Leadership Studies Program.

**Graduate Academic Advisor - University of South Florida Polytechnic**, Lakeland, FL, 2006-2009

- Provided program information and admission application assistance to prospective graduate students.
- Collaborated with faculty and program coordinators on recruitment events and course scheduling.
- Planned and led graduate student orientation sessions.
- Served as academic advisor for graduate students enrolled in Educational Leadership, Counselor Education, Reading Education, Adult Education, and Business Administration programs.
- Interpreted and implemented university policies and procedures related to graduate education.
- Assisted students with course permitting/scheduling, graduate school petitions, transfer credit, course substitutions, program requirements, and graduation applications.
- Created MS Access database to track student progress toward degree completion and to assist programs with course scheduling.
- Utilized the university’s comprehensive student information system to store, track, and retrieve student data (Banner - SunGard Higher Education).

**Director of the Career Center - Florida Southern College**, Lakeland, FL, 2003-2006

- Served on student affairs team and reported to Vice President for Student Life.
- Provided overall leadership for a department offering career development and recruitment services for college students, alumni, and employers in the Central Florida business community.
- Supervised career counselor, support staff, and student employees. Managed department budget.
- Helped individuals evaluate their career and life plans; determine their skills, interests, and talents; learn how to adapt to the changing job market and world of work; consider which options "fit" them; and establish and implement plans for achieving their goals.
- Collaborated with a business faculty member and students enrolled in his event planning class to plan and implement the annual fall job fair. Mentored students teams that planned all event logistics, including marketing, budget, employer relations, catering, and vendor relations. Students planned, implemented, and evaluated all aspects of the job fair.
- Frequent guest speaker in academic courses and first-year experience courses.
- Appointed by the president to serve on the college’s Sexual Harassment Committee.
- Assisted in planning and implementing college-wide student affairs programs (Alcohol Awareness Week, Welcome Back Week, Student Leadership Awards Event)

**Director of Academic Development - Jacksonville University**, Jacksonville, FL, 1999-2002

- Supervised Career Services, Academic Advising, and Academic Support Services for Student Athletes at a private university. Reported to Vice President for Enrollment Services.
- Supervised professional and support staff, student tutors, and student assistants.
- Set goals and strategies, managed \$225,000 budget, and assessed programs and services.

- Supervised implementation of advising and retention programs and services that promoted academic success and persistence of first-year students, transfer students, and student-athletes. Team initiatives contributed to increase in freshman retention rates from 64% in 2000 to 76% in 2001. Attended Noel-Levitz national retention conference.
- Supervised placement testing for incoming students. Collaborated with faculty to determine placement standards for English, Foreign Language, Mathematics, and Reading Comprehension tests.
- Transfer Credit Evaluations - Developed transfer credit guidelines (AP, CLEP, Dantes, Dual Enrollment, Military Credit) in collaboration with Registrar and Academic Deans.
- FACTS Institutional Manager for university - Florida's official statewide student advising website. Oversaw annual revision of articulation manual for community colleges and maintained institutional links to FACTS site (admissions, registrar, library, advising, career services, and financial aid.)
- Implemented early-alert system to identify at-risk academic performance or behaviors by students. Created developmental advising interventions aimed at changing and improving student performance.
- Met regularly with Registrar, Academic Deans, and VP for Academic Affairs to address problems and propose or review changes to academic policies and procedures.
- Appointed by President to lead review and redesign of the human resources policies and procedures for the university's student employment program (Classification of Positions, Compensation, Customer Service Training, Recruitment & Retention, Performance Appraisals, Recognition Program, Policy Manual). Selected customer service training program and facilitated training for student employees.
- Developed marketing campaign to promote summer programs and study abroad trips.
- Planned and implemented student orientation programs for students and their families.
- Instructor, Freshman Year Experience course.

**Director of Career Services - Jacksonville University, Jacksonville, FL, 1996-1999, 2002-2003**

- Provide overall leadership for a comprehensive career center offering services for undergraduate and graduate students and alumni.
- Assisted with successful "Career Connections" grant that generated \$300,000 corporate investment to expand career planning, internship, and placement programs.
- Oversaw relocation and renovation of career center facilities, hiring of additional staff, and expansion of programs and services.
- Collaborated with Institutional Advancement staff and regularly attended University Council events (advisory board of corporate donors to the university).
- Created successful Senior Year Experience Program resulting in higher student participation in services (90% increase in career services office visits) and increased office visibility on and off campus.
- Designed and implemented new programs and services in response to customer needs-assessment, usage patterns, and industry best practices benchmarking. Selected and implemented new web-based solution for contact management, job listings, and resume referrals (CollegeCentral). Selected by vendor to do product demonstration for prospective clients at professional tradeshow.
- Coordinated internship program for the College of Business. Developed ongoing internship programs with various Jacksonville-area employers.
- Developed recruiting programs including corporate site visits, on-campus interviews, employer presentations, employer lunch series, chamber networking events, and job fairs. Maintained high participation (100% capacity for job fairs) in 2002 and 2003 employer recruiting programs while regional and national competitors experienced 40-50% declines.
- Project AXESS - 1997-1998. Served on executive committee overseeing successful grant-

funded outreach program for 240 at-risk 7th and 8th grade students. Three-year partnership received one of four national grants, for \$300,000, awarded by the Coca-Cola Foundation. Supervised, trained and evaluated staff of professional guidance counselors and teacher assistants. Designed and implemented curriculum for career development component of six-week summer program. Supervised course instructors. Recruited corporate partners for daily career-related fieldtrips.

- Instructor, Freshman Year Experience course

**Assistant Director of Advising & Career Development - Centre College, Danville, KY, 1991-1996**

- Provided academic advising, career counseling, and placement assistance to students at national liberal arts college with an enrollment of 1,000 undergraduates.
- *Awarded college-wide **Exceptional Service Award** (Professional Staff Employee of the Year)*
- Elected President of statewide private college career consortium. Coordinated recruitment efforts for "Spotlight On Employment", a statewide job fair for 19 colleges involving 45-50 employers.
- Coordinated employer reimbursements for \$10,000 internship grant from the state of Kentucky.
- Developed computer database to process quarterly and annual reports.
- Instructor - Academic Success course.
- Served term on the national Commission for Career Development of the American College Personnel Association (ACPA).

**Career Counselor - Dept. of Career Services - University of Connecticut, Storrs, CT, 1990-1991**

- Provided counseling and placement assistance to undergraduate and graduate students and alumni in a centralized career center at a public university with an enrollment of over 25,000.
- Coordinated Diversity Career Development Conference. Collaborated with students, alumni, employers, multicultural campus centers, and student affairs staff for all-day event with keynote speaker and workshops.
- Assisted with employer relations and on-campus recruiting program. Managed up to 14 recruiting schedules on assigned weekday and served as host for recruiters and student interviewees.
- Led workshops on providing job search assistance to dual-career couples at state and regional professional conferences.

**Career Advisor - Career Development - Bethany College, Bethany, WV, 1988-1990**

- **Live-in residence life position** working with student affairs team. As a graduate assistant, provided counseling on career issues. Created new career resource library.
- Instructor, Master Student study skills course for students placed on academic probation.
- Assisted with selection and training of resident assistants.
- Conducted annual and 10-year alumni placement survey and compiled statistical report.

**Assistant Chaplain - Office of Student Services - Bethany College, Bethany, WV, 1986-1988**

- Planned campus-wide educational programs.
- **Live-in residence life position** working with student affairs team.

**Volunteer Assistant Soccer Coach**

Centre College Women's Soccer Team, 1991-1996

Bethany College Women's Soccer Team and Men's Freshman Soccer Team, 1986-1990

## EDUCATION

- **Doctoral Candidate: Higher Education Administration.** University of South Florida, Tampa, FL. Educational Leadership – College Leadership Emphasis (Ed.D.).
- Expect final dissertation defense in September 2010. Conducting research is in the area of student persistence and institutional retention programs.
- Title: “Academic Performance, Persistence, and Degree Completion of Associate in Arts Degree Recipients Transferring To A Four-Year Multi-Campus Institution.”
- **M.A.** in Counseling, West Virginia University, Morgantown, West Virginia, 1990
- **B.S.**, Gordon College, Wenham, Massachusetts, 1986

## PUBLICATIONS

Miller, T.E. and Reyes, S. (2007) Aligning expectations: A shared responsibility. In Kramer, G. L., (ed.) *Fostering Student Success in the Campus Community*. San Francisco, CA: Jossey-Bass.

Carlson, C. and Reyes, S. (1992). Addressing the needs of dual-career couples. *Journal of Career Planning and Employment*, 52, 27-29.

## PRESENTATIONS & TRAINING

*Learning reconsidered – student learning outcomes for student affairs.* Led staff training workshop for the division of student affairs at Florida Southern College (2006)

*Student development theories and the work of student affairs –* Led staff training for residence life live-in professional staff. Reviewed recent research findings on student persistence, involvement, and engagement. Florida Southern College (2006, 2005)

*Marketing the R.A. job –* led workshop for resident assistants. Florida Southern College (2003-2006)

## UNIVERSITY SERVICE

**Quality Enhancement Plan (QEP) Committee** - Serve on committee responsible to leading the campus-wide project of developing and implementing the QEP as part of our reaccreditation efforts at Polk State College. Maintain QEP website. Serve on writing and assessment teams.

**District-Campus Academic Affairs and Student Affairs Committee** - Serve on institution-wide academic affairs and student affairs leadership group for Polk State College.

**Distance Learning Committee** – Serve on committee that is promoting the expansion of online course offerings at Polk State college.

**Professional/Technical Staff Human Resources Committee** Polk State College

**Search Committee - Director of Human Resources.** Polk State College

**Admissions Review Board (Chair)** - Assisted Jacksonville University in reaching recruitment and retention goals by reviewing candidates that did not meet all admission criteria but showed evidence of academic promise. Developed provisional admission policy for employee dependents. Conducted follow-up studies to assess academic performance and retention of provisionally admitted students. Presented research results to academic standards committee of the faculty. (1999-2002)

**Freshman Year Experience Taskforce** - Appointed by Provost to serve on steering group charged with developing a comprehensive FYE program (admitted student weekend, Orientation, Advising & Registration, FYE course, student life and academic support services outreach programming). Served as course instructor and participated in annual new instructor training. Jacksonville University (2001-2002)

**Retention Taskforce** - Appointed by President to serve on taskforce that assessed reasons for student attrition. Assisted in developing comprehensive retention policies and plans for the university. Jacksonville University (1997-2003).

**Internship Taskforce** - Appointed by Provost to team that led review of policies and procedures for the university's internship program. Proposed marketing initiatives and policy changes to increase student enrollment in program. Jacksonville University (2001-2002).

**Engaged Learning Taskforce** - Appointed by Provost to steering group charged with developing a comprehensive proposal for Internships, Study Abroad Programs, and Service Learning. Jacksonville University (2002-2003).

**Admissions Open House** - Served on steering team that planned and implemented Open House. Conducted presentations for prospective students and families on academic support services and career services at the university. Jacksonville University (1996-2003).

**Alumni-Admissions Matching Program** - Co-directed this new recruitment yield initiative. Recruited 100 alumni volunteers and matched them with 850-900 new students. Tracked phone and mail contacts between volunteers and prospective students. Provided status reports to Vice President for Enrollment Services and Director of Admissions. Jacksonville University (1999-2000).

**Administrative Assessment Committee** - Appointed by President to university committee to review assessment plans and annual reports for all administrative units. Jacksonville University (2002)

**Sexual Harassment Committee** - Appointed by President to serve as an administrative representative to committee. Florida Southern College (2004-2006)

**Financial Aid Scholarship Day** - Served on steering committee for annual academic scholarship competition for new students. Recruited faculty volunteers and interviewed students. Jacksonville University (1999-2002)

**Financial Aid Appeals Committee** - Reviewed appeals of students who had lost aid due to academic performance. Reviewed documentation and operated within institutional and state aid guidelines. Jacksonville University (1998-2003)

## **PROFESSIONAL AFFILIATIONS**

- Florida Association of Community Colleges, 2009-present

## **COMMUNITY INVOLVEMENT**

- Lake Wales Area Chamber of Commerce
- Leadership Lake Wales – Member of Class 14, 2009-2010
- Lake Wales Economic Development Partnership, member of this collaborative effort between the City of Lake Wales and the local chamber organization, 2010
- Lake Wales Main Street, Board Member and Member of Organization Subcommittee, 2009-present
- Lake Wales Literacy Council, 2009-present

## CHERYL DENISE GARNETT

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### **OBJECTIVE**

To gain long-term employment in an educational environment where application of key leadership skills can be used to the greatest benefit of students, staff and administration.

### **CAREER PROFILE**

A highly motivated and self-directed individual with excellent organizational, team building, interactive and interpersonal skills; Experienced in providing quality educational services to a diverse student population and the community at large. Demonstrated competencies are:

Enrollment Services & Community Outreach	Oral and Written Communications
Special Events Coordinating & Facilitating	Public Speaking
Office Management	Public Relations
Student Services	Report Preparation and Reporting
Admissions, Registration & Records	Workforce Development
Academic, Career and Financial Aid Advisement	Articulation
Test Administration, Assessment and Evaluation	Marketing
Curriculum Development	Computer Technology/GENESIS
Program Development and Implementation	Budgetary Skills

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### **EXPERIENCE**

#### ***Polk State College - Student Services, Winter Haven, FL***

- Student Services Specialist (current position)
- Enrollment Services and Outreach Coordinator
- Advisor

#### **Enrollment Services**

- Assists students with the Admissions, advising, registration, financial aid and other student services information/processes.
- Assists with the marketing plan for the Lake Wales Center.
- Coordinates outreach and recruitment events with admissions, advising, financial aid, academic departments and other appropriate persons/departments.
- Assists the Department of Financial Aid in promoting funding for tuition purposes, including Bright Futures, Florida Medallion and First Generation opportunities.
- Coordinates and facilitates various on campus and center special events, such as, Admissions Events, Open Houses, Super Saturdays and various workshops.

#### **Community Outreach**

- Represents Polk State College in the Greater Lake Wales area and surrounding communities via newspaper, television and other media.

- Represents PCC at various high school events including athletic events, award ceremonies and special events.
- Speaks at local community events.
- Attends chamber meetings, luncheons, banquets and special events.
- Coordinates with local agencies and groups to find or create opportunities to promote Polk State College and its programs.
- Facilitates events and discussions with local agencies/interest parties to determine the needs/wants of local communities.
- Attends and participates in local community events in an effort to promote higher educational opportunities.
- Collaborates with various secondary educational programs, including public, charter, private and home school to promote dual enrollment and collegiate high school opportunities.
- Coordinates and facilitates middle and high school visits as assigned.

### **Advisement**

- Advises students relative to admissions, career exploration, transfer requirements, registration, academic programs and courses.
- Plans and facilitates orientation which adequately explains student responsibility and Polk State College's environment, philosophy, rules regulations and transfer procedures.
- Interprets and utilizes standardized tests results in an ethical, knowledgeable and responsible manner.
- Processes and maintains student data via GENESIS.
- Disseminates and assists with financial aid information and application processes relative to grants, loans, veteran benefits and various scholarships.
- Analyzes and processes prospective student applications for Allied Health and linkage programs.
- Advises dual enrollment and early admission students regarding program opportunities and recommends strategies to ensure academic success.
- Designs an educational plan to accomplish the program objective desired by the student.
- Advises students in exploring and developing life styles and career choices compatible with self concept and values.

### **Admission**

- Assists students with the Admission, Registration and Records functions which include but not limited to: admission processes, transcript and enrollment verifications, non credit applications and registrations.
- Processes student withdrawals, reinstatements, transcripts.
- Maintains and prepares departmental reports for state reporting.
- Represents JDA Center at Registrar's Leadership Team Meetings and participates in the strategic planning efforts.
- Trains staff

### **Financial Aid**

- Assists students with financial aid functions which include, but not limited to: disseminating financial aid information regarding grants, loans, veteran benefits, various scholarships, online FAFSA and PASSPORT.
- Collects financial aid data and relevant documents for supervising campuses.

### **Registration**

- Trains and assists students with the use of Polk State College's online registration system – PASSPORT.
- Processes dual enrollment registration for dual enrollment and early admission students.
- Registers students via GENESIS

### **Articulation**

- Interprets/communicates accurately state university system's and private colleges' articulation agreements.
- Communicates course requirements and other information relating to Polk State College which articulates with other institutions.

### **Retention**

- Assures students' success by utilizing retention efforts and empowering the student to accept responsibility for their education.

## **EDUCATION**

Masters Business Administration -Webber International University-Babson Park, FL - 2007  
Bachelor of Arts, Florida Atlantic University, Boca Raton, FL  
Associate in Arts, Polk State College, Winter Haven, FL



## **Annette Fuller**

2249 Laura Street Lake Wales, FL 33898

(863)679-3357 Cell (863)528-6878

Annette338@hotmail.com

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### **PROFESSIONAL SKILLS**

- Microsoft Word, Excel, and PowerPoint
- Genesis Student Information System
- Filing and Organizing
- Typing (35+ wpm) and Editing
- Telephone Skills
- Customer Service
- Maintain Office Supplies
- Budget Requisitions/Disbursements

### **EDUCATION**

Polk Community College, Winter Haven FL

Enrolled in Office Administration A.A.S. program, 2004-present

Medical Secretary Certificate, Traviss Career Center, 2003

### **SKILLS**

- Developed ability to work in a fast-paced atmosphere
- Maintained excellent customer relations and developed customer rapport
- Diplomatically resolved customers complaints on as-needed basis
- Maintained Student Records and Grades
- Ability to follow instructions well and make decisions with no supervision

### **EMPLOYMENT**

#### **Polk State College, Winter Haven, FL, 2004-present**

*Student Services Assistant* - JD Alexander Center, Jan. 2009-present

- Answer incoming calls and serve as receptionist for off-campus center.
- Provide assistance to prospective students. Assist with admission and registration process. Collect required documents and send them to main campus in Winter Haven.
- Update student records in Genesis Student Information System.
- Assist students with financial aid application process.
- Maintain office supplies. Process requisitions and disbursements.
- Supervise student workers.

*Record Secretary* - Educator Preparation Institute, 2007-2008

- Maintained student records for program director.
- Updated database of student test scores.
- Answered calls and provided program information to prospective students.

*Technical Assistant* – Library, 2004-2007

- Filed books and assisted students in locating library materials.

**Lake Wales Walk-in Clinic, Lake Wales, FL**

*Receptionist*, 2003

- Answered phones and processed prescription refills with local pharmacies.
- Maintained confidential patient records.

**Sealy Inc., Orlando, FL**

*Machine Operator*, 1976-2003

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## **MICHAEL S. BROGAN**

612 Lake Ned Road Winter Haven, FL 33884 863.286.9825 micbro111@gmail.com

### **HIGHLIGHTS OF QUALIFICATIONS**

- Excellent communication skills. Experienced public speaker, effective writer.
- Strong interpersonal skills. Able to establish rapport, motivate and lead others.
- Professional demeanor. Believes in adhering to all workplace standards.
- Self-motivated and confident in making independent decisions.
- Computer literate. Proficient in MS Word, Excel, PowerPoint, Email and Internet.
- Works well under pressure. Able to retain a sense of humor in tense situations.

### **PROFESSIONAL EXPERIENCE**

**Student Services Specialist Polk State College Lake Wales, FL 03/2009 – Present**

- Provides professional customer service to students seeking orientation, admission, registration, financial aid, advising, career planning, records, transfer and graduation information.
- Uses Genesis database to maintain student records and other confidential information.
- Assists instructors, monitors building/classroom activities during evening hours at JDA Center.

**GED/Adult Ed Instructor Trenholm State Montgomery, AL 10/2007 – 06/2008**

*(Note: Trenholm State Technical College jobs were based on yearly 8-12 month grants.)*

- Managed GED Online class, recruited and taught job skills classes for Ready-To-Work program.

**Office Technologies Instructor Easter Seals Montgomery, AL 11/2006 – 09/2007**

- Developed and taught workplace behavior skills program for vocational rehabilitation clients.

**Focused Industry Training (FIT) Instructor Trenholm State Montgomery, AL 01/2006 – 09/2006**

- Provided job readiness training to adult students with limited education/job skills.

**Social Service Caseworker Dept. of Human Resources Montgomery, AL 08/2005 – 01/2006**

- Performed case management for foster care children to assess and meet their needs.

**FIT Instructor Trenholm State Montgomery, AL 11/2004 – 06/2005**

- (Same duties as listed above.)

**FIT Instructor/Career Facilitator Family Support Center Prattville, AL 02/2004 – 11/2004**

- Worked with Employment Service Workforce Investment Act (WIA) program to recruit students for FIT class, provided job readiness training and job placement assistance for WIA clients.

**Instructor Montgomery Assn. of Retarded Citizens Montgomery, AL 10/2003 – 02/2004**

- Provided job and life skills training to 42 mentally retarded adults in sheltered workshop setting.

**Airman United States Air Force Worldwide 09/1977 – 07/2003**

- Performed duties as electronics technician, shift supervisor, production supervisor, shop chief, Professional Military Education instructor, curriculum development supervisor, mentor and leader while proudly serving my country. Retired as a Senior Master Sergeant after 26 years of honorable service.

### **EDUCATION**

- 14 graduate-level credit hours in psychology; 24 graduate-level hours in counseling.
- B.A., Psychology, North Carolina Wesleyan College, Rocky Mount, NC.
- A.A.S., Avionic Systems Technology, Community College of the Air Force, Maxwell AFB, AL.
- A.A.S., Instructor of Technology/Military Science, Community College of the Air Force.

**Gerry Hubbs**  
3510 Lori Lane N  
Lakeland, FL 33801  
(863) 670-0458  
gerry.hubbs@prodigy.net

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**Objective**

To acquire an engaging and challenging position within an organization that utilizes my strong interpersonal and customer service skills, administrative experience, leadership skills, computer knowledge, and education.

**Professional Experience**

**Polk State College**, Winter Haven, FL; March 2009 – Present

**Tutoring Services Coordinator (Part-time) – JD Alexander Center**

- Supervise Student Success Center – afternoons & evenings
- Hire, schedule, supervise and train Student Success Center tutors
- Assist individuals in filling out online college application, FAFSA and computerized registration
- Administer make-up tests, CPT, Distance Ed and special needs tests
- Maintain detailed records and filing system of all testing materials
- Maintain tutoring and supply budgets
- Provide tutoring assistance on Microsoft Office applications, Internet and college software
- Create and design PowerPoint presentations and flyers for marketing drivers

**Teen Challenge**, Lakeland, FL; January 2009 – March 2009

**Executive Administrative Assistant – Temporary Position**

- Assisted leadership in strategic planning
- Participated in development, implementation and training of new procedures
- Created new parent, staff and student handbooks
- Perform administrative duties

**J. Harper & Company**, Lakeland, FL; February 2007 – August 2008

**Creative Assistant/Research and Development**

- Participated in and took notes in planning meetings and brainstorming sessions
- Coordinated team in creating illustrations for computer presentations
- Created seminars using Keynote and PowerPoint
- Assisted in convention planning
- Performed software administration and training

**Cleveland School of Music**, Lakeland, FL; February 2006 – December 2007

**Office Manager/Marketing**

- Promoted and explained services to prospective clients in person and over the phone
- Maintained lesson schedules for music instructors and processed instructor timesheets
- Performed daily office functions such as answering phones and customer service
- Set-up computer based payment system and processed client payments
- Created and updated website, brochures, flyers, post cards and business cards
- Participated in Planning and Development of programs for school growth

**Polk Community (State) College**, Winter Haven, FL, 1993 – 2006

**Teaching Lab Specialist – Teaching/Learning Computing Center**

- Administered make-up tests, CPT, CLEP, Distance Ed and special needs tests
- Maintained organization and detailed records of all testing materials and tests administered
- Assisted in supervising and training of tutors
- Conducted tours of lab for prospective employees and students

- Designed and maintained TLCC website, brochures, booklet and graphics for marketing drivers
- Performed training sessions for instructors and students on Microsoft Word and PowerPoint

### ***Educational Background***

**University of South Florida**, Tampa, FL

M. Ed. in Instructional Technology, 18 Hours completed, 1999 – 2001

**University of South Florida**, Tampa, FL

Bachelors of Science in Elementary Education, 1991

**Polk Community (State) College**, Winter Haven, FL

Associate of Arts in Elementary Education, 1989

### ***Computer Skills***

- PC Software: Microsoft Word, Excel, PowerPoint, Publisher, FrontPage, Outlook and Internet Explorer
- Mac Software: Keynote, Entourage, Safari

## Tina L. Hanson

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**Skills** Acrobat Exchange/Adobe Reader; Microsoft Access, Excel, PowerPoint, Publisher, Word; Outlook 2000; Visio; Citrix; Legal Key; SoftWise; Carpe Diem; Docs Open; WordPerfect 5.1-10; Windows 97-00, NT, XP; Blackberry; Avaya, Genesis

**Experience** 04/21/09 - Present  
Polk State College Lake Wales, FL  
***Teaching Lab Assistant***

- Opening and/or closing the Student Success Center.
- Maintain files and safeguard academic tests; distribute to students for completion as requested by faculty.
- Administer and monitor CPT, Online, Distance Education and Paper/Pencil tests.
- Maintain lab equipment in operational condition. Providing technical assistance and troubleshooting computer issues in the Student Success Center.
- Coordinate the work of others in an academic learning center environment committed to customer service.
- Provide tutoring assistance if needed on all Microsoft Office applications.
- Input and maintain usage log and reports for Student Success Center.
- Adapts existing procedures to meet new situations and works independently toward general results, devising new methods as required.
- Issue software, video and audio tapes and other instructional materials.
- Distribute computer supplies to faculty and staff upon request.
- Supervise tutors and student employees.
- Answer lab telephone, provide information and refer calls as appropriate. Assist disabled students and special needs students.
- Serve as the backup receptionist for JDA Student Services. Answer the main telephone line for JDA and transfer calls to other campus offices as required.
- Assist prospective students with application process – complete online registration, assist with FAFSA applications.
- Answer general student questions about admissions, registration, and financial aid.
- Process department requisitions and disbursement requests for Student Services and Student Success Center and maintain back-up purchasing documentation.

10/02/06–06/02/2008  
Wal-Mart Spring Hill, FL  
***Sales Associate/Cashier***

- Extensive Customer Service

12/2004–10/2006  
Unemployed/FAMILY OBLIGATIONS New Paltz, NY  
***Helped care for family members***

07/01/2000–10/21/2004

Herrick Feinstein LP

New York, NY

Solomon Zauderer et al.

Kramer Levin Naftalis & Frankel

***Help Desk/Trainer/2<sup>nd</sup> Shift Word Processing Operator***

- Extensive and diversified word processing and document production.
- Assist all personnel with various types of software and document questions/problems.
- Back-up to and 2<sup>nd</sup> shift coverage for Help Desk department involving hardware/software installations, printer problems, blackberry troubleshooting, Conference Bridging and Video Conferencing.
- Provided overtime and extra coverage for both Word Processing and Help Desk departments.
- Assisted several attorneys upon specific request with special project work.
- Created training materials using PowerPoint presentations and held training classes.

07/1988–07/2000

Laser Recycling Systems

New York, NY

Mandel and Resnik, P.C.

Mayer, Katz Baker Liebowitz & Roberts

Frankfurt, Garbus, Klein & Selz

***Office Manager/Legal Secretary/Administrative Assistant***

- Assistant to managing partners who specialized in real estate law, corporate law and entertainment law.
- Extensive client interaction and word processing.
- Handled diversified project work including preparation of office leases, store leases, contracts of sale and upkeep of corporate minute books.
- Responsible for maintenance of firm database and profile.
- Responsible for maintaining attendance records for all employees.
- Responsible for implementing and teaching computerized billing system.
- Responsible for Novell network and all software packages.
- Responsible for the supervision of mailroom personnel, secretarial staff, word processing center, receptionist, hiring/firing of support staff, arranging temporary support staff assistance, maintaining office appearance, ordering office supplies and processing benefits for all employees.
- Handled records, collections, phones and deliveries.

Education

1982–1984 SUNY – Morrisville, Morrisville, NY

A.A.S., Business Administration and Management

References

Available upon request

## Christopher A. Russell

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- Education                      2003 – Present Polk State College                      Winter Haven, FL  
Liberal Arts
- Attending PSC part-time, taking prerequisites for transferring to a state university. Presently taking courses on a part-time basis while working full-time, towards a degree in Liberal Arts. Expected graduation date is Fall of 2011.
- 1999 – 2003      Lake Wales Senior H.S.                      Lake Wales, FL  
Graduated in May of 2003, college preparation courses
- Work experience              Nov. 2006 - Present      Polk Community College              Winter Haven, FL  
Utility Mechanic, J.D. Alexander Center, Lake Wales Campus
- May 2009 – Present:
- Provide maintenance services on the Lake Wales campus, such as small construction projects, troubleshooting and repairing all college campus systems, such as HVAC, plumbing and electrical problems, and all other projects as required. Coordination with outside contractors and upkeep of maintenance records and inspections on campus.
- Maintenance Services Assistant, Winter Haven Campus
- Nov. 2006 - May 2009:
- Provide maintenance services on campus, such as small construction projects, painting, assist with troubleshooting and repairing plumbing and electrical problems, and all other projects as required.
- 1997 – Nov. 2006              TJ Lawn Services, Inc.                      Lake Wales, FL  
Landscape Technician
- Crew Leader since 2000, responsible for supervising a team of 2-5 employees on a daily basis.
  - Duties include all aspects of landscaping, from planning and planting to maintaining the landscaping. Lawn services include mowing, edging, weeding, application of herbicide and related chemicals, and all other activities associated with lawn care.
  - Perform tree-trimming duties on a regular basis.
  - All around duties in my position also include small home maintenance repairs, and driving the company truck and trailer.

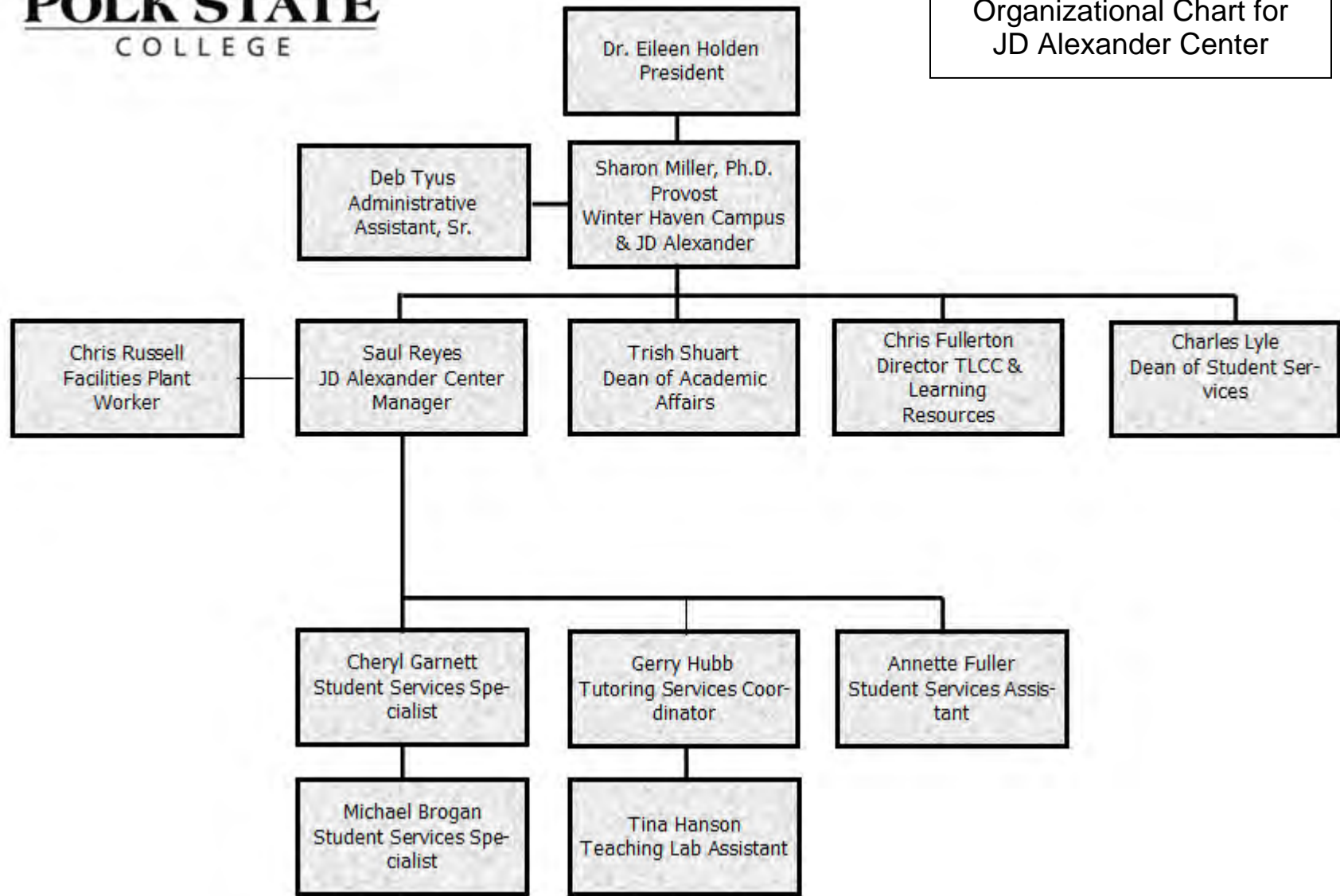
**References available upon request.**

## **Appendix D: Organizational Chart for JD Alexander Center**

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Organizational Chart for  
JD Alexander Center



## **Appendix E: Job Descriptions**

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**Provost**  
**Reports to: President**  
**Organizational Unit: Administrator - Exempt**  
**Status: Full-time Regular Salary range: P19**  
**Revision Date: May , 2008**

**I. Basic Purpose of Position:**

The position is responsible for providing leadership and day-to-day management of campus operations (and associated satellite centers) including charter high school supervision. The Provost is accountable for creating a campus environment that is based on open and continuous communication and that ensures student learning and success within the broader context of the college’s vision, mission, and college-wide strategic goals. This position requires a leadership style that exemplifies PSC’s Core Values of Commitment, Collaboration, Diversity, Excellence, Integrity, Leadership and Service.

Responsibilities include overseeing campus-based academic and student affairs programs and support services and library resources. The Provost will represent the college in the community and will establish positive relationships with surrounding schools, colleges and universities.

**II. Job Functions:**

-----*Essential Non-Essential*

A. Administer the day-to-day operation of the Academic, Student Services, Support Services, and Library units of the assigned campus and service centers.	X
B. Provide vision, leadership, coordination, accountability, and advocacy for the Academic, Student Services, Support Services, and Library units to support the College’s mission.	X
C. Work with appropriate campus and district personnel to evaluate, schedule, and supervise campus faculty and staff. Provide supervision, evaluation and professional development for the administrative, faculty and support staff assigned to Academic, Student Services, Support Services, and Library units.	X
D. Direct and support academic and student service units in the planning, development and evaluation of curriculum, services and programs in order to ensure that student development, student support and academic program needs are met.	X
E. Lead through a shared governance model.	X
F. Administer the preparation and production of curriculum and instruction related materials for the college catalog, semester course catalog, and related marketing materials.	X
G. Work with appropriate campus and district personnel to recruit and retain high-quality and diverse faculty, administrators and staff.	X
H. Work collaboratively with academic deans, student deans, library directors and district staff to analyze data that affects program expansion and course offerings to enhance enrollment.	X
I. Participate in strategic planning initiatives to formulate short and long term campus initiatives that require a thorough analysis of data including but not limited to campus/college enrollment statistics and targets, demographics, student success and retention, and legislative rulings.	X
J. Support faculty initiatives that promote innovation and enhanced learning	X
K. Mediate issues between and among student, faculty, staff and administration as required	X
L. Prepare and administer campus budget in a manner conducive to effective and efficient allocation of human, financial and college resources.	X
M. Represent the college in civic/community organizations.	X
N. Prepare, analyze and present reports as required.	X
O. Participate in resource development (fundraising, grants, partnerships, etc).	X

P. Interpret college policies, practices and procedures to students, faculty and staff.	X
Q. Plan and monitor expenses so spending is within the approved allocation for the assigned campus and services centers.	X
R. Maintain, organize, evaluate, and manage outcomes assessment for all campus operations	X
S. Participate in the SACS accreditation process for assigned units.	X
T. Work with the Director of Institutional Effectiveness and Planning to establish Continuous Process Improvement for campus programs and services.	X
U. Provide avenues of communication among Campus members and the District.	X
V. Assist the President, District Vice President for Academics and Student Services, District Vice President for Administration/CFO in institutional projects that have impact on the Campus and District.	X
W. Serve on and chair (as needed) college and campus committees.	X
X. Lakeland Provost will establish a positive and strong collaboration with USF- Lakeland faculty, staff and students.	X

**III. Consulting Tasks:**

- A. Consults regularly with college administrators and other college personnel.
- B. Consults with students on issues relating to the units.
- C. Serves with other personnel on committees.

**IV. Supervises the Following Staff:**

<i>Dean of Academic Affairs</i>	<i>Director of Collegiate or Chain of Lakes High School</i>
<i>Dean Student Services</i>	<i>Administrative Assistant</i>
<i>Director of TLCC and Learning Resources</i>	<i>Campus Facilities Plant Manager (Dotted Line)</i>

**V. Required Knowledge, Skills and Personal Qualifications:**

- A. Knowledge of principles and practices of higher education administration
- B. Ability to clearly and tactfully communicate orally and in writing with a variety of contacts of considerable importance within and outside of the Campus and District
- C. Ability to work independently on broad general activities with the responsibility for planning and delegation of work
- D. Ability to make major decisions within broad limitations of policies, professional standards with work reviewed through consultation and agreement with others rather than by directives from superiors
- E. Ability to work collaboratively with faculty in an environment that values open and honest communication
- F. Working knowledge of Genesis functions
- G. The ability to establish an effective rapport with faculty, office staff, co-workers, and economic development and civic group members.
- H. Knowledge of accreditation guidelines is required.
- I. Knowledge of applicable laws, regulations, procedures and processes governing the academic administration process.
- J. Knowledge of principles and practices of academic administration, curriculum planning, instructional theory and methods, and Student Services.
- K. Excellent organizational skills, with special attention to details.
- L. Must be able to handle multiple tasks and deadlines while working independently.
- M. Must be able to exercise sound independent judgment and discretion within assigned role to complete assignments.
- N. Ability to maintain confidential information.

**VI. Required Experience:**

- A minimum of seven years of full time progressively responsible administrative experience in higher education administration at the Dean level or higher or related experience
- Community college teaching and administrative experience is preferred

**VII. Educational Background:**

Graduation from a regionally accredited college or university with a minimum of a Masters degree is required. Doctorate preferred.

**VIII. Working Conditions:**

- A. Extensive weekend and evening work may be required.
- B. Extensive travel throughout Polk County is required.
- C. Must have the ability to work proficiently in busy, multi-office work area.
- D. Must be flexible and able to adapt well to changes.

**IX. Physical/Ability Requirements:**

In the performance of the ESSENTIAL elements of this Job, the following are required. CHECK ALL THAT APPLY:

Sensory/Mental requirements					
<input checked="" type="checkbox"/>	Sight	<input type="checkbox"/>	Smell	<input checked="" type="checkbox"/>	Good Long-term Memory
<input type="checkbox"/>	Hearing	<input type="checkbox"/>	Taste	<input checked="" type="checkbox"/>	Good Short-term Memory
<input type="checkbox"/>	Touch			<input checked="" type="checkbox"/>	Ability to concentrate for long periods of Time

Ability Requirements:

- Speak/Understand English       Basic Level               Professional Level       Public Speaking Skills  
 Reading English               6 Grade Level  12 Grade Level       College Level  
 Writing English               Basic Level               Intermediate Level       College Level

Speak a Second language (indicate language) \_\_\_\_\_

Operate standard office equipment (please specify equipment)  
 \_\_\_\_\_  
 Must be able to efficiently operate personal computer and word-processing software.

Operate special equipment (Please specify equipment)  
 \_\_\_\_\_

Drive an automobile/light truck/van or a vehicle requiring special skills or licensing (Please specify)  
 \_\_\_\_\_

**PHYSICAL REQUIREMENTS:**

In an eight-hour workday, employee is required to: (**Check** daily requirement for each activity).

Task	Number of Hours Per 8 Hour Work Day							
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Sit	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Stand	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Walk	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Drive	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Data Entry	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Read CRT	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8

In terms of an 8 hour workday (select the category that applies to each activity):

<b>On the job employees must:</b>	<b>Not at all</b>	<b>Occasionally (1/4 - 2.5 hrs)</b>	<b>Frequently (2.5 - 5.5 hrs)</b>	<b>Continuously (5.5 - 8 hrs)</b>
Bend/Stoop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climb	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reach above Shoulder level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kneel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Squat	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crawl	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crouch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The employee must lift:</b>				
Usual amount ___ lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maximum amount ___ lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The employee must carry:</b>				
Usual amount <u>20</u> lbs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maximum amount <u>20</u> lbs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The employee must push/pull</b>				
Usual amount <u>20</u> lbs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maximum amount ___ lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On the job employee is required to use hands for repetitive actions such as:

	<b>Simple Grasping</b>	<b>Firm Grasping</b>	<b>Fine Manipulation</b>
Right	Yes		Yes
Left	Yes		Yes

<b>Does job require:</b>	<b>Yes</b>	<b>No</b>	<b>Explain</b>
Working at heights		<b>X</b>	
Operating machinery		<b>X</b>	
Operating computers or office machines	<b>X</b>		<b>Computer usage is mandatory including data entry, and word-processing.</b>
Precise manual dexterity		<b>X</b>	
Exposure to marked changes in temperature or humidity and the extremes thereof		<b>X</b>	
Exposure to dust, fumes, gases, chemicals		<b>X</b>	

The College has reviewed this job description to ensure that essential functions and basic duties have been included. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate.

I have read and received a copy of this description, including all attachments.

\_\_\_\_\_  
Employee Signature Date

\_\_\_\_\_  
Supervisor Signature Date

Copy provided to Office of Human Resources on: \_\_\_\_\_  
Date

**Dean of Academic Affairs**  
**Reports to: Provost**  
**Organizational Unit: Administrator - Exempt**  
**Status: Full-time Regular Salary range: P17**  
**Revised Date: June 2008**

**I. Basic Purpose of Position:**

The Dean is responsible for activities related to the supervision, management, planning, design and development for all academic programs (AA, AS, AAS, certificate) for the campus and associated satellite centers. The Dean is responsible for working collaboratively with full-time and adjunct faculty to create and promote an environment that values the teaching and learning process. This position requires a leadership style that exemplifies PSC's Core Values of Commitment, Collaboration, Diversity, Excellence, Integrity, Leadership and Service.

Work requires the analysis of major academic programs and services, planning of various interrelated activities, and the coordination of multiple projects or functions. Responsibilities of the position require an open and collegial communication style to address decisions involving complex factors which may be difficult to evaluate. It also requires the development of data and ability to compile and interpret data, report results using multi-media resources, and develop recommendations for senior administration that will influence decisions on long-term programs and policies. Position requires strong collaboration with PSC Faculty Senate, including PSC's Charter High Schools, on issues and matters that relate to all instructional personnel.

**II. Job Functions:**

----- *Essential Non-Essential*

A. Maintain Regular Attendance.	X
B. Develop, review and comply with all PSC policies and procedures to reflect the practices of the division and the institution.	X
C. Ensure compliance with State and Federal Statutes.	X
D. Hire, evaluate, schedule, and supervise full-time and adjunct faculty and staff.	X
E. Evaluate instructor credentials, record in Genesis IRM, and keep referral file.	X
F. Support faculty initiatives that promote innovation and enhanced learning.	X
G. Develop and maintain mentoring program for faculty.	X
H. Establish faculty loads.	X
I. Develop and monitor continuous general education review including new program and course initiatives.	X
J. Support and enhance the curriculum design model.	X
K. Establish program evaluation and monitoring programs.	X
L. Work collaboratively with TLCC and Student Services on programs and initiatives to support the mission of the college.	X
M. Administer the academic budget.	X
N. Participate in resource development.	X
O. Establish Continuous Process Improvement program in the division.	X

*Essential Non-Essential*

P. Work with other administrators and district staff to analyze data that affects program expansion and course offerings to enhance enrollment.	X
Q. Maintain, organize, evaluate, and manage outcomes assessment plans for Campus.	X
R. Lead SACS accreditation process for academic division for campus and College.	X

S. Provide avenues of communication among Campus members and the District.	X
T. Participate in strategic planning initiatives.	X
U. Promote a shared decision making process.	X
V. Demonstrate active involvement in the community (internal and external).	X
W. Assist senior management staff on institutional projects that have impact on the Campus and District.	X
X. Serve on and chair (as needed) college and campus committees.	X

**III. Consulting Tasks:**

- D. Consults regularly with college administrators and other college personnel
- E. Consults with regular with regular and adjunct faculty on divisional matters
- F. Consults with students on issues relating to the division
- G. Serves with other personnel on committees.

**IV. Supervises the Following Staff:**

*Faculty Number: 75-80*  
*Staff Assistant Number: 1*

**V. Required Knowledge, Skills and Personal Qualifications:**

- A. Knowledge of principles and practices of academic administration, curriculum development and instructional theory and practices
- B. Ability to effectively and tactfully communicate orally and in writing with a variety of contacts of considerable importance within and outside of the college
- C. Ability to work independently on broad general activities with the responsibility for planning and delegation of work.
- D. Ability to make major decisions within broad limitations of policies, professional standards with work reviewed through consultation and agreement with others rather than by directives from superiors.
- E. Ability to work cooperatively with college personnel.
- F. Hands-on knowledge of Genesis Functions.

**VI. Preferred Experience:**

- Five years full time experience in higher education administration at the Department Chair level or higher or related experience
- Three years full time teaching experience in a discipline within the division is required
- Community college teaching and administrative experience is preferred

**VII. Educational Background:**

- Graduation from a regionally accredited college or university with a Masters degree in Educational Leadership, Higher Education Administration, or academic discipline is required (doctorate preferred).

**VIII. Working Conditions:**

*Normal office working conditions.*

**IX. Physical/Ability Requirements:**

In the performance of the ESSENTIAL elements of this Job, the following are required. CHECK ALL THAT APPLY:

Sensory/Mental requirements		
<input checked="" type="checkbox"/> Sight	<input type="checkbox"/> Smell	<input checked="" type="checkbox"/> Good Long-term Memory



<input type="checkbox"/> Hearing	<input type="checkbox"/> Taste	<input checked="" type="checkbox"/> Good Short-term Memory
<input type="checkbox"/> Touch		<input checked="" type="checkbox"/> Ability to concentrate for long periods of Time

Ability Requirements:

Speak/Understand English     Basic Level             Professional Level     Public Speaking Skills

Reading English             6 Grade Level  12 Grade Level             College Level

Writing English             Basic Level             Intermediate Level     College Level

Speak a Second language (indicate language) \_\_\_\_\_

Operate standard office equipment (please specify equipment)

\_\_\_\_\_ Must be able to efficiently operate personal computer and word-processing software. \_\_\_\_\_

Operate special equipment (Please specify equipment)

Drive an automobile/light truck/van or a vehicle requiring special skills or licensing (Please specify)

**PHYSICAL REQUIREMENTS:**

In an eight-hour workday, employee is required to: (**Check** daily requirement for each activity).

Task	Number of Hours Per 8 Hour Work Day							
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Sit	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Stand	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Walk	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Drive	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Data Entry	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Read CRT	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8

In terms of an 8 hour workday (select the category that applies to each activity):

<b>On the job employees must:</b>	<b>Not at all</b>	<b>Occasionally (1/4 - 2.5 hrs)</b>	<b>Frequently (2.5 - 5.5 hrs)</b>	<b>Continuously (5.5 - 8 hrs)</b>
Bend/Stoop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climb	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reach above Shoulder level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kneel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Squat	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crawl	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crouch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The employee must lift:</b>				
Usual amount ___ lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maximum amount ___ lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The employee must carry:</b>				
Usual amount <u>20</u> lbs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maximum amount <u>20</u> lbs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The employee must push/pull</b>				
Usual amount <u>20</u> lbs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maximum amount ___ lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On the job employee is required to use hands for repetitive actions such as:

	<b>Simple Grasping</b>	<b>Firm Grasping</b>	<b>Fine Manipulation</b>
Right	Yes		Yes
Left	Yes		Yes

<b>Does job require:</b>	<b>Yes</b>	<b>No</b>	<b>Explain</b>
Working at heights		<b>X</b>	
Operating machinery		<b>X</b>	
Operating computers or office machines	<b>X</b>		<b>Computer usage is mandatory including data entry, and word-processing.</b>
Precise manual dexterity		<b>X</b>	
Exposure to marked changes in temperature or humidity and the extremes thereof		<b>X</b>	
Exposure to dust, fumes, gases, chemicals		<b>X</b>	

The College has reviewed this job description to ensure that essential functions and basic duties have been included. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate.

I have read and received a copy of this description, including all attachments.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

**Dean of Student Services**  
**Reports to: Provost**  
**Organizational Unit: Administrative Staff - Exempt**  
**Status: Full-time Regular Salary range: P17**  
**Revision Date: June 2008**

**I. Basic Purpose of Position:**

The Dean of Student Services is responsible for activities related to the supervision, management, planning, design and development for all student services programs delivered on the campus and satellite centers (i.e. recruitment, admissions, registration, records, institutional testing, enrollment management, retention, advising, community outreach, dual enrollment, student activities, graduation) The Dean is responsible for working collaboratively with full-time and adjunct faculty, administrators, staff and students to create and promote an environment that values the teaching and learning process. This position requires a leadership style that exemplifies PSC's Core Values of Commitment, Collaboration, Diversity, Excellence, Integrity, Leadership and Service. This position also requires a strong collaborative relationship with the District Director of Financial Aid to ensure excellent service to students.

**II. Job Functions:**

	<i>Essential</i>	<i>Non-Essential</i>
A. Maintains Regular Attendance.	X	
B. Hire, train, evaluate, reward and encourage, as well as discipline assigned employees.	X	
C. Develop and administer appropriate staff development activities.	X	
D. Develop and maintain staff mentoring program.	X	
E. Know and enforce PSC Policies and Procedures.	X	
F. Ensure compliance with State and Federal Statutes (i.e. FERPA, ADA, etc).	X	
G. Support faculty and staff initiatives that promote innovation and enhanced learning.	X	
H. Supervise the discipline and grievance processes for students.	X	
I. Supervise the ombudsman services for students	X	
J. Develop, implement and evaluate programs and services for students with disabilities.	X	
K. In collaboration with the TLCC, develop, implement and evaluate student support, leadership development, and mentoring programs for students.	X	
L. Serve as college articulation officer at local and state levels.	X	
M. Oversee the management, security and retention of all appropriate student records.	X	
N. Oversee the coordination of student recruitment, course registration activities, graduation and related activities. Provide for coordination of these activities with other organizational units.	X	
O. Oversee the certification of student enrollments and student completions and graduations.	X	
P. Oversee and provide for coordination with other academic units in the development and implementation of admission requirements and of the credit course schedule.	X	
Q. Participate in resource development.	X	
R. Oversee the budget and resource allocation of all areas assigned.	X	
S. Assist the District Vice President for Academic and Student Services with the	X	

development of the academic calendar.	
T. Assist with the review and revision of college policies and procedures.	X
U. Work collaborative with academic deans, provost and district staff to analyze data that affects course offerings to enhance campus and college wide enrollment.	X
V. Maintain, organize, evaluate, and manage outcomes assessment for student services functions.	X
W. Establish Continuous Process Improvement.	X
X. Lead student services segment of SACS accreditation for Campus and College.	X
Y. Provide avenues of communication among Campus members and the District.	X
Z. Participate in strategic planning initiatives.	X
AA. Promote a shared decision making and governance process.	X
BB. Demonstrate active involvement in the community (internal and external).	X
CC. Create and sustain partnerships with local elementary, middle and high schools and home school organizations to ensure widespread outreach of PSC programs and services.	X
DD. Create and sustain partnerships with area Adult Education Centers.	X
EE. Assist other administrative staff on institutional projects that have impact on the Campus and District.	X
FF. Serve on and chair (as needed) campus and college committees.	X

**III. Consulting Tasks:**

- A. Consults regularly with college administrators and other college personnel
- B. Consults with regular and adjunct faculty on divisional matters
- C. Consults with students on issues relating to the division
- E. Serves with other personnel on committees.

**IV. Supervises the Following Staff:**

1 Testing Coordinator	1 Testing Coordinator
1 Staff Assistant	1 Staff Assistant
1 Advising Coordinator	1 Registrar
	1 Advising Coordinator

**V. Required Knowledge, Skills and Personal Qualifications:**

- A. Knowledge of principles and practices of student services administration including theory and best practices
- B. Ability to effectively supervise staff
- C. Knowledge of state and federal laws related to student services and community colleges
- D. Working knowledge of federal, state and local financial aid laws and rules
- E. Working knowledge of community college athletic program requirements
- F. Hands-on knowledge of all Genesis functions
- G. Ability to effectively and tactfully communicate orally and in writing with a variety of contacts of considerable importance within and outside of the Campus and District

- H. Ability to work independently on broad general activities with the responsibility for planning and delegation of work
- I. Ability to make major decisions within broad limitations of policies, professional standards with work reviewed through consultation and agreement with others rather than by directives from superiors
- J. Ability to work collaboratively with faculty, staff, students and the community in an environment that values open and honest communication

**VI. Preferred Experience:**

*Five years full time experience in higher education administration or related experience is required. Community college student services experience is preferred.*

**VII. Educational Background:**

*Masters Degree in education, student personnel services, student development, educational administration or a related field is required from a regionally accredited institution required, doctorate preferred.*

**VIII. Working Conditions:**

*Normal office working conditions. Attendance at seminars and conferences is required.*

**IX. Physical/Ability Requirements:**

In the performance of the ESSENTIAL elements of this Job, the following are required. CHECK ALL THAT APPLY:

Sensory/Mental requirements					
<input checked="" type="checkbox"/>	Sight	<input type="checkbox"/>	Smell	<input checked="" type="checkbox"/>	Good Long-term Memory
<input type="checkbox"/>	Hearing	<input type="checkbox"/>	Taste	<input checked="" type="checkbox"/>	Good Short-term Memory
<input type="checkbox"/>	Touch			<input checked="" type="checkbox"/>	Ability to concentrate for long periods of Time

Ability Requirements:

Speak/Understand English       Basic Level       Professional Level       Public Speaking Skills

Reading English       6 Grade Level  12 Grade Level       College Level

Writing English       Basic Level       Intermediate Level       College Level

Speak a Second language (indicate language) \_\_\_\_\_

Operate standard office equipment (please specify equipment)

\_\_\_\_\_ Must be able to efficiently operate personal computer and word-processing and spreadsheet software.

Operate special equipment (Please specify equipment)

Drive an automobile/light truck/van or a vehicle requiring special skills or licensing (Please specify)

**PHYSICAL REQUIREMENTS:**

In an eight-hour workday, employee is required to: (**Check** daily requirement for each activity).

Task	Number of Hours Per 8 Hour Work Day							
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Sit	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Stand	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Walk	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Drive	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8

Data Entry	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Read CRT	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8

In terms of an 8 hour workday (select the category that applies to each activity):

<b>On the job employees must:</b>	<b>Not at all</b>	<b>Occasionally (1/4 - 2.5 hrs)</b>	<b>Frequently (2.5 - 5.5 hrs)</b>	<b>Continuously (5.5 - 8 hrs)</b>
Bend/Stoop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climb	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reach above Shoulder level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kneel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Squat	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crawl	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crouch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The employee must lift:</b>				
Usual amount ___ lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maximum amount ___ lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The employee must carry:</b>				
Usual amount <u>20</u> lbs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maximum amount <u>20</u> lbs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The employee must push/pull</b>				
Usual amount <u>20</u> lbs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maximum amount ___ lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On the job employee is required to use hands for repetitive actions such as:

	<b>Simple Grasping</b>	<b>Firm Grasping</b>	<b>Fine Manipulation</b>
Right	Yes		Yes
Left	Yes		Yes

<b>Does job require:</b>	<b>Yes</b>	<b>No</b>	<b>Explain</b>
Working at heights		<b>X</b>	
Operating machinery		<b>X</b>	
Operating computers or office machines	<b>X</b>		<b>Computer usage is mandatory including data entry, and word-processing.</b>
Precise manual dexterity		<b>X</b>	
Exposure to marked changes in temperature or humidity and the extremes thereof		<b>X</b>	
Exposure to dust, fumes, gases, chemicals		<b>X</b>	

The College has reviewed this job description to ensure that essential functions and basic duties have been included. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate.

I have read and received a copy of this description, including all attachments.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

## DIRECTOR OF TLCC AND LEARNING RESOURCES

**Reports to: Provost of Campus**  
**Organizational Unit: Professional/Technical**  
**Status: Exempt – Salary range: Level P16**  
**Revision Date: July 2008**

### I. BASIC PURPOSE OF POSITION:

This is a highly responsible, leadership and managerial position reporting to the Provost. The Director is responsible for activities related to the supervision, management, planning, design and development of the Library and Learning Resources (Teaching Learning Computing Center) for the campus and associated satellite centers. The Director is responsible for working collaboratively with full-time and adjunct faculty and staff to create and promote an environment that values the teaching and learning process. This position requires a leadership style that exemplifies PCC's Core Values of Commitment, Collaboration, Diversity, Excellence, Integrity, Leadership and Service. Position requires strong collaboration among campuses to ensure college-wide continuity in the areas of Library Acquisition, Cataloging, Development and Public Services.

### II. JOB FUNCTIONS:

	Essential	Non-Essential
A. Review, and comply with all PCC rules and procedures.	<b>X</b>	
B. Ensure compliance with State and Federal Statutes	<b>X</b>	
C. Hire, evaluate, schedule and supervise campus-based full-time and part-time employees (Library and TLCC)	<b>X</b>	
D. Develop and implement professional development opportunities for faculty and staff	<b>X</b>	
E. Work collaboratively with faculty to develop and implement new programs and course initiatives (ie: information literacy, research methods, academic support workshops)	<b>X</b>	
F. Administer department budget	<b>X</b>	
G. Evaluate resources and make recommendations	<b>X</b>	
H. Work collaboratively with academic deans, provost and district staff to ensure cost effective purchasing and acquisition practices	<b>X</b>	
I. Maintain, organize, evaluate, and manage outcomes assessment for Library an TLCC	<b>X</b>	
J. Establish continuous process improvement	<b>X</b>	
K. Participate in strategic planning initiatives	<b>X</b>	
L. Serve on and chair (as needed) college and campus committees	<b>X</b>	

### III. SUPERVISES THE FOLLOWING STAFF:

The TLCC and Library personnel on the assigned Campus.

### IV. REQUIRED KNOWLEDGE, SKILLS AND PERSONAL QUALIFICATIONS:

- A. Knowledge of principles and practices related to library resources within the context of higher education

- B. Knowledge of principles and practices related to learning assistance centers, learning labs, and tutoring centers within the context of higher education
- C. Ability to communicate orally and in writing with a variety of contacts of considerable importance within and outside of the Campus and District
- D. Ability to work independently on broad general activities with the responsibility for planning and delegation of work
- E. Ability to work collaboratively with faculty and staff in an environment that values open and honest communication
- F. Working knowledge of Genesis functions

**V. PREFERRED EXPERIENCE:**

Three years of professional experience in an academic library or learning resource center

**VI. EDUCATIONAL BACKGROUND:**

Graduation from a regionally accredited college or university with a Master's degree in Library Science or related field

**VII. WORKING CONDITIONS:**

Normal office working conditions

**VIII. PHYSICAL/ABILITY REQUIREMENTS:**

In the performance of the ESSENTIAL elements of this job, the following are required. CHECK ALL THAT APPLY:

Sensory/Mental Requirements		
<input checked="" type="checkbox"/> Sight	<input type="checkbox"/> Smell	<input checked="" type="checkbox"/> Good Long-Term Memory
<input checked="" type="checkbox"/> Hearing	<input type="checkbox"/> Taste	<input checked="" type="checkbox"/> Good Short-Term Memory
<input type="checkbox"/> Touch		<input checked="" type="checkbox"/> Ability to concentrate for long periods of time

**ABILITY REQUIREMENTS:**

Speak/Understand English     Basic Level     Professional Level     Public Speaking Skills

Reading English     6 Grade Level     12 Grade Level     College Level

Writing English     Basic Level     Intermediate Level     College Level

Speak a Second language (indicate language) \_\_\_\_\_

Operate standard office equipment (please specify equipment) \_\_\_\_\_

Operate special equipment (Please specify equipment) \_\_\_\_\_

Drive an automobile/light truck/van or a vehicle requiring special skills or licensing (Please specify) \_\_\_\_\_

**PHYSICAL REQUIREMENTS:**

In an eight-hour workday, employee is required to: (**Check** daily requirement for each activity).



Task	Number of Hours Per 8 Hour Work Day							
Sit	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Stand	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Walk	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Drive	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Data Entry	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Read CRT	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8

In terms of an 8 hour workday (select the category that applies to each activity):

On the job employees must:	Not at all	Occasionally (1/4 - 2.5 hrs)	Frequently (2.5 - 5.5 hrs)	Continuously (5.5 - 8 hrs)
Bend/Stoop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reach above Shoulder level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kneel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Squat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crawl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crouch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The employee must lift:</b>				
Usual amount ___ lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maximum amount ___ lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The employee must carry:</b>				
Usual amount ___ lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maximum amount ___ lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The employee must push/pull</b>				
Usual amount ___ lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maximum amount ___ lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On the job employee is required to use hands for repetitive actions such as:

	Simple Grasping	Firm Grasping	Fine Manipulation
Right	Yes		Yes
Left	Yes		Yes

The College has reviewed this job description to ensure that essential functions and basic duties have been included. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate.

I have read and received a copy of this description, including all attachments.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

# STUDENT SERVICES SPECIALIST

**Reports to: Supervising Campus Dean**

**Organizational Unit: Professional/Technical**

**Salary Range: P11**

**Revision Date: September, 2008**

## I. Basic Purpose of Position:

Serves as the lead Student Services Official and is responsible for the daily operation of the Student Services area at off campus centers and locations. The functions of this position are to include, but are not limited to admissions, registration, records, financial aid, and academic advising areas within the student services division of the college. Work is generally governed by broad instructions and objectives involving frequently changing conditions.

## II. Job Functions:

	<i>Essential</i>	<i>Non-Essential</i>
A. Answers all incoming calls and serves as campus reception and general information center.	<b>X</b>	
B. Disseminates admission, registration, and financial aid documents and other student services information.	<b>X</b>	
C. Assists students with the Admission, Registration, and Records functions which include but are not limited to: <ul style="list-style-type: none"> <li>• Oversees the admission and re-admission process.</li> <li>• Verifies documents establishing Florida Residency for tuition purposes.</li> <li>• Reviews and interprets transcripts for admission purposes.</li> <li>• Overseeing registration including drops and withdrawals.</li> <li>• Processing transcript and enrollment verification requests.</li> <li>• Collecting graduation applications.</li> <li>• Processing non-credit applications and registration.</li> </ul>	<b>X</b>	
D. Assist students with Financial Aid functions which include but are not limited to: <ul style="list-style-type: none"> <li>• Disseminating Financial Aid information regarding grants, loans, veteran benefits and various scholarships.</li> <li>• Assisting students with online FASFA.</li> <li>• Collecting financial aid data and relevant documents for supervising campus.</li> <li>• Work with supervising campus to schedule Financial Aid Workshops and Information Sessions</li> </ul>	<b>X</b>	
E. Assist students with Advising functions which include but are not limited to: <ul style="list-style-type: none"> <li>• Advising students about admissions, career exploration, transfer requirements, registration, academic programs, and course selection.</li> <li>• Advising students regarding CLAST requirements.</li> <li>• Establishing and maintaining effective communication with other members of the academic advising staff of the supervising campus.</li> <li>• Review and interprets transcripts for registration purposes.</li> </ul>	<b>X</b>	

<ul style="list-style-type: none"> <li>• Interpreting and utilizing standardized test scores and result in the advising process.</li> <li>• Analyzing student records for graduation ensuring all requirements are met or in-progress.</li> <li>• Coordinates center visits with various service providers including the Perkins Advisor and the Academic Success Counselor.</li> <li>• Makes initial determination when additional counseling or advising services are needed and refers to supervising campus.</li> </ul>	
F. Prepares notifications and information to students about services, scheduled events, registration periods and other student services activities.	<b>X</b>
G. Assists faculty and other staff in the use of the Genesis student database and the web interface functions.	<b>X</b>
H. Assists with the coordination of special events including center Open Houses, Financial Aid Information Sessions, Registration Events, Super Saturday's as well as local community events.	<b>X</b>
I. Facilitates orientation which adequately explains students' responsibilities and PSC's environment, philosophy, rules, regulations and transfer procedures.	<b>X</b>
J. Contributes to retention and recruitment efforts for the Center.	<b>X</b>
K. Supports visiting administration and Enrollment Services and Outreach Coordinator with clerical duties.	<b>X</b>
L. Coordinates the use of the Community Services room.	<b>X</b>
M. Directs the student flow of the one-stop student services concept.	<b>X</b>
N. Supervises OPS workers and PT Student Services Specialist.	<b>X</b>
O. Maintains flexible work schedule to fill in for absences and work overtime as needed.	<b>X</b>
<i>Essential Non-Essential</i>	

### III. Consulting Tasks:

- A. Consults with students, part-time faculty, counselors, faculty, and the Director of Physical Plant.
- B. Consults with Student Success Center, Academic Affairs and Student Services staff members.
- C. Consults with the general public regarding workshops and classes.

### IV. Supervises the Following Staff:

OPS workers and PT Student Services Specialist.

### V. Required Knowledge, Skills and Personal Qualifications:

- A. The ability to establish an effective rapport with part-time and full-time faculty.
- B. Good organizational skills, with special attention to details.
- C. Good oral and written communications skills.
- D. Ability to work well with others.
- E. General office skills.

- F. Highly-skilled computer knowledge Microsoft products such as, word processing, spreadsheets and databases.
- G. Good human relations skills.
- H. Ability to work independently on broader assignments with the responsibility of planning work.
- I. Ability to makes decisions within accepted standards.
- J. Ability to maintain confidential information.

**VI. Preferred Experience:**

*Five years of clerical records work experience with progressively responsible positions. Three years experience in Student Services, preferably the Registrar's Office or Advising.*

**VII. Educational Background:**

*Bachelor's Degree required.*

**VIII. Working Conditions:**

- F. Must be able to work flexible hours and overtime as needed including weekends.
- G. Must have the ability to work proficiently in busy, multi-office work area.
- H. Must be flexible and able to adapt well to changes.

**IX. Physical/Ability Requirements:**

In the performance of the ESSENTIAL elements of this Job, the following are required. CHECK ALL THAT APPLY:

Sensory/Mental requirements					
<input checked="" type="checkbox"/>	Sight	<input type="checkbox"/>	Smell	<input checked="" type="checkbox"/>	Good Long-term Memory
<input checked="" type="checkbox"/>	Hearing	<input type="checkbox"/>	Taste	<input checked="" type="checkbox"/>	Good Short-term Memory
<input type="checkbox"/>	Touch			<input type="checkbox"/>	Ability to concentrate for long Periods of Time

Ability Requirements:

Speak/Understand English Speaking Skills  Basic Level  Professional Level  Public

Reading English  6 Grade Level  12 Grade Level  College Level

Writing English Level  Basic Level  Intermediate Level  College

Speak a Second language (indicate language) \_\_\_\_\_

Operate standard office equipment (please specify equipment)

Must be able to efficiently operate personal computer and word-processing and spreadsheet software. \_\_\_\_\_

Operate special equipment (Please specify equipment)

\_\_\_\_\_

**PHYSICAL REQUIREMENTS:**

In an eight-hour workday, employee is required to: (Check daily requirement for each activity).

Task	Number of Hours Per 8 Hour Work Day							
Sit	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Stand	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Walk	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Drive	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Data Entry	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Read CRT	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Lift ___ lbs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Carry ___ lbs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8

On the job employee is required to use hands for repetitive actions such as:

	Simple Grasping	Firm Grasping	Fine Manipulation
Right	Yes		Yes
Left	Yes		Yes

The College has reviewed this job description to ensure that essential functions and basic duties have been included. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate.

I have read and received a copy of this description, including all attachments.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

# STUDENT SERVICES ASSISTANT

**Reports to: Registrar or the Center Manager**  
**Organizational Unit: Career Staff- Non-exempt**  
**Salary Range: Level C12**  
**Revision Date: June 2008**

## I. Basic Purpose of Position:

Performs moderately routine, diverse clerical work in a complex Admissions, Registration and Records department or College Center. General policies can be applied to a majority of work situations; however, moderate decision-making is required under limited supervision.

## II. Job Functions:

	<i>Essential Non-Essential</i>
A. Review admissions applications, determine credentials needed for admissions processing, prepare files and schedule student for testing, orientation or program planning.	<b>X</b>
B. Prepare letters notifying students of admissions status and appointments.	<b>X</b>
C. Research and reactivate updated applications, update computer information and send notifications to students.	<b>X</b>
D. Process incoming transcripts, verify name and social security number, and prepare files for final review.	<b>X</b>
E. Register credit and non-credit students maintain records, pre-audit and submit credit cards charged to business offices.	<b>X</b>
F. Assist in registration and graduation activities as needed.	<b>X</b>
G. Provide Information to a variety of individuals relative to admissions, registration and graduation.	<b>X</b>
H. Process applications test scores, final grade and transcript requests.	<b>X</b>
I. Check proper ID's, authorizations, and make corrections and updates as needed.	<b>X</b>
J. Process student drops, withdrawals, petitions, subpoenas and incoming and outgoing transient student forms	<b>X</b>
K. Coordinates and maintains coverage for the college switchboard.	<b>X</b>
L. Sort, distributes, and forwards incoming departmental mail as appropriate.	<b>X</b>
M. Produces the matrix and transcripts need by the Nursing department for nursing candidates.	<b>X</b>

## III. Consulting Tasks:

- D. Consults with students, part-time faculty, counselors, faculty, and the Director of Physical Plant.
- E. Consults with Academic Affairs and Student Services staff members.
- F. Consults with the general public regarding workshops and classes.

## IV. Supervises the Following Staff:

*None*

**V. Required Knowledge, Skills and Personal Qualifications:**

- K. The ability to establish an effective rapport with part-time and full-time faculty.
- L. Good organizational skills, with special attention to details.
- M. Good oral and written communications skills.
- N. Ability to work well with others.
- O. General office skills.
- P. Experience with computer, word processing, spreadsheets and databases.
- Q. Good human relations skills.
- R. Ability to maintain confidential information.

**VI. Preferred Experience:**

*Two years office organization and clerical experience.*

**VII. Educational Background:**

*Graduation from a standard high school (or equivalent).*

**VIII. Working Conditions:**

- I. During the first of each semester must be available to work evening hours to start the semester.
- J. Sometimes requires coming in on evenings, early in the mornings, and on Saturdays to start various workshops.
- K. Must have the ability to work proficiently in busy, multi-office work area.
- L. Must be flexible and able to adapt well to changes.

**IX. Physical/Ability Requirements:**

In the performance of the ESSENTIAL elements of this Job, the following are required. CHECK ALL THAT APPLY:

Sensory/Mental requirements		
<input checked="" type="checkbox"/> Sight	<input type="checkbox"/> Smell	<input checked="" type="checkbox"/> Good Long-term Memory
<input checked="" type="checkbox"/> Hearing	<input type="checkbox"/> Taste	<input checked="" type="checkbox"/> Good Short-term Memory
<input type="checkbox"/> Touch		<input type="checkbox"/> Ability to concentrate for long Periods of Time

Ability Requirements:

Speak/Understand English Speaking Skills  Basic Level  Professional Level  Public

Reading English  6 Grade Level  12 Grade Level  College Level

Writing English Level  Basic Level  Intermediate Level  College

Speak a Second language (indicate language) \_\_\_\_\_

Operate standard office equipment (please specify equipment) \_\_\_\_\_

Must be able to efficiently operate personal computer and word-processing and spreadsheet software.

Operate special equipment (Please specify equipment)

**PHYSICAL REQUIREMENTS:**

In an eight-hour workday, employee is required to: (**Check** daily requirement for each activity).

Task	Number of Hours Per 8 Hour Work Day							
	1	2	3	4	5	6	7	8
Sit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stand	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data Entry	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read CRT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lift ___ lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carry ___ lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On the job employee is required to use hands for repetitive actions such as:

	Simple Grasping	Firm Grasping	Fine Manipulation
Right	Yes		Yes
Left	Yes		Yes

The College has reviewed this job description to ensure that essential functions and basic duties have been included. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate.

I have read and received a copy of this description, including all attachments.

Employee Signature

Date



# Tutoring Services Coordinator

Reports to: Teaching Lab Supervisor

Organizational Unit: Career Staff- Non-exempt

Salary Range: Level C15

Revision Date: July 2008

## I. Basic Purpose of Position:

Performs highly responsible, technical and para-professional work in support of a large Teaching/Learning Lab. Work is generally governed by broad instructions and objectives involving frequently changing conditions and problems.

## II. Job Functions:

	<i>Essential</i>	<i>Non-Essential</i>
A. Coordinate and conduct tutor training events and oversee tutor certification	X	
B. Schedule group help sessions and compile attendance statistics.	X	
C. Serve as a liaison between TLCC and faculty.	X	
D. Create and distribute TLCC tutor newsletter.	X	
E. Schedule and assign TLCC tutor introductions and orientations.	X	
F. Administer and monitor testing for PSC courses, VUE, CLEP, Credit by Exam, special needs, college placement and all distance learning.	X	
G. Assist students, faculty and staff in the use of computer hardware and software.	X	
H. Assist disabled students with special needs software and equipment.	X	
I. Issue software and duplicate video, audio tapes, and other instructional media and materials.	X	
J. Provide tutoring assistance as needed.		
K. Perform troubleshooting on computer equipment, submit request for computer maintenance and collaborate with college technical support for major repairs.	X	
L. Maintain and report print management information/data to Axsas and Business office. Order supplies for print management services and collaborate with cashier to account for funds received.	X	
M. Assemble and distribute beginning of the term TLCC tutor and testing information to faculty.	X	
N. Add and correct student information for the TLCC sign in system; print reports.	X	
O. Distribute computer supplies to faculty and staff upon request.	X	
P. Contact service representatives for technical difficulties with Xerox machines.	X	
Q. Authorized to distribute paychecks to tutors and staff of TLCC and library.	X	

**III. Consulting Tasks:**

- G. Consults with students, faculty, advisors and Technical Support.
- H. Consults with Academic and Student Services staff members.
- I. Consults with the general public regarding registration, classes and testing.
- J. Consult with tutors concerning training and certification requirements.

**IV. Supervises the Following Staff:**

*None*

**V. Required Knowledge, Skills and Personal Qualifications:**

- S. The ability to establish an effective rapport with faculty students and administration.
- T. Good organizational skills, with special attention to details.
- U. Good oral and written communications skills.
- V. Ability to work well with others.
- W. General office skills.
- X. Experience with computer, word processing, spreadsheets and databases.
- Y. Good human relations skills.
- Z. Ability to maintain confidential information.

**VI. Preferred Experience:**

*One year of related work experience. An equivalent combination of training and experience may be substituted.*

**VII. Educational Background:**

*Graduation from an accredited college or university with an Associate degree.*

**VIII. Working Conditions:**

- M. Must be available to work evening hours and weekends as needed
- N. Must have the ability to work proficiently in busy, multi-office work area.
- O. Must be flexible and able to adapt well to changes.

**IX. Physical/Ability Requirements:**

In the performance of the ESSENTIAL elements of this Job, the following are required.  
CHECK ALL THAT APPLY:

Sensory/Mental requirements					
<input checked="" type="checkbox"/>	Sight	<input type="checkbox"/>	Smell	<input checked="" type="checkbox"/>	Good Long-term Memory
<input checked="" type="checkbox"/>	Hearing	<input type="checkbox"/>	Taste	<input checked="" type="checkbox"/>	Good Short-term Memory
<input type="checkbox"/>	Touch			<input type="checkbox"/>	Ability to concentrate for long Periods of Time

Ability Requirements:

- Speak/Understand English  Basic Level  Professional Level  Public Speaking Skills
- Reading English  6 Grade Level  12 Grade Level  College Level
- Writing English  Basic Level  Intermediate Level  College Level
- Speak a Second language (indicate language) \_\_\_\_\_
- Operate standard office equipment (please specify equipment)

Must be able to efficiently operate personal computer and word-processing and spreadsheet software.

- Operate special equipment (Please specify equipment)  
General audio-visual equipment.

**PHYSICAL REQUIREMENTS:**

In an eight-hour workday, employee is required to: (**Check** daily requirement for each activity).

Task	Number of Hours Per 8 Hour Work Day							
Sit	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Stand	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Walk	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Drive	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Data Entry	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Read CRT	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Lift ___ lbs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Carry ___ lbs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8

On the job employee is required to use hands for repetitive actions such as:

	Simple Grasping	Firm Grasping	Fine Manipulation
Right	Yes		Yes
Left	Yes		Yes

The College has reviewed this job description to ensure that essential functions and basic duties have been included. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate.

I have read and received a copy of this description, including all attachments.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

# TEACHING LAB ASSISTANT--SENIOR

Reports to: Teaching Lab Supervisor

Organizational Unit: Career Staff- Non-exempt

Salary Range: Level C15

Revision Date: July 2008

## I. Basic Purpose of Position:

Performs highly responsible, technical and para-professional work in support of a large Teaching/Learning Lab. Work is generally governed by broad instructions and objectives involving frequently changing conditions and problems.

## II. Job Functions:

	<i>Essential</i>	<i>Non-Essential</i>
A. Administer group and individual computer programming help sessions.	X	
B. Maintain VUE certification software and updates. Act as liaison between the TLCC and VUE	X	
C. Assist with regular updates to the TLCC webpage	X	
D. Collaborate with TLCC and technical support constituents for purchase of computer hardware and software and maintain software library.	X	
E. Administer and monitor testing for PSC courses, VUE, CLEP, Credit by Exam, special needs, college placement and all distance learning.	X	
F. Assist students, faculty and staff in the use of computer hardware and software.	X	
G. Assist disabled students with special needs software and equipment.	X	
H. Issue software and duplicate video, audio tapes, and other instructional media and materials.	X	
I. Provide tutoring assistance as needed.	X	
J. Perform troubleshooting on computer equipment, submit request for computer maintenance and collaborate with college technical support for major repairs.	X	
K. Maintain and report print management information/data to Axsa and Business office. Order supplies for print management services and collaborate with cashier to account for funds received.	X	
L. Assemble and distribute beginning of the term TLCC tutor and testing information to faculty.	X	
M. Add and correct student information for the TLCC sign in system; print reports.	X	
N. Distribute computer supplies to faculty and staff upon request.	X	
O. Contact service representatives for technical difficulties with Xerox machines	X	
P. Authorized to distribute paychecks to the tutors and staff of the TLCC and library.	X	

**III. Consulting Tasks:**

- K. Consults with students, faculty, advisors, and technical support.
- L. Consults with Academic and Student Services staff members.
- M. Consults with the general public regarding registration, classes and testing.

**IV. Supervises the Following Staff:**

*None*

**V. Required Knowledge, Skills and Personal Qualifications:**

- AA. The ability to establish an effective rapport with faculty students and administration.
- BB. Good organizational skills, with special attention to details.
- CC. Good oral and written communications skills.
- DD. Ability to work well with others.
- EE. General office skills.
- FF. Experience with computer, word processing, spreadsheets and databases.
- GG. Good human relations skills.
- HH. Ability to maintain confidential information.

**VI. Preferred Experience:**

*One year of related work experience. An equivalent combination of training and experience may be substituted.*

**VII. Educational Background:**

*Graduation from an accredited college or university with an Associate degree.*

**VIII. Working Conditions:**

- P. Must be available to work evening hours or weekend hours as needed.
- Q. Must have the ability to work proficiently in busy, multi-office work area.
- R. Must be flexible and able to adapt well to changes.

**IX. Physical/Ability Requirements:**

In the performance of the ESSENTIAL elements of this Job, the following are required. CHECK ALL THAT APPLY:

Sensory/Mental requirements					
<input checked="" type="checkbox"/>	Sight	<input type="checkbox"/>	Smell	<input checked="" type="checkbox"/>	Good Long-term Memory
<input checked="" type="checkbox"/>	Hearing	<input type="checkbox"/>	Taste	<input checked="" type="checkbox"/>	Good Short-term Memory
<input type="checkbox"/>	Touch			<input type="checkbox"/>	Ability to concentrate for long Periods of Time

Ability Requirements:

Speak/Understand English  Basic Level  Professional Level  Public

Speaking Skills

Reading English  6 Grade Level  12 Grade Level  College Level

Writing English  Basic Level  Intermediate Level  College Level

Speak a Second language (indicate language) \_\_\_\_\_

Operate standard office equipment (please specify equipment)

Must be able to efficiently operate personal computer and word-processing and spreadsheet software.

Operate special equipment (Please specify equipment)  
General audio-visual equipment.

**PHYSICAL REQUIREMENTS:**

In an eight-hour workday, employee is required to: (**Check** daily requirement for each activity).

Task	Number of Hours Per 8 Hour Work Day							
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Sit	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Stand	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Walk	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Drive	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Data Entry	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Read CRT	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Lift ___ lbs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Carry ___ lbs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8

On the job employee is required to use hands for repetitive actions such as:

	Simple Grasping	Firm Grasping	Fine Manipulation
Right	Yes		Yes
Left	Yes		Yes

The College has reviewed this job description to ensure that essential functions and basic duties have been included. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate.

I have read and received a copy of this description, including all attachments.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

# Utility Mechanic

**Reports to: Facilities Plant Manager**

**Organizational Unit: Facilities Operations; Career Staff, Non-Exempt**

**Salary Range: Level C12**

**Revision Date: February 2009**

## I. Basic Purpose of Position:

Performs limited skilled maintenance duties of a generally routine nature with conditions subject to some minor and infrequent changes. The majority of work responsibilities are covered by established procedures within well defined areas under limited supervision. Moderate amount of judgment/decision-making is required in the analysis of data or a situation.

## II. Job Functions:

	<i>Essential</i>	<i>Non-Essential</i>
P. Responds to variety of work order service calls, trouble shooting maintenance problems within the scope of the position.	<b>X</b>	
Q. Reports any and/all unsafe conditions to the maintenance operations center for corrective action.	<b>X</b>	
R. Completes general maintenance assignments specified in college work order requests.	<b>X</b>	
S. Replaces filters and other equipment as directed.		
T. Replaces light bulbs, light fixture tubes and ballasts.	<b>X</b>	
U. Prepare and maintains equipment and machinery reports.	<b>X</b>	
V. Repair and/or paint walls and repair minor plumbing problems.	<b>X</b>	
W. Sweeps, mops, cleans floors and corridors; vacuum carpeted areas; empty trash.	<b>X</b>	
X. Clean counters tops, toilets and other plumbing fixtures as assigned.	<b>X</b>	
Y. Sweeps walks, asphalted and related outside concreted areas	<b>X</b>	
Z. Cuts grass, trims, weeds, removes trash from landscape and uses power blower as required.	<b>X</b>	
AA. Respond to set-up requests of furniture for college events or scheduled functions.	<b>X</b>	
BB. Maintain facilities' stock room.	<b>X</b>	
CC. Responds to requests from security for crowd control.	<b>X</b>	
DD. Responds to after hours requests.	<b>X</b>	
EE. Possess valid driver's license with an acceptable driving record or ability to obtain Florida Drivers License within 1 month of employment.	<b>X</b>	
M. Performs other appropriate duties as may be assigned.	<b>X</b>	

## III. Consulting Tasks:

- N. Consults with other departmental staff and management staff within the college.
- O. Consults with the general public regarding broad spectrum of inquiries concerning the college.

**IV. Supervises the Following Staff:**

*None*

**V. Required Knowledge, Skills and Personal Qualifications:**

- II. Good organizational skills, with special attention to details.
- JJ. Ability to work under indirect supervision following established practices and clear-cut policies in the performance of the majority of duties.
- KK. Makes decisions when general instructions, established methods and clearly defined precedent indicate action to be taken; but refers unusual problems to supervisor.
- LL. The ability to establish and maintain effective working relationships with a variety of people.
- MM. Maintenance principles and sanitation methods.
- NN. Modern cleaning methods, materials, tools and equipment.

**VI. Preferred Experience:**

*(5) Year related experience in a multi-function maintenance organization or any combination of training, experience, and/or education sufficient to demonstrate the knowledge and abilities described within this position description.*

**VII. Educational Background:**

*Graduation from a standard high school (or equivalent).*

**VIII. Working Conditions:**

- S. Sometimes requires coming in on evenings, weekends, holidays and days when the college is scheduled closed.
- T. Indoor and outdoor exposure on frequent basis to several disagreeable elements or factors such as; oily, dirty, heat, dampness, fumes, chemicals, dust, and noise.

**IX. Physical/Ability Requirements:**

In the performance of the ESSENTIAL elements of this Job, the following are required.  
CHECK ALL THAT APPLY:

Sensory/Mental requirements		
<input checked="" type="checkbox"/> Sight	<input checked="" type="checkbox"/> Smell	<input checked="" type="checkbox"/> Good Long-term Memory
<input checked="" type="checkbox"/> Hearing	<input checked="" type="checkbox"/> Taste	<input checked="" type="checkbox"/> Good Short-term Memory
<input checked="" type="checkbox"/> Touch		<input checked="" type="checkbox"/> Ability to concentrate for long Periods of Time

Ability Requirements:

- Speak/Understand English  Basic Level  Professional Level  Public Speaking Skills
- Reading English  6 Grade Level  12 Grade Level  College Level
- Writing English  Basic Level  Intermediate Level  College Level



Speak a Second language (indicate language) \_\_\_\_\_

Operate standard office equipment (please specify equipment)

Personnel computer and window based software.

Operate special equipment (Please specify equipment)

Power and hand tools, air operated high-lift, motor vehicles (gas and battery powered); fork lift, tractor and other devices and equipment associated with general maintenance.

### PHYSICAL REQUIREMENTS:

In an eight-hour workday, employee is required to: (**Check** daily requirement for each activity).

Task	Number of Hours Per 8 Hour Work Day							
Sit	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Stand	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Walk	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Drive	<input checked="" type="checkbox"/> <1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Kneeling	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Read CRT	<input checked="" type="checkbox"/> <1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Lift 100 lbs.	<input checked="" type="checkbox"/> <1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Carry 100 lbs.	<input checked="" type="checkbox"/> <1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Climbing	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8

On the job employee is required to use hands for repetitive actions such as:

	Simple Grasping	Firm Grasping	Fine Manipulation
Right	Yes	Yes	Yes
Left	Yes	Yes	Yes

The College has reviewed this job description to ensure that essential functions and basic duties have been included. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate.

I have read and received a copy of this description, including all attachments.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

POLK COMMUNITY COLLEGE  
HUMAN RESOURCES OFFICE**CENTER MANAGER**

10 APR 12 PM 12: 27

**Reports to: Provost of the supervising campus****Organizational Unit: Professional Technical****Status: Exempt- Salary range: Level P15****Revision Date: March 2010****I. Basic Purpose of Position:**

The Manager works under general direction of the Provost of the supervising campus and manages and supervises the Off-Campus Center; assumes responsibility for planning, assigning and reviewing work of subordinates under direction; assumes responsibility for planning and recommending general departmental responsibilities as directed; exercises discretion and independent judgment with authority to make important decisions.

Performs highly responsible and managerial work at a remote academic center. Work is generally governed by broad instructions and objectives involving frequently changing conditions and problems. Requires substantial judgment in the development of activities and solution of problems.

Assists in the leadership of a comprehensive program of enrollment management, marketing, and student support services that enable the external site to reach enrollment objectives consistent with the College's strategic plan.

**II. Job Functions:***Essential Non-Essential*

	<i>Essential</i>	<i>Non-Essential</i>
A. Maintains Regular Attendance	X	
B. Supervises and manages the operations of the off-campus Center.	X	
C. Creates, recommends and implements policies, guidelines and procedures.	X	
D. Coordinates maintenance requirements for facilities, grounds, and equipment.	X	
E. Supervises the inventory process for the center.	X	
F. Oversees budgets and expenditures for the center.	X	
G. Develops long and short-term goals for the center.	X	
H. Directs the development and management of academic support services, information literacy, testing, and tutoring programs for students.	X	
I. Provides programs and services which are responsive to the needs of students, faculty and staff.	X	
J. Consults with faculty and TLCC staff on appropriate academic resources for use in the Student Success Center.	X	
K. Supervises employees of the center. Recommends applicants for employment.	X	
L. Ensures adequate office space, office supplies, and instructional materials are available for faculty and adjunct instructors.	X	
M. Maintains and updates informational, academic and public relations materials for the center.		
N. Coordinates services for students with disabilities which are in accordance with college policies and procedures.	X	

**III. Consulting Tasks:**

- A. Requires the ability to communicate effectively with a wide variety of individuals from within and outside the College. Consultation on problems requires clarity, judgment, and tact, in order to obtain cooperation or approval of action to be taken.
- B. Requires the ability to convey a professional image and effectively represent the College as appropriate in its relationship with area businesses, Chambers, school systems, and other community groups.
- C. Collaborate with faculty, Department Chairs, and Dean of Academic Affairs in developing course schedules for the center.
- D. Collaborates with Dean of Students to offer programs and services which promote student success.
- E. Serves with other personnel on campus and college-wide committees.
- F. Consults with the Provost of the supervising campus in providing leadership and direction to the off-campus center.

**IV. Supervises the Following Staff:**

Supervises employees of the center.

**V. Required Knowledge, Skills and Personal Qualifications:**

- A. Requires ability to work independently on broader assignments with the responsibility for the planning of work. Makes decisions within accepted standards.
- B. Demonstrated commitment in supporting student success and retention at developmental and college levels including at-risk student populations.
- C. Ability to work cooperatively with college personnel.
- D. Excellent written and oral communications skills.
- E. Demonstrated proficiency in oral and written communication.
- F. Demonstrated commitment to community involvement.
- G. Instructional supervision experience in a public education setting.
- H. Knowledge of the Florida education system preferred.
- I. Ability to work independently in determining the priorities and processes for achieving departmental goals
- J. Ability to supervise the work of clerical, technical and other professional employees
- K. Understanding the role of the Student Success Center and an academic support lab in a community college. Knowledge of information literacy principles and practices.
- L. Understanding of the role of Student Services in a community college. Knowledge of professional principles and practices in student services administration.
- M. Requires supervisory experience, and ability to operate a personal computer with a variety of application programs.

**VI. Preferred Experience:**

Three years of related higher education experience preferred in a progressively responsible capacity in the areas of admissions/enrollment management, academic advising, student services, and/or non-traditional adult learning programs is very desirable; Demonstrated experience supporting student success.

**VII. Educational Background:**

Graduation from a regionally accredited college or university with a Masters Degree in higher education administration, student affairs administration or related field.

**VIII. Working Conditions:**

Normal office working conditions.

**IX. Physical/Ability Requirements:**

In the performance of the ESSENTIAL elements of this Job, the following are required. CHECK ALL THAT APPLY:

Sensory/Mental requirements		
<input checked="" type="checkbox"/> Sight	<input type="checkbox"/> Smell	<input checked="" type="checkbox"/> Good Long-term Memory
<input checked="" type="checkbox"/> Hearing	<input type="checkbox"/> Taste	<input checked="" type="checkbox"/> Good Short-term Memory
<input type="checkbox"/> Touch		<input checked="" type="checkbox"/> Ability to concentrate for long periods of Time

**Ability Requirements:**

- Speak/Understand English     Basic Level                       Professional Level                       Public Speaking Skills  
 Reading English                       6 Grade Level                       12 Grade Level                       College Level  
 Writing English                       Basic Level                       Intermediate Level                       College Level

Speak a Second language (indicate language) \_\_\_\_\_

Operate standard office equipment (please specify equipment)

\_\_\_\_\_ Must be able to efficiently operate personal computer and word-processing and spreadsheet software.

Operate special equipment (Please specify equipment)

\_\_\_\_\_

Drive an automobile/light truck/van or a vehicle requiring special skills or licensing (Please specify)

\_\_\_\_\_

**PHYSICAL REQUIREMENTS:**

In an eight-hour workday, employee is required to: (Check daily requirement for each activity).

Task	Number of Hours Per 8 Hour Work Day							
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Sit	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Stand	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Walk	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Drive	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Data Entry	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
Read CRT	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8

In terms of an 8 hour workday (select the category that applies to each activity):

On the job employees must:	Not at all	Occasionally (1/4 - 2.5 hrs)	Frequently (2.5 - 5.5 hrs)	Continuously (5.5 - 8 hrs)
Bend/Stoop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climb	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reach above Shoulder level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kneel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Squat	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crawl	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Crouch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The employee must lift:</b>				
Usual amount 20 lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maximum amount 20 lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The employee must carry:</b>				
Usual amount 20 lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maximum amount 20 lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The employee must push/pull</b>				
Usual amount lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maximum amount lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

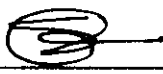
On the job employee is required to use hands for repetitive actions such as:

	Simple Grasping	Firm Grasping	Fine Manipulation
Right	Yes		Yes
Left	Yes		Yes

Does job require:	Yes	No	Explain
Working at heights		X	
Operating machinery		X	
Operating computers or office machines	X		Computer usage is mandatory including data entry, and word-processing.
Precise manual dexterity		X	
Exposure to marked changes in temperature or humidity and the extremes thereof		X	
Exposure to dust, fumes, gases, chemicals		X	

The College has reviewed this job description to ensure that essential functions and basic duties have been included. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate.

I have read and received a copy of this description, including all attachments.

  
 \_\_\_\_\_ Date 4/12/2010

  
 \_\_\_\_\_ Date 4/12/2010